

Pupil premium strategy statement – Woodside Academy

This statement details our school's use of pupil 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

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Kathryn Freame
Pupil premium lead	Catherine Aucott
Governor / Trustee lead	Denise James-Mason

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,230.00
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£75,230.00

Part A: Pupil premium strategy plan

Statement of intent

All pupils at Woodside Academy have EHCP's and many have multiple disadvantages which mean they have many barriers to learning.

Our aim is to use pupil premium funding to improve education outcomes for disadvantaged pupils.

This funding should be allocated to focus on progress towards the non-academic barriers to learning and to enable all pupils to reach their potential.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Challenges

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

Challenge number	Detail of challenge
1	The complex needs of our school are constantly changing and we have adapted our curriculum to incorporate this change. We have added an additional learning pathway to our existing two pathways to ensure our most complex learners are still able to access an appropriate curriculum and to enable them to make small steps of progress towards their EHCP outcomes.
2	All pupils at Woodside present with a range of receptive and expressive language difficulties and social interaction differences, in line with their diagnosis of Autism Spectrum Disorder (ASD). A significant amount of our pupils are non-verbal and rely on adapted communication strategies, such as aided language boards, communication books and other individualised programs supported by our speech and language therapists.
3	To enhance the creative skills and self-expression of pupil premium pupils, enabling them to achieve at least the expected level of progress in arts subjects, and to foster a greater sense of confidence and well-being.
4	To provide tailored support that enhances the academic, social, and emotional well-being of pupil premium pupils with ASD who also have identified SEMH needs; enabling them to make expected or better than expected progress in their learning and to develop coping strategies, social skills, and emotional resilience.

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
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHCP termly outcomes and individual personalised learning plans.
Pupils with the most complex needs make progress in line with their peers who are working within a different pathway.	Ensure each pupil has a tailored learning plan that aligns with their specific needs and goals. Progress will be regularly monitored and updated during pupil progress meetings.

	Provide ongoing professional development for staff to ensure they are equipped with the latest knowledge and strategies to support pupils with complex needs.
To support ASD pupils in developing positive social communication and emotional regulation skills, thereby enhancing their overall wellbeing and enabling them to thrive holistically.	Evaluate improvements in verbal and non-verbal communication through regular assessments and teacher observations. Monitor reductions in incidents of dysregulation and increased ability to manage anxiety and frustration through self-regulation techniques.
To enhance the cultural capital of ASD pupils by providing them with access to arts and culture events that are relevant to the school community, enriching their educational experience and broadening their horizons.	Assess pupils' increased awareness and appreciation of different cultures and artistic expressions, which could be reflected in their ability to discuss or create art inspired by the events. Collect qualitative feedback from ASD pupils to gauge their interest, engagement, and enjoyment of the events.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £70,329.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Therapy Assistant £43,880 per year	Progress made towards EHCP outcomes and specific SaLT goals Practitioner impact reports (annual)	1,2
Bexley Music £18,000 per year	Progress made towards EHCP outcomes Maintenance of health and wellbeing CPOMS achievement points	3

	Increased confidence and resilience in preparation for adulthood	
Theatre Box £5,700 per year	Progress made towards EHCP outcomes Maintenance of health and wellbeing CPOMS achievement points Increased confidence and resilience in preparation for adulthood	3
M&M Productions £1,399 per year	Progress made towards EHCP outcomes Maintenance of health and wellbeing CPOMS achievement points Increased confidence and resilience in preparation for adulthood	3
Magpie Dance £1,350 per year	Progress made towards EHCP outcomes Maintenance of health and wellbeing CPOMS achievement points Increased confidence and resilience in preparation for adulthood	3

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

Budgeted cost: **£5,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH teacher and EITS support £5,100 per year	Impact reports for individual children. Feedback from parents Progress measures	4

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the educational performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that pupils across the school, as a whole, made good or better progress towards their academic targets and EHCP outcomes. This can be evidence through annual reviews and pupil progress meetings.

Personalised Learning Plans were further embedded across the school, with all learners making sustained progress. Behaviour incidents were reduced as a result. This also led to the introduction of a new play-based pathway for 2024 – 2025. This was required due to the complex needs of the school changing.

Class teams now have a better understanding and greater confidence to meet children's sensory and communication needs. Various communication tools are used more consistently throughout the day.

Our SEMH specialist teacher successfully worked to support specific students with identified SEMH needs disseminating agreed and successful strategies and approaches with the staff as appropriate. This impact can be seen without specific classes, as well as individual pupils.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.