

Woodhouse Academy 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	Woodhouse Academy
Number of pupils in school	462
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Debbie Farr
Pupil premium lead	Phil Reynolds
Governor / Trustee lead	Phil Hassall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,440
Recovery premium funding allocation this academic year	£ 8,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£76,285

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 achieve high attainment 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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not 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

Challenges

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

Challenge number	Detail of challenge
1	<i>Performance of PP related to reading culture and results</i>
2	<i>SEND PP students not achieving in line with others</i>
3	<i>Disadvantaged students have lower attainment than non-disadvantaged</i>
4	<i>Attendance of disadvantaged pupils is traditionally lower than non-disadvantaged pupils in school and this has been exacerbated during the pandemic</i>
5	<i>Narrow experience of cultural experiences outside the home</i>

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
<i>Improve the performance of PP related to reading culture and results</i>	The disparity between non-PP and PP students is reduced. Students on the PP register, through monitoring, are given access to daily reading. Termly PP 'book gift' system enables students to have access to a wider range of reading genres.
<i>SEND PP students not achieving in line with others</i>	SEND PP students have quality first teaching provision, are tracked and supported through intervention where needed.
<i>Improve the attainment of disadvantaged students, especially at the higher levels in English reading and writing</i>	Challenge is seen in lessons and disadvantaged pupils targeted through effective questioning and intervention. Writing programmes ensure whole-school support is consistent.
<i>Attendance of disadvantaged pupils is traditionally lower than non-disadvantaged pupils in school and this has been exacerbated during the pandemic</i>	Attendance of disadvantaged pupils is within one percentage point of non-disadvantaged pupils on an annual basis. The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 3% lower than their peers
Tailored wider curriculum offer personalised to every disadvantaged pupil to increase cultural capital for disadvantaged	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.

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: £ 11944

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reducing class sizes with increased specialist teaching	The EEF evidence shows that reducing class size can add up to 2 months progress. It also highlights that allowing teachers to work intensively with smaller groups has a positive impact. Reducing class size EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Recruitment and retention of staff to ensure quality first provisions and support curriculum and enrichment opportunities for pupils.	The EEF 1. 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.	1, 2, 3, 5
Reading programme	Oral Language interventions +6 Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3
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 access and comprehend the materials available to them.	Alex Quigley's book 'Closing the Vocabulary Gap' identifies the importance of ensuring pupils have excellent vocabulary.	1, 2, 3

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

Budgeted cost: £ 22728

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 timespan: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 2, 3
Salford comprehension test rollout	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)	1, 2, 3
Focus on boys writing using Jane Considine	Internal research carried out by an experienced English teacher has demonstrated that adopting this model has added impact to writing in year 5 and 6. This model has been rolled out to all groups. Jane Considine "The Write Stuff transforming the Teaching of Writing"	1, 2, 3
Small group interventions, especially in KS3	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

	<p>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'.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £41613

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one meetings with HSLW to promote greater aspirations and identify areas	<p>Whilst the impact has not yet been measured, 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</p>	5
Strategies to support attendance of disadvantaged students: EWO, Attend, 1st day absence phone calls	<p>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-</p>	4

	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	
Extended the curriculum offer to increase disadvantaged pupils cultural capital compared to non-disadvantaged pupils	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”	5

Total budgeted cost: £ 76285

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

2020-21 was the first year of a 3-year strategy that had been developed using the new framework before the one above was released. Therefore, the strategy has been amended and this evaluation focuses solely on the elements that were achieved during 2020-21.

Reading intervention programmes were successful with a high percentage of pupils moving from stanine 2 to stanine 3 when using the NGRT tests. These were identified on a baseline and then tracked afterwards. The Bookstart scheme was introduced to instil greater love of reading for disadvantaged pupils by giving them a book of their own.

Than Jane Considine writing method was trialled with certain Y5/^ English and RE classes. The results were fruitful and is going to be developed further across all years.

A start was made on the extensive wider offer but was hampered by the operational needs of coronavirus and the 2-month lockdown in that pupils were not readily accessible to the home school link worker or they were needed to be used to support the day to day running of the school during difficult circumstances.

VIP Education were used to successfully support attendance. Year 7 disadvantaged pupils were highlighted as a particular concern upon return from lockdown in March and during the early summer term individual attendance clinics were held with pupils who were at risk of PA and actions plans put in place. Of the 7 pupils involved there was only 1 pupil who did not see an increase in their attendance

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.