

Pupil premium strategy statement – Woodside School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview : Sept 2024

Detail	Data
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	25-26
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Owen Lloyd
Pupil premium lead	Owen Lloyd
Governor / Trustee lead	Annie Norfolk Beadle

Funding overview 2025 - 2026

Detail	Amount
Pupil premium funding allocation this academic year (excluding LAC)	£50,318
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£56,056

Part A: Pupil premium strategy plan 25-26

Statement of intent

Woodside is a vibrant and happy school with a hardworking enthusiastic and dedicated staff team. The children are at the heart of all we do. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas

High quality teaching is at the core of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, using both qualitative and quantitative data, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	SEMH challenges are sometimes more prevalent in disadvantaged ODBST families than in non-disadvantaged families. Some disadvantaged pupils show higher levels of anxiety and are at higher risk of EBSA. Some disadvantaged pupils find it harder to complete formal assessments than non-disadvantaged pupils, compromising their final assessment outcomes and transition to secondary school.
2	Internal and external assessments indicate that Maths attainment among disadvantaged pupils is sometimes below that of non-disadvantaged pupils.

	<p>Despite positive GLD outcomes, fewer disadvantaged pupils reach the MTC standards at the end of Year 4 than non-disadvantaged pupils.</p> <p>By the end of key stage 2, Maths can be an obstacle to achieving EXS RWM combined.</p>
3	<p>Persistent absenteeism remains a challenge for disadvantaged pupils in our school and we want to continue to close this gap between disadvantaged and non-disadvantaged pupils.</p>
4	<p>Assessments, observations and discussions with school leaders suggest disadvantaged pupils generally have greater difficulties with early writing and later extended writing, than their peers.</p> <p>By the end of key stage 2, writing remains an obstacle to achieving EXS, and GDS, RWM combined for some disadvantaged pupils in particular.</p>
5	<p>Scrutiny of assessments, observations and discussions with school leaders indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.</p> <p>These are evident from entry into Reception where some disadvantaged pupils do not have the oral skills necessary for effective communication and are reliant on non-verbal communication techniques.</p> <p>Funding to support pupils who have delayed speech and language needs is reducing for schools and more resources need to be found internally.</p> <p>Oracy remains a barrier to effective learning to the end of KS2 and, in general, is more prevalent among our disadvantaged pupils than their peers.</p>

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
Improved writing attainment among disadvantaged pupils.	<p>KS2 writing outcomes in 2026/27 and beyond, for EXS and for GDS, in 2026/27 show that more disadvantaged pupils meet the expected standard and are closing the gap with all pupils nationally.</p>
Improved maths attainment for disadvantaged pupils at the end of KS2.	<p>MTC data shows that more disadvantaged pupils meet the expected standard and are closing the gap with all pupils nationally.</p> <p>KS2 maths outcomes in 2026/27 and beyond, for EXS and GDS, show that more disadvantaged pupils meet the</p>

	<p>expected standard and are closing the gap with all pupils nationally.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> the attendance gap between disadvantaged pupils and their non-disadvantaged peers continues to reduce so remaining smaller than the national gap <p>the percentage of disadvantaged pupils who are persistently absent reduces and is smaller than the national gap</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys and school leader observations reduced numbers of disadvantaged pupils who are EBSA or who are at risk of being EBSA all disadvantaged pupils are able to access formal testing and are able to perform to their true ability <p>high numbers of disadvantaged pupils continue to access the positive enrichment activities offered by ODBST schools</p>
<p>Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments, observations and feedback from school leaders indicate more disadvantaged pupils have effective communication skills and orally use more formal academic vocabulary by the end of key stage 2.</p>

Activity in this academic year 25-26

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: £20,000

Activity,	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching</p> <p>Staff Meetings, CPD, Inset Days, Courses, Off-Site School visits, school lead projects.</p>	<p>There is strong evidence and research to suggest that the best way to improve attainment of pupils of all abilities and backgrounds is through high-quality teaching. We will continue to commit fully to CPD and the development of the curriculum to ensure high-quality teaching is present throughout the whole school.</p>	<p>2, 4</p>
<p><i>CPD: Oracy Literacy Leaders to attend and complete Oracy training course. Whole staff training to then be delivered upon completion of the course enabling teachers to model and develop oral language skills and vocabulary. Teachers to attend ODBST training on oracy.</i></p>	<p>Evidence suggests the impact of Oral language interventions is an approximate additional 6 months progress over a year – This could be greater on a one-to-basis.</p>	<p>4</p>
<p>Access to bespoke ODBST Maths Hub group with resources and CPD (including Teaching for Mastery training)</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>2</p>
<p><i>Family Liaison Officer, with attendance lead role:</i></p> <ul style="list-style-type: none"> - To monitor attendance throughout the whole school - To identify attendance trends and patterns -To liaise with parents of pupils who are persistently absent and 	<p>It is clear that being in school and accessing the curriculum is of huge importance when it comes to attainment. There is a vast amount of research that highlights the significant impact absences have on attainment.</p>	<p>3</p>

<i>put attendance action plans in place.</i>		
--	--	--

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

Budgeted cost: £25.5k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths targeted intervention group</p> <p>Small Maths tuition groups to deliver targeted learning to pupils identified through school's pupil progress meetings</p>	Findings from the EEF suggest that there is a real benefit to small group tuition groups, particularly for disadvantaged children and those falling behind in attainment.	2
Pre-teaching groups each morning, teaching targeted pupils key knowledge which they will require later in the day	Findings from the EEF suggest that there is a real benefit to small group tuition groups, particularly for disadvantaged children and those falling behind in attainment.	2, 4

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social and Emotional Intervention Groups: -	Improving pupils' decision-making skills, their interactions with others and their self-management of their emotions can	1

<p>Meditation and wellbeing lunchtime clubs</p> <p>Zones of regulation utilised by all members of staff</p> <p>1:1 and small intervention and support groups to target pupils who are particularly struggling with their social and emotional wellbeing.</p>	<p>have a really positive impact of attainment, as evidenced through the hierarchy of needs research showing that children cannot achieve well if their basic needs and wellbeing needs are unmet.</p>	
<p>Cultural Capital: - Making sure that all barriers, particularly financial restraints, are removed for disadvantaged children allowing them to attend clubs, trips and extra-curricular activities, have uniform and equipment needed.</p>	<p>Participation and physical activity can have a huge impact on the well-being and development of children. Removing the barriers to such activities can be beneficial to academic learning.</p>	<p>1, 3</p>
<p>Contingency fund to acute issues</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified</p>	<p>1, 2, 3, 4</p>

Total budgeted cost: £ 50,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 24-25

Number of pupils and Pupil Premium Grant (PPG) received	
Total number of pupils on roll	240
Total number of pupils eligible for PPG	34
Total amount of PPG received	£50,138
Summary the strategic priorities of PPG spending 2024-2025	
Increase self-esteem and wellbeing of pupils at Woodside Increase Maths attainment of disadvantaged pupils Increase attendance of disadvantaged pupils, closing gap between DA and non-DA	

Item/project	Intended impact	Evaluation of impact
Additional groups provided in Reading & Maths	Provide more focused intervention and support for pupils in Reading & Maths in Y6	Disadvantaged children within the smaller intervention groups made accelerated progress throughout Y6.
ELSA Support	Pupils provided with a dedicated adults to talk to in school.	Pupil survey in July 2025 showed that 90% of pupils have an adult they can talk to if worried.
Family Liaison Officer role created	Monitor and improve attendance across the school.	Attendance remained stable at 96.1% in 24/25, from 96.2% in 23/23. Persistent absence dropped to 7.7% in 24/25, from 8.1% in 23/24.
Pupil premium children receive a free place at an extra-curricular club	Boost pupils wellbeing and allow them to develop skills outside the formal school curriculum	Disadvantaged children were offered a funded place at either a music or sports club
Pupil premium children receive free places on school trips and 50% funding of Y6 residential	Boost pupils wellbeing and allow them to develop skills outside the formal school curriculum	All disadvantaged pupils attended all relevant trips in 24/25. All pupils attended the Y6 residential trip.
Provide uniform and equipment for children as required	Ensure that children feel able to come to school and are not singled out due to lower income	Uniform was provided for several disadvantaged families during 24/25.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Reading support programme for interventions	Reading Eggs
Oracy project to develop oracy and speaking skills across school;	Voice 21

Further information (optional)

--