

Pupil premium strategy statement

School overview

Metric	Data
School name	Woodside High School
Pupils in school	1163
Proportion of disadvantaged pupils	42.6%
Pupil premium allocation this academic year	£473 680
Academic year or years covered by statement	2018/19 – 2020/21
Publish date	May 2021
Review date	October 2021
Statement authorised by	Lynne Hardcastle
Pupil premium lead	Djamila Boothman
Governor lead	Noreen Graham

Disadvantaged pupil performance overview for last academic year

(League tables and exam performance data was not published in 2020 due to Covid19)

Progress 8	0.25 (2019)
Ebacc entry	41% (2019)
Attainment 8	43.1 (2019)
Percentage of Grade 5+ in English and maths	27% (2019)

Disadvantaged pupil barriers to success

Low prior attainment.
Some students arrive with below age-related expectations in English / literacy.
Some students arrive with below age-related expectations in maths.
Issues relating to attendance and behaviour.

Strategy aims for disadvantaged pupils - academic achievement

*Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools.	Sept 2021
Attainment 8	Achieve national average for attainment for disadvantaged pupils.	Sept 2021
Percentage of Grade 5+ in English and maths	Achieve 35% grade 5+ in English and maths for disadvantaged students.	Sept 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	Increase staffing in English and recruitment of 2i/c and retain coaching capacity within the department.
Priority 2	Embed Accelerated Reader across KS3 to increase reading for pleasure.
Barriers to learning these priorities address	Appointment of 2ic English.
Projected spending	£98400

Targeted academic support for current academic year

Measure	Activity
Priority 1	Full-time staffing to provide dedicated literacy support to enable all students to access the curriculum; literacy support can be either 1:1 or in small groups. Retain HLTAs in literacy and numeracy.
Priority 2	Retain LSA support for to support students accessing the curriculum students.
Barriers to learning these priorities address	Low levels of literacy and numeracy tend to lead to lower academic outcomes.
Projected spending	£161750

Wider strategies for current academic year

Measure	Activity
Priority 1	Provide a wide-ranging support programme that includes The Laurel, mentoring, counselling and other support to address the academic, social, emotional and behavioural needs of students.
Priority 2	Employ Deputy Heads of Year, to ensure swift communication with families, with a special focus on monitoring attendance, punctuality and behaviour.
Barriers to learning these priorities address	Issues related to behaviour and attendance exacerbated due to lockdown.
Projected spending	£213200

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is allocated to staff professional development and coaching.	Use of INSET days and twilight sessions to develop and embed coaching programme. Increase capacity in English.
Targeted support	Ensure that support literacy support programme in place and aligned with curriculum needs.	English department work closely with HLTAs to review and develop intervention programme
Wider strategies	Engaging the families facing most challenges.	Use of extra pastoral capacity to improve communication and support. Work closely with the LA and other local schools on cross-school outreach programme.

Review: last year's aims and outcomes

Aim	Outcome
Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Not achieved – one percentage point below top quartile
Achieve national average for attainment for disadvantaged pupils	Achieved
Achieve average English and maths 5+ scores for similar schools	Achieved