

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 the 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	394 (Jan 21 census) 411 (Oct 21 census)
Proportion (%) of pupil premium eligible pupils	53.8% (Jan census) 59.6% (Oct 21 census)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	1 year, 2021/22
Date this statement was published	
Date on which it will be reviewed	Termly in AGC meetings
Statement authorised by	Academy Governing Council (AGC)
Pupil premium lead	Adele Clark [Woodlands]
Governor / Trustee lead	Prince Ofori-Karagu

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£285 140
Recovery premium funding allocation this academic year	£30 740
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£315 880
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 serves a unique community. 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. 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 is also a key focus running through every subject. We are also 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. 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. Therefore, we allocate a quarter of our Pupil Premium funding to enable small group interventions and tuition to take place.

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, emotion coaching,

A significant proportion of our children 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. Some funding is used to upskill our teachers so that they are best placed to identify any gaps in pupils' knowledge and adapt teaching to fill these. Some Pupil Premium funding is used to support pupils' induction and some is used to provide additional interventions or tuition to plug the gaps in their learning.

# 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
Raised achievement for disadvantaged pupils by the end of KS2.	Disadvantaged pupils at the end of KS2 (who have been at the school consistently since KS1) achieve attainment and progress measures in line with other pupils nationally.
Raised attainment for disadvantaged pupils by the end of KS1.	Disadvantaged pupils at the end of KS1 (who have been at the school consistently since Reception) achieve attainment measures in line with other pupils nationally.
Increased proportion of disadvantaged pupils in Year 1, 2 and 3 pass the phonics screening check.	Y1: 69% (disadvantaged pupils who were in YR) Y2: 89% (disadvantaged pupils who were in YR) Y3: 100%
Children at the end of the early years attain well and are ready for the Year 1 curriculum	Disadvantaged children attain in line with other children nationally: GLD ELG reading ELG writing ELG number ELG PSED
Good attendance for disadvantaged pupils (and reduced rates of persistent absence)	Disadvantaged pupils' attendance rates and rates of persistent absence are at least in line with disadvantaged pupils nationally.
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 will also 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

£157 940

Activity	Evidence that supports this approach	Challenge number(s) addressed
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
Phonics training for teachers and TAs	<a href="#">EEF research on phonics</a>	1, 2, 6, 7
Reading comprehension CPD	<a href="#">DfE guidance on reading</a> <a href="#">EEF research on reading comprehension</a>	1, 2, 6, 7
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
Metacognition CPD	<a href="#">EEF research on metacognition</a>	1, 7
Skills Builder curriculum training	<a href="#">EEF research on collaborative learning</a>	1, 2, 6, 7
CPD for teaching staff for pupils' collaborative working	<a href="#">EEF research on collaborative learning</a> <a href="#">EEF research on Peer tutoring</a>	1, 2, 6, 7
CPD - use of AfL for differentiation and flexible grouping of pupils	<a href="#">EEF diagnostic assessment and recovery</a>	1, 2, 6, 7
CPD for 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
Use of Iris to improve effectiveness of teaching	<a href="#">EEF diagnostic assessment and recovery</a>	1, 2, 6, 7
INSET day for early communication (Makaton, EAL learners)	<a href="#">DfE: early language dev</a>	1, 7
CPD to develop questioning skills	<a href="#">Research on the use of effective questioning</a>	1, 7
CPD to develop teachers' use of instruction, dual-coding and evidence to inform practice (Rosenshine)	<a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a>	1, 2, 6, 7
Recruitment of non-teaching SENCo to improve inclusive practice and outcomes for pupils	<a href="https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send">https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send</a>	1, 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
CPD to develop teaching of reasoning in mathematics (inc INSET day) through improving subject knowledge	<a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a> <a href="#">EEF Mathematical Reasoning (re-grant): DFE Report</a>	1, 2, 6, 7
Resources to support the teaching of reasoning in mathematics	<a href="https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf">https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf</a> <a href="#">EEF Mathematical Reasoning (re-grant): DFE Report</a>	1, 2, 6, 7
Use of consultant time to improve the quality of education through curriculum and leadership development	<a href="#">Ofsted EIF research</a>	1, 2, 6, 7

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

Budgeted cost	£78 970
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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>- phonics HLTA</li> <li>- phonics TA</li> <li>- KS2 reading 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) - pre-teaching for phonics	<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

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

Budgeted cost	£78 970
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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 on language, communication and Makaton, ESOL, curriculum specific workshops	<a href="#">Working with parents to support children's learning, EEF</a>	1, 2, 3, 4, 8
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 educational visits, workshops etc).	<a href="#">EF life skills and enrichment guidance for teachers</a> <a href="#">EEF outdoor adventure learning</a>	4, 5, 6
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, 4, 5, 7

## Total budgeted cost

Total budgeted cost	£315 880
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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.

### Pupil premium strategy outcomes

Internal assessments show that pupils eligible for Pupil Premium attain broadly in line with their peers in school. Gaps are most notable at KS1 and at the greater depth level. It is not possible to compare to other pupils nationally due to the absence of published data.

The outcomes for some cohorts are impacted by very high mobility.

#### EYFS:

28% of disadvantaged children reached GLD, compared to 33% of others

Phonics age-related expectation: 76% of disadvantaged children, compared to 77% of others

Y1 phonics: 52% of disadvantaged pupils, compared to 55% of others

Y2 phonics: 70% of disadvantaged pupils, compared to 76% of others

#### KS1:

Reading: E+ disadvantaged 53% (59% for others)      GD disadvantaged 13% (13% for others)

Writing: E+ disadvantaged 29% (46% for others)      GD disadvantaged 4% (0% for others)

Maths: E+ disadvantaged 57% (64% for others)      GD disadvantaged 17% (21% for others)

#### KS2:

Reading: E+ disadvantaged 66% (70% for others)      GD disadvantaged 32% (40% for others)

Writing: E+ disadvantaged 46% (55% for others)      GD disadvantaged 5% (12% for others)

Maths: E+ disadvantaged 61% (67% for others)      GD disadvantaged 14% (27% for others)