

The background is a solid blue color with several overlapping, curved, semi-transparent shapes in various shades of blue, creating a dynamic, layered effect. The shapes are primarily located in the upper and middle portions of the page, leaving the bottom portion clear for text.

# **Pupil Premium Strategy Statement**

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

## Academy overview

Detail	Data
Academy name	Co-op Academy Woodlands
Number of pupils in academy	440 (Reception to Year 6)
Proportion (%) of pupil premium eligible pupils	64.8% 261 Pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Adele Clark
Pupil premium lead	Adele Clark
Governor / Trustee lead	Prince Ofori-Karagu

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 349 020
Recovery premium funding allocation this academic year	£ 37 120
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 386 140
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Part A: Pupil premium strategy plan

### Statement of intent

## Statement of intent

Co-op Academy Woodlands is vibrant and happy. Our staff team is caring, kind, enthusiastic, hardworking and positive. We have some experience on the leadership team and we are an outlooking school finding better ways to improve the experience for our pupils to ensure they all succeed.

Co-op Academy Woodlands serves a unique community. We are a larger than average 2 form entry school in the Harehills/Gipton area in Leeds. The local area is identified as one of high deprivation (0.42, compared to a national average of 0.21), with high levels of unemployment and, often, over-crowded housing. We have 63% of children who speak English as an additional language. Moreover, a large percentage of our children start school with very low levels of language.

With the aim of improving pupils' life chances/script we are passionate about giving our pupils, including those eligible for Pupil Premium funding, the knowledge and aspiration they need. To this end, half of our Pupil Premium funding is targeted at ensuring the best possible quality of education for pupils. This focus includes professional development to make sure that teaching is highly effective. Curriculum development work is also a key part of our strategy to ensure that our curriculum is coherently designed and that essential knowledge is prioritised. Learning about careers and employability runs through our curriculum. We are passionate about providing pupils with opportunities outside of their usual experiences and environment to build their cultural capital. As such, some of our Pupil Premium budget will contribute to this.

Our school brings together children from around the world. They bring with them wide-ranging cultural experiences and this is a great resource for our school. Our pupils speak many different languages (37 in the last census). For most of our pupils, developing English language and vocabulary is a high priority in securing their future success at school and beyond. For this reason, we have put language, literature and vocabulary at the heart of our curriculum and take every opportunity to broaden our pupils' language skills. We acknowledge that some pupils need extra opportunities to practise, rehearse and revisit core knowledge including language, vocabulary, reading and number work. Early identification of need and addressing this quickly and efficiently is key so that our pupils do not fall behind in their learning.

Within our locality, rates of criminal activity are above average for the country. Instances of anti-social behaviour and violent/sexual assault (including domestic abuse) are particularly high. We acknowledge that our pupils (including our disadvantaged pupils) may have increased safeguarding vulnerabilities because of this. Through our curriculum, we prioritise keeping pupils safe and their moral development. We are passionate about our children having the courage to make the right moral choices, regardless of who is watching. For pupils we evaluate as particularly vulnerable, we spend Pupil Premium funds on providing additional support in the form of therapeutic sessions, social skills groups, attendance support, speech and language sessions, SEMH intervention groups and emotion coaching,

A significant proportion of our pupils will only be with us for part of their primary education; some will arrive from or leave to a different area of the UK or a different country. Some might

arrive and leave more than once and some will have experienced multiple school moves before they join us.

Through leadership, there is a focus on ensuring the quality of education for all pupils, including disadvantaged and children with SEND is consistent and of high quality leading to improved outcomes for all. Through monitoring and support our leadership ensures teachers are equipped with the knowledge and skill to deliver good quality lessons. Some funding is used to up-skill our teachers so that they are best placed to identify any gaps in pupils' knowledge and adapt teaching to fill these.

## Challenges

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

Challenge number	Detail of challenge
1	Poor basic English Language and Communication skills, poor language also impact on poor achievement in the curriculum including maths and reading
2	Low starting points on entry in Early Years but also for children joining us at points other than typical transition times (including pupils from other countries)
3	Attendance lower than national average
4	High percentage of Persist Absence rates
5	Reduced experiential Learning at home and fewer opportunities for extra curricular activities
6	High mobility (30% compared to 15% national) resulting in a disjointed incoherent education including periods of missed education
7	Rising number of SEN needs

## 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 language and vocabulary for our disadvantaged pupils	<p>Observation and work in books shows improved language and vocabulary use for our disadvantaged pupils.</p> <p>Through the triangulation of evidence (oral language observation, engagement in lessons and book scrutiny, pupils demonstrate the use of a wide range of vocabulary including tier 3.</p>

Improved attainment in Reading, Writing and Maths at the end of Key stage 1 and 2	Disadvantaged pupils at the end of KS1 and Key stage 2 (who have been at the school consistently since Reception) attain in line with other pupils nationally. In 2024/5 average scaled scores are in line with National for Reading and Maths (currently 100 for both)
Improved outcomes at the end of the Early Years Foundation stage	Increase percentage of GLD year on year. Disadvantaged children attain in line with other children nationally: ELG reading ELG writing ELG number ELG PSED
Increased proportion of disadvantaged pupils in Year 1, 2 and 3 pass the phonics screening check.	Disadvantaged children attain in line with other children nationally
Good and sustained attendandance for all pupils, in particular disadvantaged pupils	Absences for all pupils are 4% and there is no gap in attendance for disadvantaged pupils Rates of Persistent absence is no more than 3% above national, There is no gaps in the rates of Persistent Absence for Disadvantaged pupils
Disadvantaged pupils access a wide range of carefully chosen experiences that build their cultural capital, raise their aspirations and help them to discover their talents and interests.	All disadvantaged pupils: <ul style="list-style-type: none"> <li>- attend extra-curricular clubs</li> <li>- participate in enhancement activities (inc educational visits, workshops etc)</li> </ul> All have leadership opportunities during their time at school.

## 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	£ 193 070
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality wave 1 Teaching for all pupils through effective marking and in the moment feedback, additional teacher used in year 6 for	<a href="#">EEF research</a> <a href="#">Teacher feedback to improve pupil learning</a>	2, 6, 7

English and Maths ( 4 times a week)		
Development of teachers and TAs to provide high quality language (oracy) and vocabulary teaching	<a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> <a href="#">Deepening knowledge through vocabulary learning</a>	1, 2, 6, 7
CPD for staff in collaborative learning	<a href="#">EEF research on metacognition</a> <a href="#">EEF research on collaborative learning</a>	1, 2, 6, 7
CPD for TAs to increase effectiveness of small group support in class	<a href="#">EEF diagnostic assessment and recovery</a> <a href="#">EEF research</a>	2, 6, 7
Subject leader time for Phonics training for teachers and TAs	<a href="#">EEF research on phonics</a>	1, 2, 6, 7
Subject leader time Reading comprehension CPD	<a href="#">DfE guidance on reading</a> <a href="#">EEF research on reading comprehension</a>	1, 2, 6, 7
Subject leader time Monitoring of reading and phonics	<a href="#">EEF research on phonics</a> <a href="#">DfE guidance on reading</a> <a href="#">EEF research on reading comprehension</a>	1, 2, 6, 7
Individualised support for teachers to develop reading and phonics teaching	<a href="#">EEF research on phonics</a> <a href="#">DfE guidance on reading</a> <a href="#">EEF research on reading comprehension</a>	1, 2, 6, 7
Develop and embed marking and feedback (in the moment for increased impact)	<a href="#">EEF diagnostic assessment and recovery</a> <a href="#">EEF Feedback</a>	1, 2, 6, 7
Release time for senior and middle leaders to quality assure wider curriculum subjects	<a href="#">EEF Putting evidence to work</a> <a href="#">EEF implementation guidance</a>	1, 2, 6, 7
Weekly release time for English and maths leaders to quality assure their subjects	<a href="#">EEF Putting evidence to work</a> <a href="#">EEF implementation guidance</a>	1, 2, 6, 7
Use of Director of subjects, SLEs and Director of education time to improve the quality of education through curriculum and leadership development	<a href="#">Ofsted EIF research</a>	1, 2, 6, 7
Release of EY Lead to develop and improve teaching and Learning in EYFS	<a href="#">EEF Putting evidence to work</a> <a href="#">EEF implementation guidance</a> <a href="#">EEF Improving language in Early Years research</a>	1, 2, 6, 7
Use of IRiS to develop and improve the quality of	<a href="#">EEF Iris connect research</a>	1, 2, 5

teaching and learning across all year groups		
Release time for senior and subject/middle leaders to quality assure all curriculum areas, with a particular focus on development of middle leaders and their understanding of critical thinking	<a href="#">EEF Implementation and professional development</a>	1, 2, 5
Whole school approach and working together to improve attendance	<a href="#">DFE Guidance to improve attendance</a>	3, 4

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

Budgeted cost	£96 535
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Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tuition	<a href="#">EEF research on one to one tuition</a> <a href="#">EEF research on small group tuition</a>	1, 2, 6, 7
Shine (QLA) intervention		1, 2, 6, 7
Reading intervention: <ul style="list-style-type: none"> <li>- 1:1 reading</li> <li>- lowest 20% groups</li> <li>- TA cost</li> <li>- HLTA</li> </ul>	<a href="#">EEF research on phonics</a> <a href="#">DfE guidance on reading</a> <a href="#">EEF research on TA interventions</a>	1, 2, 6, 7
Small group teaching for lower attainers (inc NtE)	<a href="#">EEF research on reducing class sizes</a>	1, 2, 6, 7
Speech and lang intervention (Chatterbugs)	<a href="#">EEF oral and language intervention</a> <a href="#">EEF, talk of the town</a>	1, 2, 7
Talk Boost intervention (EYFS)	<a href="#">EEF oral and language intervention</a> <a href="#">EEF early language programme</a>	1, 2, 7
PSED intervention (EYFS)	<a href="#">EEF behaviour interventions</a> <a href="#">EEF life skills and enrichment guidance for teachers</a>	5, 6,
Writing interventions (EYFS)	<a href="#">EEF research on TA interventions</a>	1, 2, 7
Reading interventions (EYFS) <ul style="list-style-type: none"> <li>- pre-teaching for phonics</li> </ul>	<a href="#">EEF research on phonics</a> <a href="#">DfE guidance on reading</a>	1, 2, 7
Pre and post teaching interventions for all subjects (mostly for NtE and pupils with SEND)	<a href="#">EEF research on TA interventions</a>	1, 2, 7

Subscriptions: WRM TT Rockstars EdShed Leeds Library service Maths Circle Pobble Pearson Education National College	<a href="#">EEF research on phonics</a> <a href="#">DfE guidance on reading</a> <a href="#">EEF Mathematical Reasoning (re-grant): DfE Report</a> <a href="#">EEF diagnostic assessment and recovery</a> <a href="#">EEF Blog on children with SEN needs</a> <a href="#">EEF research on reading comprehension</a>	1, 2, 6, 8
Use of resources and staff CPD to enhance the teaching and learning of mathematics throughout the school, focusing on tracked and targeted interventions	<a href="#">EEF improving mathematics</a>	1, 2, 6, 7

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

Budgeted cost	£96 535
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Activity	Evidence that supports this approach	Challenge number(s) addressed
Jamie's Farm, Trust supported initiative for children not engaging in school and have low attendance	<a href="#">EEF life skills and enrichment guidance for teachers</a>	4, 5
Parent workshops reading and phonics and how to support their child at home.	<a href="#">Working with parents to support children's learning, EEF</a>	1, 2, 3, 4,
Attendance support worker	<a href="#">Working with parents to support children's learning, EEF</a> <a href="#">Attendance interventions, rapid evidence assessment</a>	1, 3, 4
Attendance officer (inc interventions for those at risk)	<a href="#">DfE, Improving school Attendance</a> <a href="#">Attendance interventions, rapid evidence assessment</a>	1, 3, 4
Pastoral leader time and headteacher time to support attendance	<a href="#">DfE, Improving school Attendance</a> <a href="#">Attendance interventions, rapid evidence assessment</a>	1, 3, 4
Pastoral support worker (inc SEMH interventions)	<a href="#">Working with parents to support children's learning, EEF</a>	4, 5
Extra-curricular activities, enhancements (inc	<a href="#">EF life skills and enrichment guidance for teachers</a> <a href="#">EEF outdoor adventure learning</a>	4, 5, 6

educational visits, workshops etc).		
Recruitment of behaviour support worker (inc SEMH support)	<a href="#">SEMH Toolkit of evidence based intervention to promote inclusion of children with SEMH needs</a>	1, 4, 5,
Cluster services (inc CAMHS, SENIT, REST team, Attendance Improvement Officer, Early Help practitioner, play therapy, Area Inclusion Partnership).	<a href="#">DFE, Improving school Attendance</a>	1, 3, 4, 5, 7
Translation services	<a href="#">EEF life skills and enrichment</a>	3, 4, 6

## Total budgeted cost

Total budgeted cost	£ 349 020
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## 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 2020 to 2021 academic year.

<p><b>Pupil premium strategy outcomes</b></p> <p><b>KS1</b></p> <p>All Pupils outperformed Pupil Premium children at the end the end of KS1, the gap between Pupil premium children and All was:</p> <p>Reading: -6%. The gap between the 2 groups was 4% in the Autumn so it has slightly widened. 6 PP made more than expected progress, moving from AT to working at the higher standard and 1 from WT to AT</p> <p>Writing: -4%. The gap narrowed compared to Autumn which was 8%. 5 PP children making more than expected progress working at the expected standard, did work at WT from the previous summer.</p> <p>Maths : -1% results were equitable between the 2 groups. 7 PP children made more than expected progress, 2 working AT from WT and 3 attained the higher standard (one of which was WT at the start of the year.</p> <p>Reading, writing and maths combined: 2%. The gap between the 2 groups were 8% in Autumn</p> <p><b>KS2</b></p> <p>All Pupils outperformed Pupil Premium children at the end the end of KS2, the gap between Pupil premium children and All was:</p>
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Reading: -9%, this is a significant improvement when comparing to end of KS 1 when the gap was 19%. Stable cohort for All and PP perform better than children joining us after Year 2. 1 PP child making more than expected progress, WT to GD

Writing: -4%. 5 PP children making more than expected progress, 2 working AT and 3 working at the higher standard

Maths: -2%, this is slightly better than outcomes in Autumn when the gap was 4% and improved from KS 1 attainment where the gap was 8%. Biggest increase of number of children attaining the expected standard or higher compared to children joining us after year 2

EGPS: -3%

Reading, Writing and Maths: -4%

In Phonics, All pupils out-performed pupil premium children by 2% in the phonics screening check in 2022:

PP = 73%

Non-PP = 71%

This trend continued in Year 2 for those children that retook the phonics screening check:

- PP = 81%

- Non-PP = 84%

non-pupil premium children out-performed pupil premium children in achieving Good Level of Development at the end of Reception:

PP = 41%

Non-PP = 47%

Although non- Pupil premium children out perform Pupil Premium overall, the gaps are narrowing and we will continue to strive to ensure that Pupil premium children's outcomes are in line with All.

Improve attendance and reduce number of Persistent absence - The Attendance Team were at full capacity with a Pastoral Lead, an attendance officer and an attendance support worker. Procedures like first day absence calls and home visits improved significantly. However School data versus national and regional:

Whole School:

Woodlands: 91.4% National: 94.2%

Pupil Premium:

Woodlands : 87.9% National: 90.8%

Persistent Absence

Woodlands: 34.7% National 22%

Context:

22.6% (29 children) of PAs are our significant families and SEND children that we could not apply legal processes on to improve attendance due to support needs within the family or barriers to education due to SEN. The Cluster has refused to take forward a number of cases until these needs are addressed. These cases have been escalated/ referred and discussed as required. 12 PA's (9.4%) are PA's as their unauthorised holidays exceeded the threshold automatically tipping them into PA so far.

Pupil Premium children have access to extracurricular clubs and activities mainly by external services. Educational visits, including Jamie's Farm, were funded so that no child was unable to attend due to their disadvantaged circumstances. Further activities and visits will continue throughout the next academic year, ensuring every child has equal opportunities. The school has also identified specific trips to link with the topic children are covering in the wider curriculum. This will ensure that children have the opportunity to have a variety of trips and visits during their time at Woodlands.

