

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.

School overview

Detail	Data
School name	Woodside High School
Number of pupils in school	1186
Proportion (%) of pupil premium eligible pupils	38.36% [455 pupil]
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/25
Date this statement was published	April 2022
Date on which it will be reviewed	April 2023
Statement authorised by	Angela Wallace
Pupil premium lead	Paul Bernard
Governor / Trustee lead	Noreen Graham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£510,714.01
Recovery premium funding allocation this academic year	(£17,020.00)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	(£29,654.00)
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	£464,040.01

Part A: Pupil premium strategy plan

Statement of intent

Woodside High is a community where we want everyone to feel supported, safe and happy. Every pupil will be given an education that is:

1. Personalised and that promotes a love of learning
2. Provides breath of knowledge and skills
3. That is enriching and supportive and seeks to bridge the cultural knowledge gap to provide a platform for our students to succeed in whatever they aspire to do.

Through our Pupil Premium strategy, we aim to:

1. To promote the safety and well-being of disadvantaged students following the COVID-19 pandemic, identifying gaps in students learning and addressing these gaps.
2. To improve academic outcomes for our disadvantaged students, including those that are already high attainers.
3. Increase the percentage of disadvantaged student pursuing an academically challenging EBacc curriculum in KS4
4. To ensure that disadvantaged students are developed through a personal development curriculum is reflective of the needs of the community and student body.

How will we achieve this?

Ensuring that disadvantaged students receive high quality teaching is the core of our approach. Evidence shows that high quality teaching has the greatest impact on closing the disadvantage gap as well as providing benefits for our disadvantaged students.

In addition, we aim to use targeted approaches and identify barriers to learning and provide targeted tuition to close these gaps using the NTP. This will also be extended through numeracy and literacy support programmes for key students.

Finally, we will use whole school approaches to provide support for disadvantaged students in overcoming the following barriers:

- lower than expected prior attainment in English and maths
- lower than expected attendance
- struggling with mental health and wellbeing
- struggling with regulating behaviour

Challenges

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

Challenge number	Detail of challenge
1	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers.</p> <p>Assessments on entry to year 7 indicate that around 50% of our disadvantaged pupils arrive below age-related expectations compared to 30% of their peers.</p> <p>Subsequent internal and external assessments (where available) show that this gap reduces during pupils' time at our school.</p>
2	<p>The English attainment of disadvantaged pupils is generally lower than that of their peers.</p> <p>Assessments on entry to year 7 indicate that around 50% of our disadvantaged pupils arrive below age-related expectations compared to 30% of their peers.</p> <p>Subsequent internal and external assessments (where available) show that this gap reduces during pupils' time at our school.</p>
3	<p>On entry, disadvantaged students' average reading age is below expectation and behind their peers by about 7 months.</p>
4	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations in maths and English</p>
5	<p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. This includes anxiety, disruptive, antisocial and uncooperative behaviour and truancy.</p> <p>These challenges particularly affect disadvantaged pupils and therefore impact their attainment.</p> <p>This is compounded by the fact that disadvantaged students are disproportionately represented in the SEND K (SEMH) group. PP students represent 55% of SEMH students but around 40% of the school population.</p>

6	<p>Our attendance data indicates that attendance among disadvantaged pupils has been between 2 - 3% lower than for non-disadvantaged pupils.</p> <p>31% of disadvantaged pupils have been 'persistently absent' compared to 15% of their peers academic 2021-22. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
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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 attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25, 75% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last 3 years this figure was between 30 - 60%.</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> an average Attainment 8 score of 52 an EBacc average point score of 5.0
Reduce reading age gaps across during KS3 between disadvantaged students and their peers. Reading age moves closer to age related expectation.	Reading tests demonstrate improved reading skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations shows disadvantages students are happier and more engaged in school ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. ● A reduction in the proportion of disadvantaged students engaged in negative behaviours
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1-2%. ● the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged

	pupils being no more than 10% higher than their peers.
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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

Budgeted cost: £ 105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruit 2iC Maths to develop and enhance maths mastery curriculum in line with DfE curriculum review.</p> <p>£13.5k</p>	<p>Research review series: mathematics Published 25 May 2021 has the mastery mathematics at its core as evidence show how this impacts outcomes for student</p> <p>EEF key findings: 1. The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	1
<p>Embed Renaissance Reading programme to improve reading ages of all students</p> <p>£27k</p>	<p>The Education Endowment Foundation recently ran a project investigating the effectiveness of the programme, which found that it appears to be effective for weaker readers as a catch-up intervention at the start of secondary school.</p> <p>EEF key findings: 1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p>	2,3,4
<p>Recruit AHT in charge of Quality of Education to embed literacy across the curriculum in line with EEF recommendations.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily</p>	1,2,3,4

£13.5k	linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	
Haringey Education Partnership (HEP) membership to support curriculum development across the school £9k	HEP is a school-led partnership focussed on outcomes for children. They are making links between our school and other local schools to work collaboratively in developing our curriculum. They also support us in gaining access to curriculum experts such as John Tomsett to help drive curriculum development.	1,2
Fund an incremental coaching programme to ensure that all teaching is high quality and uses evidence based pedagogy. £30k	Evidence shows that incremental or instructional coaching has a better evidence base than any other form of CPD.	1,2
Embed the of Bedrock programme to improve literacy/vocabulary across KS3 £6k	Bedrock is a comprehensive vocabulary curriculum that teaches through original fiction and non-fiction. This programme increases reading and evidence shows that reading is a strong predictor of academic achievement. Bedrock also introduces vocabulary in context and provides an overview of vocabulary improvement through assessment.	2,3,4
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly. £6k	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:	1,2,3,4

Targeted academic support

Budgeted cost: £ 183,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The National Tutoring Programme</p> <p>£7k</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>One Degree</p> <p>£12.5k</p>	<p>One Degree is a growing academic mentoring charity that has been improving the GCSE performance and self-belief of students from disadvantaged backgrounds in London since 2009. Their main activity is intensive academic mentoring in English and Maths (including remedial teaching, study skills and exam preparation). Additionally, they contribute to our students' personal development by offering them life skills training, talks by inspirational speakers and fun sports activities. As part of our holistic approach, they also provide each student with two meals per session.</p>	<p>2,4,5</p>
<p>Maths Tuition from London Academy of Excellence Tottenham</p>	<p>EEF key findings:</p> <ol style="list-style-type: none"> 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. 3. One to one tuition and small group tuition are both effective 	<p>1</p>

	<p>interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.</p> <p>4. Providing training to the staff that deliver small group support is likely to increase impact.</p> <p>5. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p>	
<p>Targeted lunchtime MathsWatch clubs</p> <p>£500</p>	<p>Enables students to complete independent study/homework with teacher support. EEF key findings on homework:</p> <p>1. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p> <p>2. Some pupils may not have a quiet space for home learning – it is important for schools to consider how home learning can be supported (e.g. through providing homework clubs for pupils).</p>	1
<p>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.</p> <p>£53k</p>	<p>Poor literacy disproportionately limits disadvantaged students' ability to access the curriculum. Providing individual support will go some way to reducing this barrier.</p> <p>EEF key findings:</p> <p>1. On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p>	2,3
<p>Retain LSA support for to support students accessing the curriculum students.</p>	<p>Disadvantaged students are overrepresented in the SEND K group. This targeted support can enable SEND students to access the</p>	1,2,3,4,5

£110k	curriculum through teacher guidance/instruction. EEF key findings: 1. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key.	
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Wider strategies

Budgeted cost: £ 176,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed PiXL Edge £2k	Students who experience success and develop skill are more engaged and are happier in school. Developing and getting recognition for developing the LORIC attributes will support this.	4
PiXL Health and Wellbeing. £2k	An expansive suite of resources to help schools build resilience and promote health, mental wellbeing and positive lifestyle choices amongst students.	4,5,6
Summer school Enrichment programmes Extra curricular clubs £105k	EEF key findings: 1. Summer schools have a positive impact on average (three months' additional progress), but are expensive to implement. Providing additional support during the school year may be a more cost effective approach to improving outcomes.	4,5,6
Appointing/ retaining DHoY and an attendance officer to improve attendance.	Staff will get training and release time to develop and implement new attendance procedures. This will enable the embedding principles of good practice set out in DfE's Improving School Attendance advice.	6
The Laurel, mentoring, counselling and other support. £67k	Provide a wide-ranging support programme that includes to address the academic, social, emotional and behavioural needs of students. EEF key findings: 1. Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. 2. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.	4,5

Total budgeted cost: £ 464,000

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.

Internal TAG during 2020/21 suggest that performance of our disadvantaged students was lower than 2018/19 with the Progress 8 gap increasing from -0.2 to -0.3. However overall attainment was higher for disadvantaged students. EBacc entry was 7% higher than 2018/19 and the percentage of standard and strong passes also increased.

Review: last year's aims and outcomes

Aim 1 - Achieve top quartile for progress made by disadvantaged pupils amongst similar schools

Outcome: Not achieved – one percentage point below top quartile

Aim 2 - Achieve national average for attainment for disadvantaged pupils

Outcome: Achieved

Aim 2 - Achieve average English and maths 5+ scores for similar schools

Outcome: Achieved

Therefore, we partially achieved our aims although the validity of this conclusion is not secure due to the change in assessment methods due to the impact of COVID 19. Evidence shows that nationally COVID 19 disproportionately impacted disadvantaged students, and this could account for the progress gap increasing (in our assessment) as these students did not receive as much benefit from the pupil premium funding as we had planned due to the disruption to classroom teaching.

All efforts were made to mitigate the impact of COVID 19 on our students by delivering a high-quality curriculum through our online learning platform. However disadvantaged students faced several barriers to accessing the curriculum and teaching. These barriers include lack of a quiet space, IT equipment and ability to engage with new technologies without teacher support. This issue was felt nationally and is likely to have contributed to the achievement gap.

