

Pupil premium strategy statement – Woodhouse Academy 2023-2026

This statement details our school's use of pupil premium (and recovery 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	412
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	23-26
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	D Farr
Pupil premium lead	D Farr
Governor / Trustee lead	P Hassall

Funding overview

Detail	Amount September 2023-24
Pupil premium funding allocation this academic year	£62,250
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£10,525
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£72,775

Part A: Pupil premium strategy plan

Statement of intent

Woodhouse Academy aims to provide the highest quality of education to all pupils, irrespective of background, race or religion. The approaches we adopt benefit students who are deemed disadvantaged but will also support the learning of all our pupils. In doing this, and removing barriers, we ensure that the attainment and progress gaps which exist are minimised. We see this as everyone's responsibility, regardless of their role in school, and that expectations are high for everyone.

We have key principals of our strategy plan as follows:

- A supportive approach, building on relationships, is key to learning
- All pupils will be given the opportunities to achieve the optimum in their learning
- Training and professional development is central to the development of all students and has a visible impact
- Data is collected, monitored and reviewed to determine the best use of resources to support disadvantaged students
- The attainment and well-being of disadvantaged students remains a key priority on all development plans
- That targeted spending and tailored outcomes is closely monitored

Challenges

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

Challenge number	Detail of challenge
1	Raising the attainment of PP pupils to ensure minimal gaps between these students and those who are not PP
2	To ensure the levels of attendance for PP students is, largely, in line with the rest of the school
3	Developing additional academic skills to support learning
4	Raising aspirations, confidence and address SEMH to ensure all pupils have resilience and are successful
5	Increasing access to a wider range of extra-curricular opportunities
6	Parental engagement and supporting those whose personal circumstances impinge on a student's school life and learning experiences
7	Reading levels for the bottom 20% of readers and vulnerable students is monitored to ensure fair access to all subjects

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
Quality first teaching with targeted interventions to support students	<ul style="list-style-type: none"> Pupils make expected or better progress Gaps are narrowed (no more than 5% difference) Stakeholder voice is positive Learning walks demonstrate key students have adapted work as needed PD and training has a demonstrable impact in the classroom
The additional opportunities beyond the main curriculum is excellent	<ul style="list-style-type: none"> Careers programme in school ensures all students are targeted (part of careers hub, Enterprise, Gatsby covered with BHS, partnerships with industry and local provision, parental support) Community projects ensure a wider access to a programme of supporting others and our environment

	Clubs are well attended by PP students Pupil voice demonstrates a positive attitude
Parents feel supported	Training, courses, parents' evenings, emails, meetings, workshops are well attended and receive positive feedback Support for resources is evident and readily available
Attendance demonstrates a minimal gap between PP and that of others	This will be no more than 2%

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
SEMH: Pastoral officer employed COST £33,493 Pastoral support worker employed COST £25,183	Programme of referral and support (before external use of MHST) in school. Daily provision made for swift access. Attendance monitored and addressed. DP drives on this. Behaviour Interventions: 3 months' additional progress when successful https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/ The EEF maintains that interventions are often 'most effective when adapted to meet the needs of the individual'	2, 4, 6

Assistant heads of KS 2 and 3 to cover flexible working and support students COST £2400	https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf	
CPD on adaptive teaching SEND revision CPD on intervention waves Improving feedback in the class Whole-school approach to English basic skills	Three sessions throughout the year, delivered by the T&L co-ordinator and SENDCO Overhaul on the use of effective feedback for pupils, started September 23. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/	1, 3, 4, 7
Smaller group sizes for English and maths	Past results demonstrating that at Woodhouse Academy, this approach works, that targeted support, particularly for lower ability and PP, has a demonstrable impact on attainment and progress	1
Curriculum planning in pyramid COST £1332	Ensuring a 'route through' approach in the local pyramid proves successful and ensure students can build on prior knowledge and take that into the next stages of their learning. WA as lead school in pyramid (started in Sept 23 and covered maths, RE, geog and history so far) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/936097/Curriculum_research_How_to_assess_intent_and_implementation_of_curriculum_191218.pdf	1, 3, 4, 7
Dyscalculia training for maths dept and parents COST £350 Parental feedback	Spring term training and workshop well attended and impact on learning. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/ Questionnaires used regularly over the year and adaptations made to support learning. https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/	6

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group and one-to-one interventions</p> <p>COST £672</p>	<p>Dyslexia (4 students) x 3 mornings each week, Motor Skills United (2 pupils) every day, Room 12 support club (SEMH) every morning and lunch, TTRS (10 students) every morning, MH support with TA (two mornings), EPATT (devised by Ed Psyche) every day with TAs (4 pupils), reading groups daily with teachers (max 3 pupils per session), daily whole-school reading programme (targeted groups here as well)</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/</p>	<p>1, 3, 4, 7</p>
<p>Structured programme of escalation in school for supporting SEMH and vulnerable students (pastoral officer, pastoral support worker, MHST, nurse)</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/aspiration-interventions/</p>	<p>4, 6</p>
<p>Phonics/reading intervention (TA led small group directed by intervention lead)</p> <p>COST £550</p>	<p>Read, Write, Inc programme used EPATT</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 3, 4, 7</p>
<p>Maths, English, pastoral interventions (teacher led) (PP+/Recovery)</p> <p>COST £4992</p>	<p>One-to-one or small group intervention can have a positive impact of +4 months</p> <p>Small group tuition: Technical Appendix EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 4</p>

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

Activity	Evidence that supports this approach	Challenge number(s) addressed									
<p>Attendance monitoring - pastoral officer, VIP and DP</p> <p>Pastoral/SEN D briefings weekly to identify students with specific strategies and share with all staff</p>	<p>Attendance figures demonstrate with intervention, support and monitoring that PP students attend well</p> <p>Behaviour Interventions: 3 months' additional progress when successful</p> <table border="1" data-bbox="376 564 1659 783"> <thead> <tr> <th data-bbox="376 564 1001 636">Dates</th> <th data-bbox="1001 564 1339 636">Pupil Premium Eligible</th> <th data-bbox="1339 564 1659 636">Non Pupil Premium</th> </tr> </thead> <tbody> <tr> <td data-bbox="376 636 1001 708">Academic Year 2022-23</td> <td data-bbox="1001 636 1339 708">93.72%</td> <td data-bbox="1339 636 1659 708">95.92%</td> </tr> <tr> <td data-bbox="376 708 1001 783">CURRENT YTD: 01.09.23 to 07.05.24</td> <td data-bbox="1001 708 1339 783">92.06%</td> <td data-bbox="1339 708 1659 783">95.91%</td> </tr> </tbody> </table> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</p> <p>The EEF maintains that interventions are often 'most effective when adapted to meet the needs of the individual'</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</p>	Dates	Pupil Premium Eligible	Non Pupil Premium	Academic Year 2022-23	93.72%	95.92%	CURRENT YTD: 01.09.23 to 07.05.24	92.06%	95.91%	2, 4, 6
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Academic Year 2022-23	93.72%	95.92%									
CURRENT YTD: 01.09.23 to 07.05.24	92.06%	95.91%									
<p>Increase the number of pupils who attend clubs, leadership roles, access trips, music lessons</p> <p>COST £265</p>	<p>Arts Participation: 2 months' additional progress when successful</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p>	4, 5									
<p>Targeted space for</p>	<p>Supporting with additional facility provided during each social time</p>	4, 5									

<p>vulnerable students (rm 12 with TAs)</p> <p>COST £89</p>	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</p>	
<p>Transition activities/visits to meet with parents, teachers and pupils ahead of move</p> <p>COST £967</p>	<p>Transition is key to supporting vulnerable students, with sharing of knowledge between schools, strategies and early help put in place, opportunities to experience and be prepared (Bump Up Days, additional days and coffee mornings, visits to schools with key staff, additional day in Sept for new students on their own)</p> <p>EEF Blog: Getting transition right – how my... EEF (educationendowmentfoundation.org.uk)</p> <p>EEF Key lessons learned.pdf</p>	<p>4, 6, 7</p>
<p>Careers strategy developed fully</p> <p>COST £350</p>	<p>Ambassador in school driving plan Gatsby 8 covered with high school Working with Compass Enterprise/Drop down events/visits Visitors in school Career hub Training course and travel</p> <p>SYM873648_Careers-Education-Infographic (d2tic4wvo1iusb.cloudfront.net)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>4, 5</p>

Total cost: £70,643

Part B: Review of the previous academic year

Summary Of Achievements

- The whole school has had a focus on adaptive teaching for vulnerable and SEND. This has seen demonstrable impact (LW, book looks, pupil voice, curriculum links, re-planning) but is part of an ongoing strategy of improvement.
- PP students are tracked and monitored centrally by our pastoral officer and met with at least once a term to update their 'pupil profile' (eg aspiration, support needed, areas of achievement)
- The curriculum provision has been reviewed, adapted and developed in every subject to allow greater access at school and home.
- Learning walks continue to demonstrate at least good in all lessons with a large proportion outstanding. PSHE has been overhauled to ensure all students have access to a rich curriculum. There are further plans in place for the next academic year.
- Feedback and homework systems reviewed to ensure systems are effective, support learning and are not perfunctory.
- All students in school take part in the community drive.
- Every teacher offers a club, with two being set up as requested by PP students.
- Smaller groups in English and maths ensure students have greater access to teachers and support staff, particularly those who are more vulnerable.
- Our LAC students have all had one-to-one tuition (maths or English) with a teacher as well as access to wider curricular experiences.
- Vulnerable/SEND are discussed regularly and are always the first agenda item in any department meeting.
- At least 50% of PP students have tailored intervention sessions (be it academic or SEMH)
- Careers programme now embedded and greater access to external providers.
- Achievements and behaviour system now tracking PP to greater degree and supporting where needed.
- Arbor MIS playing a significant role in communication with parents/carers and triangulating information.
- My Concern a pivotal tool in school to support more vulnerable students.

As we are a middle school, along with other data analysis (first school profiles, summative teacher assessment, SALFORD etc), we use GL Assessments to gain a broader insight into attainment. This is used in conjunction with other data collated and not as a sole measure.

The national expected standard (SAS – standard aged score) is 100.

These are the outcomes for the whole school, year ending July 2023, which give an indication of how PP students performed (who achieved the expected standard or above).

	<i>English</i>	<i>Maths</i>
<i>Y5 Non PP</i>	<i>99.9</i>	<i>101.9</i>
<i>Y5 PP (8)</i>	<i>101.6</i>	<i>95.6</i>
<i>Y6 Non PP</i>	<i>103.3</i>	<i>94.6</i>
<i>Y6 PP (14)</i>	<i>99.2</i>	<i>89.6</i>
<i>Y7 Non PP</i>	<i>106.7</i>	<i>100</i>
<i>Y7 PP (11)</i>	<i>106.8</i>	<i>95.9</i>
<i>Y8 Non PP</i>	<i>110.2</i>	<i>105.3</i>
<i>Y8 PP (5)</i>	<i>110.6</i>	<i>104.2</i>