

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Woodside Academy
Number of pupils in school	201
Proportion (%) of pupil premium eligible pupils	32.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021 – 2024 within a 3-year long term plan
Date this statement was published	December 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Kathryn Freame
Pupil premium lead	Catherine Aucott
Governor / Trustee lead	Denise James-Mason

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,250.00
Recovery premium funding allocation this academic year	£76,922.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£151,172.00

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery following the COVID-19 pandemic, notably through engagement with the National Tutoring Programme, specifically the School Led option, for pupils that have been worst affected, including non-disadvantaged pupils.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally can make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be marginally lower in most subjects compared to non-disadvantaged pupils. 2022 – 2023 data indicates that this trend is most recognisable in some specific maths outcomes (Explorer Line - Using and Applying).
2	Our assessments show that disadvantaged pupils generally can make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be marginally lower in most subjects compared to non-disadvantaged pupils. 2022 – 2023 data indicates that this trend is most recognisable in some specific English outcomes (Explorer Line – Writing).
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Further embed personalisation of learning (Personalised Learning Plans)	<p>All learners make sound and sustained progress as reflected in academic and PLP data.</p> <p>Learners are given every opportunity to develop more knowledge, skills and ability.</p> <p>Reduction in the number of behavioural incidents.</p> <p>Gaps identified in Number and Shape, Space & Measures (SSM) are narrowed through interventions coordinated by Maths Lead.</p>
Further develop communication, sensory, social and emotional skills to promote progress and support wellbeing.	<p>Class teams have a better understanding and greater confidence to meet children's sensory and communication needs.</p> <p>Communication tools are used more consistently throughout the day.</p> <p>SEMH specialist teacher works to support specific students with identified SEMH needs disseminating agreed and successful strategies and approaches with the staff as appropriate.</p> <p>Wellbeing plans are refined so that learners further develop their readiness for learning and skills across the school day in the areas of:</p> <ul style="list-style-type: none"> - communication, - self-regulation, - self-awareness and self-management including sensory needs. <p>All learners make sound and sustained progress.</p> <p>Learners are excellently prepared well for the next phase of their education or life.</p>
Enhance pastoral provision to support personal development and targeted support for emerging issues based on a range of data streams.	<p>Ongoing review and development of Wellbeing plans</p> <p>In-school identification of barriers which are affecting learning matched to targeted response through a range of intervention offers via the pastoral/class team as appropriate.</p> <p>Additional bought-in SEMH partner to provide support in school and at home.</p>
Promote health and wellbeing & vocational skills through enhancing opportunities for Learning Outside the Classroom.	<p>Teachers accurately identify next steps for personal development through PLPs, Wellbeing plans and pupil progress meetings.</p> <p>Learners develop an increasingly secure understanding of the importance of a healthy lifestyle and the impact that this</p>

	<p>has on their physical, emotional and mental health and wellbeing.</p> <p>Development of specific outdoor learning spaces.</p> <p>Learners develop sense and experience of the wider (local) community.</p> <p>Learners and staff have the opportunity to learn and work outdoors.</p> <p>Learners are taught to:</p> <p>Look after and respect their environment and develop skills to grow their own food.</p>
Learners can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHCP termly outcomes, also identified on Personalised Learning Plans.
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are able to access high quality work experience and careers mentoring. All pupils access college placements and employment opportunities on a par with peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Maths TLR: £5889

English TLR: £4712

English TLR £5889

School commissioned services:

Specialist SaLT £66,000 (commissioned via Oxleas NHS)

Specialist SaLT £15,160 (commissioned privately))

Additional SaLT: £35,301 (funded via school led tutoring which contributes £28,764)

Additional Occupational Therapy £15,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creation of a maths Teaching and Learning Responsibility lead to develop and improve maths teaching across	Explorer Line Gap in Using and Applying (Maths): 53% pp and 68% non-pp.	1

<p>the school in line with DfE guidance. The lead will engage with our local research school and maths hub to develop the quality of maths teaching through CPD. Woodside is now in Year 1 Maths Mastery Programme.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS1 and 2.pdf (publishing.service.gov.uk)</p>	
<p>Creation of English Teaching and Learning Responsibility leads to develop and improve English teaching across the school in line with DfE guidance. The leads will engage with SLP English leads, as well as other leads from LSEAT trust.</p>	<p>Explorer Line Gap in Writing (English): 79% pp and 91% non-pp.</p>	<p>2</p>
<p>Purchase of highly ASD specialist of Speech and Language Therapist (SALT) TA time.</p>	<p>To coordinate and deliver: Bespoke and responsive CPD across the whole school Interventions from the SaLT team including Zones of Regulation, SignALong, ScertsPECS, Talkabout (School to fund additional costs associated with role from HNF)</p>	<p>3</p>
<p>CPD programme delivered by SALT (Singalong, What is Autism, BLANKs training) and OT and tailored to different cohorts across the school in order that staff are upskilled to ensure that barriers associated with communication and sensory and emotional regulation can be reduced. Parent training delivered via Therapy links SaLT (<i>What is Autism?</i>) and OT.</p>	<p>Improved consistency with communication and independence.</p> <p>Further development of pedagogy to support the SEND of all children to ensure that they make as much progress as possible despite the impact of pandemic on education.</p> <p>Parents are further empowered to understand autism and support their child's learning.</p>	<p>3, 4</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: *Included within staff resource costs*

Activity	Evidence that supports this approach	Challenge number(s) addressed
15-minute reading sessions from all members of staff for disadvantaged pupils that require further support. Each pupil to receive one session per week for two terms.	Understanding the meaning of a text requires a combination of word recognition and language comprehension: Learning to Read: “The Simple View of Reading” National Centre on Improving Literacy	3,5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: *Included within staff resource costs and indirectly through SaLT and OT additional provisions outlined above.*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deep knowledge of the learners, their communication and essential ingredients for their learning are captured in highly effective Wellbeing Plans. As a result, interventions assigned and led by support mentors (zones of regulation, Lego therapy etc).	Deep knowledge of the children, their communication and essential ingredients for their learning are captured in highly effective Wellbeing Plans.	5
Enhancing the sensory regulation equipment available for PP learners with enhanced sensory needs, including	We have observed that sensory equipment and resources such as soft play equipment (tunnels, ball pits, slides), weighted jackets and additional proprioceptor equipment can be effective at providing support for our pupils with sensory needs.	4

autism. We will also fund staff training.		
In 2023 – 2024 a specific focus on expanding sensory space and equipment in the secondary block where a sensory circuit space has been established and a sensory room is being installed.	We have observed the successful impact the sensory equipment and resources has on the younger pupils in the school and it is essential that we replicated this opportunity for our secondary learners.	4

Total budgeted cost: £151,172.00

Total premium grant: £151,172.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

We have also analysed our disadvantaged pupils' wider development outcomes, drawing on our own assessments and observations.

The data demonstrates that with our previous focus on the subjects Number and Shape, Space & Measure (SSM), our disadvantaged pupils are now on track once again and are outperforming our non-pp pupils, apart from in the subject of Using and Applying. We are able to demonstrate the impact the maths lead and the school's involvement in the maths hub has had on the pupil's outcomes.

In 2022 – 2023 we introduced a new assessment system with two assessment pathways, to ensure small steps of progress for all learners was being documented. Classes are grouped according to their assessment pathway. This new assessment system ensures the curriculum content is bespoke for all pupils, with all pupils having individual personal development, academic and EHCP targets.

PLPs (personalised learning plans) continue to be embedded and used to inform the Annual Review process. This has led to an improvement in the personalisation of learning with staff tailoring their approach to individual learners.

Wellbeing plans continue and implemented for all learners. Support for teachers was given from support mentors when completing Wellbeing Plans to ensure consistency across the school.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that the following activities were effective during 2022 – 2023: 15-minute reading sessions from all staff members with disadvantaged pupils; the extensive range of SaLT and CPD opportunities (Attention Autism training, Intensive Interaction training, the use of Aided Language Boards, Blanks Level training and Expressive Vs Receptive Language

training) to both parents and staff; the range of sensory regulation equipment that is now accessible to all primary pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. That will include:

- Working in partnership with local colleges to provide opportunities such as taster courses, link programmes and mentoring to enable young people with SEND to familiarise themselves with the college environment and gain some experience of college life and study.
- Arranging work-based learning that enables pupils to have first-hand experience of work, such as apprenticeships, traineeships, and supported internships.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We contacted special schools with strong outcomes for disadvantaged pupils to see what we could learn from their approach.

We looked at several reports, studies, and research papers about effective use of pupil premium and the intersection between socio-economic disadvantage and SEND. We also looked at several studies about the impact of the pandemic on disadvantaged pupils. The pandemic has also given us deeper insights into family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's [implementation guidance](#) to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvements to secure better outcomes for pupils over time.