

Woodhouse Academy Pupil premium strategy statement – 2025 – 2028

This statement details our school's use of pupil premium. 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	Woodhouse Academy
Number of pupils in school	394
Proportion (%) of pupil premium eligible pupils	13.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026 – 2029
Date this statement was published	July 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Debbie Farr
Pupil premium lead	Joanna Stevenson
Governor / Trustee lead	Phil Hassall

Funding overview

Detail	Amount
Total budget for this academic year (year end July 2026)	£68,846

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and attainment well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We consider the challenges faced by vulnerable pupils, such as those who have a social worker, looked after students and young carers. It is outlined in this statement how we intend to support their

needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and not just assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will ensure disadvantaged pupils are challenged in the work that they're set, act early to intervene at the point need is identified, adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve and create an environment that supports the needs of the whole child.

Challenges

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

Challenge number	Detail of challenge							
1	The enrichment aspect for disadvantaged students and what they choose to participate in demonstrates a gap compared to non-disadvantaged. At Woodhouse, the uptake of clubs, trips and sporting events is very good for all but the percentage of disadvantaged students attaining this is currently 88% compared to 99% for non.							
2	SEND and disadvantaged students not achieving in line with others. Based on the results from the most recent teacher assessment data drop, the gap between disadvantaged and non is as follows:							
	Group	Year	Reading	Reading	Writing	Writing	Maths	Maths
			At or above standard %	Above standard %	At or above standard %	Above standard %	At or above standard %	Above standard %

	Number in year	89						
	Of which DA	9						
	Non DA	5	86	18.1	83.1	3.6	80.5	24.4
	Disadvantaged	5	25	0	37.5	0	25	0
	Number in year	117						
	Of which DA	12						
	Non DA	6	79.8	29.8	75	5.8	86.5	33.7
	Disadvantaged	6	73.3	20	73.3	6.7	86.7	20
	Number in year	102						
	Of which DA	11						
	Non DA	7	90.6	41.2	87.1	7.1	98.8	44.7
	Disadvantaged	7	57.1	9.5	71.4	0	76.2	9.5
	Number in year	86						
	Of which DA	11						
	Non DA	8	91.8	56.2	90.4	20.5	95.9	61.6
	Disadvantaged	8	70	7.7	61.5	0	92.3	15.4
The challenge is particularly evident in year 5. As a middle school, we only have the students for two years of their key stage 2 whilst the feeder schools have the other two. Data indicates that they come in at standard for English but below for maths.								
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to family breakdown and financial issues at home. These challenges particularly affect disadvantaged pupils, including their attainment. Although 86% have had an intervention of some kind, this still leaves a gap of approximately 8 students not being part of this programme.							
4	Attendance of disadvantaged pupils is lower than non- disadvantaged pupils in school:							
	Students	Autumn		Spring		Summer		
	Disadvantaged	91%		87.1%		87.6%		
	Non	96.2%		96.7%		97%		
5	Raising aspirations for disadvantaged students as research suggests that this is an area where these students tend to not pursue or aim higher in terms of aspirations.							

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
The enrichment aspect for disadvantaged students will be tracked, reviewed and students supported to engage in as many different activities as possible, both inside and outside school.	At least 90% of disadvantaged students will participate in an extra-curricular activity of some kind and there will be no more than a 5% gap between disadvantaged and non. Where they are not, one-to-one conversations will be held to determine what other opportunities could be offered. Tracking of disadvantaged students will demonstrate the narrowing of the gap in this area. LAC students will access a wide range of activities and communication with home will be key and demonstrate support for attending.
Disadvantaged students will have full access to a rich curriculum, high quality teaching and be monitored for progress and attainment. The gap between disadvantaged and non will be no more than 3%.	The disparity between disadvantaged and non is reduced. The data shows that during their time at Woodhouse, value added improves from benchmarked on entry to leaving. Pupils speak positively about their learning and quality first teaching observations demonstrate their needs are identified and supported. The reading intervention programme identifies students who need additional provision and their results improve.
Pastoral support and interventions, including communication with parents/carers improves the	Parental and pupil responses are positive when talking about Woodhouse and student provision.

accessibility and learning for disadvantaged students.	
Attendance of disadvantaged pupils is traditionally lower than non-disadvantaged pupils in school and this has been exacerbated during the pandemic	Attendance of disadvantaged pupils is within 5 percentage points of non-disadvantaged pupils on a termly/annual basis. Pupils and parents report feeling happy and supported if they are struggling with attendance.
Data demonstrates that disadvantaged students have full access and support both in lessons and outside of school to broaden their understanding of aspiration and achievement	Students are given additional opportunities and encouraged to pursue individual interests, both inside and beyond school life. PP students attending more extra-curricular clubs. Results improve due to one-to-one support. Engagement with the Gatsby Benchmarks, our careers programme and are seen to be challenged in the class. The gap is narrowed in terms of achievement as a direct impact of support.

Activity in this academic year (to July 2026)

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff training to ensure knowledge and skills to deliver support in class for vulnerable High quality staff recruited to support students	The EEF High-quality teaching EEF (educationendowmentfoundation.org.uk) in its report on High-Quality Teaching states that: 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development	1-5
Reading programme to support all vulnerable students that may struggle	Oral Language interventions +6 months. Oral language interventions EEF (educationendowmentfoundation.org.uk)	2,5
Ensure that all staff are confident in identifying Tier 2 and Tier 3 vocabulary in resources that are used in all lessons to ensure that pupils are able	Alex Quigley's book 'Closing the Vocabulary Gap' identifies the importance of ensuring pupils have excellent vocabulary. https://educationendowmentfoundation.org.uk/early-years/literacy/developing-vocabulary-in-education	2,5

access and comprehend the materials available to them.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29,574

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading intervention programme	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter time span: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/news/attainment-and-reading-key-barriers-to-disadvantaged-pupils	2,5
Salford comprehension	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2,5

Small group interventions and one to one	Precision Teaching will be one strategy as part of a wider, whole-school plan to improve reading. Developing Fluency and Endurance in a child diagnosed with attention deficit hyperactivity disorder. (McDowell, 2001) The focus on PT will underpin our wider approach and so facilitate pupils being able to move on and execute more complex skills. EEF research - TAs delivering targeted interventions in 1:1 or small group settings shows a consistent impact on attainment of approx. 3 to 4 additional months' progress. In addition, the research states that these positive effects are only observed when TAs have high quality support/protected	1, 2, 3
	time with the class teacher and training. The impact of adult support staff on pupils and mainstream schools (Alborz, Pearson, Farrell and Howes, 2009) also support the importance of sufficient training for TA's and Intervention staff. 'TAs tend to have a direct positive impact on pupil progress when they are prepared and trained,' Making sense of 'teaching', 'support' and 'differentiation' (Webster & Blatchford, 2012) To support an inclusive approach advocated by (Cowne, Frankl & Gerschel, 2019) in The SENCo Handbook' and avoid pupils from feeling a separation from the curriculum Making sense of 'teaching', 'support' and 'differentiation' (Webster and Blatchford, 2012) In Using Precision Teaching to Increase the Fluency of word reading with problem readers (Hughes, Beverley & 8 Whitehead, 2007) The research supports that Precision Teaching can be 'highly individualised'. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	

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

Budgeted cost: £36,332

Activity	Evidence that supports this approach	Challenge number(s)

		addressed
Meetings with pastoral team (primarily pastoral officer) for targeted support	The EEF reports that: Aspiration interventions EEF (educationendowmentfoundation.org.uk) . In addition to raising aspiration, this method also falls within the mentoring category - Mentoring EEF (educationendowmentfoundation.org.uk) with impact showing +2 months	3,4,5
Strategies to support attendance of disadvantaged students	The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons • Pupils with persistent absence are less likely to stay in education. https://educationendowmentfoundation.org.uk/news/attendance-and-reading-key-barriers-to-disadvantaged-pupils-progress-say-three-in-four-schools	4

Extended the curriculum offer to increase disadvantaged pupils' cultural capital compared to non-disadvantaged pupils and raise aspirations	Increasing cultural capital is a key requirement of schools School inspection handbook - GOV.UK (www.gov.uk) How to expand narrow definitions of 'cultural capital' The Key for School Leaders (thekeyssupport.com). This particularly prominent in the following quotes "This is about preparing your pupils to live and thrive in culturally and ethnically diverse modern Britain" and "Make sure all pupils are able to access enrichment activities such as clubs and trips" EEF: Careers Education summary infograph.pdf	1,5
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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 year 2025-2026.

- Our bottom 20% of pupils are targeted, including 16 pupils who are disadvantaged.
- Reading intervention programmes were successful with 80% of pupils moving up at least one stanine level when using the NGRT tests.
- All students are tracked from a baseline assessment and then tracked in class. Disadvantaged are tracked separately.
- Our attendance gaps improved compared to the previous year, from a 9% gap (on average) to 7%.
- Although areas for improvement is some attainment aspects, value added is excellent on the whole for disadvantaged students.
- The reading programme continues within school and is an excellent provision for those disadvantaged students that are part of this programme.
- The number of disadvantaged students who had some kind of intervention is 100%, whether that is educational or pastoral.
- 88% of disadvantage students attending clubs this year.
- All disadvantaged students went on a trip, with 68% attending both school day trips as well as a residential.
- 'Gift A Book' programme continues to provide free book choices for our disadvantaged students to choose from, each term, should they wish.
- GL assessment summer exit data for each year demonstrates that the gap between PP and non PP, other than in one year, is no greater than 5 points on the scaled score

- Dept minutes with first item on every agenda focussing on vulnerable students. Then shared with leaders and staff with actions put into place.
- Arbor MIS system with 100% of parents and students having access. This has improved communication considerably.
- MIS system to track and create page profiles for all students. Where disadvantaged, these students are highlighted for all staff with their specific needs. Tracking of disadvantaged separately through Arbor.
- Training and CPD over the year has enabled staff to
- Careers programme has been extensive of the year, with our school cited by Compass as a lead on planning for access to additional information, specific sessions and covering the Gatsby Benchmarks
- Rewards events and the house point system being reviewed and reworked has meant much higher numbers of students attaining with all PP students having at least 5
- Finance for tutoring and peripatetic
- Peer mentor support programme and leadership opportunities in school for all pupils