



Pupil Premium Strategy Statement

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged children.

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 children in academy	406 without Nursery
Proportion (%) of pupil premium eligible children	74.8% (EYR to Y6) 302 children
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 2025/26 2025/27
Date this statement was published	11th November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	ACC
Pupil premium lead	Rob Silvester
Governor / Trustee lead	Ed Jones

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£407, 400
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£407, 400
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

At Co-op Academy Woodlands, our vision statement for our children is:

'I am an aspirational, resilient and confident learner and a caring and responsible citizen. I am respectful, thoughtful, ready and excited about my future.'

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). Woodlands serves a community which is in the bottom 10% of the Index of Multiple Deprivation ([IMD](#)).

As a result we have a high proportion (68.5%) of our children who are in receipt of PP funding, that is over two thirds of our school population. However through our internal admissions processes we recognise that this is not representative and does not recognise the true level of deprivation of the community we serve. A number of our Black African and EEU families do not have access to public funds, they have to fund their own stay in the UK because of their immigration status. Therefore the percentage of our children who face barriers to learning due to high levels of deprivation is much higher than is officially reported. As such we aim to improve all our children's life chances/script. We are passionate about giving our children, including those eligible for Pupil Premium funding, the knowledge and aspiration they need to be successful.

Our 3 year plan uses a 3 tiered approach as is set out in the [EEF's Guide to Pupil Premium](#). High quality first teaching sets the direction of our approach. To this end, half of our Pupil Premium funding is targeted at ensuring the best possible quality of education for all our children. We have developed a bespoke CPD program to further enhance the existing knowledge and skills of our teaching staff as well as implementing new practices to further enhance our offer. The academy has a knowledgeable leadership team who are dedicated to ensure teaching and learning is consistently good and better. Staff, including teaching assistants, receive development which includes formal training, mentoring, coaching and team teaching. We have a weekly dedicated slot that comes from our directed time allocation where we focus on deepening the knowledge and skills of our ECTs as well as other teachers identified through our monitoring processes who may need extra support. We acknowledge that children coming to our school have much lower starting points than their national peers and that their vocabulary knowledge and oracy skills are a significant barrier to their learning. We also make use of PP funding to employ an additional teacher in each of our phases in school. As part of their role, they deliver targeted support to identified pupils who benefit from teaching and learning in smaller groups. They deliver wave 2 interventions where specific gaps are identified and targeted and more specialised wave 3 interventions for children where it is identified on their pupil passports.

At Woodlands our curriculum responds to the needs of our children. Our curriculum is coherently designed and essential knowledge is prioritised. Vocabulary development is carefully planned for each unit of work and is progressive, this includes the vocabulary used in our Zones of Regulation, where we enable children to verbalise their emotions. Developing our curriculum is never a task 'done'. Leaders review and refine the curriculum based on new information and data we gather as well as children contributing through Pupil Voice. Learning about careers and employability runs through our curriculum.

As part of our wider strategies, Attendance is a significant whole school focus. Staff are trained on what their role and responsibilities are in relation to attendance and leaders analyse data regularly and respond. An example of this is looking at which day of the week is attendant least, over a period of time. We identified through pupil voice favourite subjects and then changed the curriculum so these subjects are on the days where absence is highest. We have a breakfast club open and free to all children and we also promote healthy eating by providing all children from nursery to year 6 with a piece of fruit or vegetable during break time. We are passionate about providing children 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.

Challenges

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

Challenge number	Detail of challenge
1	Learning walks, assessments and discussions with pupils indicates under developed oral language skills and vocabulary gaps for our children which 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 and persistent absence significantly higher than national.
4	End of Key stage outcomes shows there is a gap between ALL and PP in Reading, writing and maths
5	Lack of parental engagement and interest in the education of their children and how it impacts on the futures.
6	Reduced experiential Learning at home and fewer opportunities for extra curricular activities due to high level of deprivation and families in our area is in the lowest 3% of employment
7	High mobility (30% compared to 15% national) resulting in a disjointed incoherent education including periods of missed education

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 outcomes at the end of KS1 and 2	<ul style="list-style-type: none"> Disadvantaged pupils at the end of KS1 and Key stage 2 (stable cohort) attain in line with other pupils nationally. In 2024/5 average scaled scores are in line with National for Reading and Maths
Increased proportion of pupils in Year 1, 2 and 3 pass the phonics screening check in particular PP children	<ul style="list-style-type: none"> Phonics outcomes in year 1 is in line with National for stable group Disadvantaged children attain in line with other children nationally
Improved outcomes at the end of the Early Years Foundation stage	<ul style="list-style-type: none"> Increase percentage of GLD year on year. Disadvantaged children attain in line with other children nationally: <p>Communication and Language</p> <p>Literacy</p> <p>Maths</p>
Improved language and vocabulary for our disadvantaged pupils	<ul style="list-style-type: none"> Observation and work in books shows improved language and vocabulary use for our disadvantaged pupils. 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.
Good and sustained attendance for all pupils, in particular disadvantaged pupils	<ul style="list-style-type: none"> 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 and ALL A clear understanding by all of barriers causing low attendance Enduro survey for children shows an improvement re attendance
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.	<ul style="list-style-type: none"> All disadvantaged pupils: attend extra-curricular clubs participate in enhancement activities (inc educational visits, workshops etc) All have leadership opportunities during their time at school. An increase in the number of face to face experiences from people from different professions. CRL Silver award achieved.
Increase the proportion of parent engagement in the academy	<ul style="list-style-type: none"> Number of parents attending parents' evening increase Number of parents attending parent workshops and drop-ins increases

The Endurio survey shows an increase of children talking to their parents at home about school, in particular Disadvantaged children

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	£ 203,700
---------------	-----------

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further improve the quality of teaching and learning through the use of adaptive teaching	<u>Special educational needs in Mainstream schools</u> Good practice for SEND is good practice for all. CPD links to guidance from this document.	1, 2, 4, 7
Development of teachers and TAs to provide high quality language (oracy) and vocabulary teaching.	<u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u> <u>Deepening knowledge through vocabulary learning</u> <u>Voice 21</u> <u>Effective Professional Development</u>	1, 2, 4, 7
Improve effectiveness of TAs to support Teaching and Learning through development of TA and Teachers on how to best use Use of TAs for targeted interventions	<u>Effective Use of Teaching assistants</u>	1, 2, 4, 7
Subject leader time for Phonics training for teachers and TAs	<u>EEF research on phonics</u>	1, 2, 4, 7
Quality wave 1 Teaching for all pupils through effective marking and in the moment feedback, additional teacher used in year 6 for English and Maths (4 times a week)	<u>EEF research</u> <u>Teacher feedback to improve pupil learning</u>	1, 2, 4, 7
Improving outcomes at the end of EY through improved outcomes in GLD	<u>Communication and Language</u> <u>Early Literacy</u> <u>Early Maths</u>	1, 2, 4, 7

Release time for senior and middle leaders to quality assure wider curriculum subjects	Improving Teaching and Learning in the Early Years EEF Putting evidence to work EEF implementation guidance	1, 2, 4, 7
Use of Director of subjects, SLEs and RD time to improve the quality of education through curriculum and leadership development	Ofsted EIF research	1, 2, 4, 7
Release of EY Lead to develop and improve teaching and Learning in EYFS	EEF Putting evidence to work EEF implementation guidance EEF Improving language in Early Years research	1, 2, 4, 7

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

Budgeted cost	£ 101,850	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Shine (QLA) intervention	EEF diagnostic assessment and recovery	1, 2, 3, 4, 7
Employ part-time interventions teachers to address learning gaps	EEF research on reducing class sizes	1, 2, 3, 4, 7
Speech and lang intervention (Chatterbugs)	EEF oral and language intervention EEF, talk of the town	1, 2, 3, 4, 7
Reading interventions (EYFS) - pre-teaching for phonics	EEF research on phonics DfE guidance on reading	1, 2, 3, 4, 7
Additional phonics sessions, run in line with RWI, targeted at disadvantaged pupils who require further phonics support.	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/readwrite-phonics https://educationendowmentfoundation.org.uk/news/	1, 2, 3, 4, 7
Subscriptions: WRM TT Rockstars EdShed Leeds Library service Maths Circle Pobble Pearson Education National College	EEF research on phonics DfE guidance on reading EEF Mathematical Reasoning (re-grant): DFE Report EEF Blog on children with SEN needs EEF research on reading comprehension	1, 2, 3, 4, 7

TAs development to deliver targeted support	EEF toolkit for one to one tuition EEF toolkit for small group tuition	1, 2, 3, 4, 7
---	---	---------------

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

Budgeted cost	£ 101,850	
Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club accessible for free for all learners and all children from Nursery to Reception have access to a healthy snack during breaktimes.	The importance of nutrition The reality of hunger in the classroom	1, 2, 3, 4, 6, 7
Jamie's Farm, Trust supported initiative for children not engaging in school and have low attendance	EEF life skills and enrichment guidance for teachers	1, 2, 3, 4, 5, 6, 7
Parent workshops reading and phonics and how to support their child at home.	Working with parents to support children's learning, EEF	1, 2, 3, 4, 5, 6, 7
Attendance support worker	Working with parents to support children's learning, EEF Attendance interventions, rapid evidence assessment	1, 2, 3, 4, 5, 6, 7
Attendance officer (inc interventions for those at risk)	DFE, Improving school Attendance Attendance interventions, rapid evidence assessment	1, 2, 3, 4, 5, 7
Pastoral leader time and headteacher time to support attendance	DFE, Improving school Attendance Attendance interventions, rapid evidence assessment	1, 2, 3, 4, 5, 7
Pastoral support worker (inc SEMH interventions)	Working with parents to support children's learning, EEF	1, 2, 3, 4, 5, 7
Extra-curricular activities, enhancements (inc educational visits, workshops etc.)	EEF life skills and enrichment guidance for teachers EEF outdoor adventure learning	1, 2, 3, 4, 5, 7

Total budgeted cost

Total budgeted cost	£ 407
---------------------	-------

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 children in the 2024 to 2025 academic year.

Pupil premium strategy outcomes

GLD:

All: 71% PP

Communication and Language:

All: 80% PP: 68%

Reading:

All: 74% PP: 67%

Writing:

All: 71% PP: 67%

Maths:

All: 77% PP: 71%

PP performing below All in all subjects ranging from -4% in writing to -12% in C+L.

Key stage 1:

RWM

All: 39% PP: 43%

Reading:

All: 52% PP: 59%

Writing:

All: 43% PP: 46%

Maths:

All: 54% PP: 57%

The gap between PP and all has improved dramatically with PP outperforming all in all subjects. There is a +7% gap in reading and +3% gap in maths and writing.

Phonics:

Year 1:

All: 67% PP: 72%

Phonics outcomes are showing an upward trend and the gap for all and for PP has narrowed with PP now outperforming the NPP.

Key Stage 2: Unvalidated data

RWM

All: 53.4% PP: 52.2%

Reading:

All: 58.6% PP: 56.5%

Writing:

All: 63.8% PP: 63%

Maths:

All: 70.7% PP: 69.6%

All out performs PP in all areas. Writing the difference is less than 1 (0.8%). Maths is 1.1% and reading is 2.1%. The gap between these is closing compared to last year with reading and writing 4% and 3% in maths last year.

Attendance:

Non PP: 93.1 PP: 91.0

Attendance improved for all by 1% and 1.3% for PP. The gap between all and PP is narrowing and is also significantly less than the national picture

PA remains high and there has been no change.

Statutory attendance lower in 24/25, -0.7% compared to previous year. When leavers are removed from both years the gap is -0.1%.

Removing G codes had less impact, G codes in 24/25 reduced by 0.3% compared to 23/24 U- and O codes higher in 24/25 and illness lower. Not authorising illness without proof impacted negatively on O codes=-; needed for legal action.

Eid celebrated twice in term time, increased R-code from 0.1% to 0.3% in 24/25

PP compared to Non-PP:

PP 3.1% lower than NPP in 24/25.

Removing leavers, PP same as 23/24 in 24/25, Remove G-codes, -0.5% in 24/25 compared to 23/24

Behaviour:

PP and SEND receiving higher numbers of FTS than NPP and NSEND.

While the total number of FTS rose by 1 compared to previous academic year, the number of sessions, and therefore the amount of learning time lost, dropped compared to previous year.

13 pupils receiving FTS.

8 received more than 1 FTS.

	PP	NPP
No. of chn	11 (3.6% of PP pupils)	2 (1.9% of NPP)
No. of suspensions	32	8
Sessions	78	8

74.3% of sports' events, clubs and leadership attendees were PP compared to 25.7% for NPP. The school will continue to identify 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.