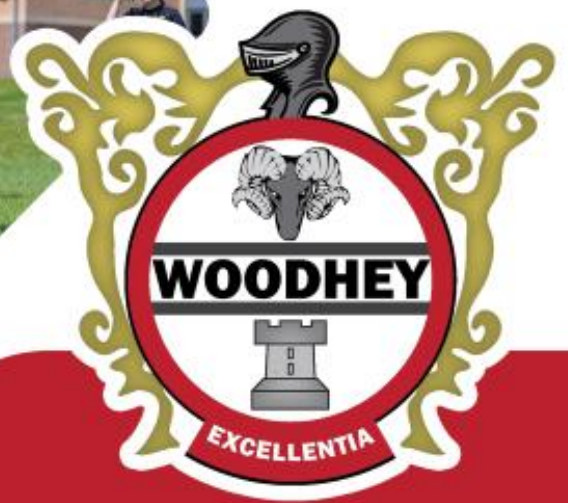




Pupil Premium Strategy Statement 2023-6

Document Owner:	Deputy Headteacher (Quality of Education)
Published:	October 2023 (reviewed October 2025)
Approved by:	Academy Council
Review Date:	Annual review
Version:	4



Shaw
Education
Trust

Contents

At Woodhey High School our vision is:	3
Pupil Premium Strategy Statement	4
School Overview	4
Funding Overview	4
Statement of Intent	5
Challenges	6
Intended Outcomes	7
Activity in this academic year	8
Review of the previous academic year	11
Externally Provided Programmes.....	13



At Woodhey High School our vision is:

To be a centre of excellence, where students, staff and the community are proud to work together to broaden our horizons, exceed our aspirations and where everyone achieves their full potential.

#TeamWoodhey

At Woodhey High School, we have two key values that drive our actions, our choices, and our decisions.

These are:

Respect

We treat everyone as we wish to be treated ourselves; we are all part of the same team

Excellence

We strive to be the best we can be at all times; nothing but the best is good enough for us

Underpinning our values are two clear expectations.

These are:

Respect every member of staff and student in our community, following all instructions without answering back

Being excellent by being prepared for, and completing all work to the best of our ability without distracting others

We are a team made up of our staff, our students, our parents and carers, and our wider community. Our vision, values and expectations apply to all of our community.

Teamwork is the secret that makes common people achieve uncommon results (Ifeanyi Enoch Onuoha)

#TeamWoodhey



Pupil Premium Strategy Statement

School Overview

Detail	Data
Number of students in school	1,105
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (the DfE recommends three-year plans)	2023-2026
Date this statement was published	October 2023 Reviewed October 2024 Reviewed October 2025
Date on which it will be reviewed	Formal review: October 2026
Pupil Premium lead	Deputy Headteacher (Quality of Education)
Academy Council lead	Gillian Hoyle

Funding Overview

Detail	Amount
Pupil premium funding allocated this academic year	£204,289
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£204,289



Statement of Intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment and progress across the curriculum. The focus of our pupil premium strategy is to support those eligible for the pupil premium funding and our disadvantaged students to achieve that goal.

We will consider the challenges faced by vulnerable students, 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 students require the most support. This is proven to have the greatest impact on closing the disadvantaged gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment and progress will at least be sustained, but also improved alongside attainment and progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure our approaches are effective, we will:

- Ensure students are taught by appropriately skilled teachers who have access to high quality continuing professional development (CPD) to help them to continually improve;
- Act early to intervene if our approaches need refinement;
- Adopt a whole school approach in which all staff take responsibility for the outcomes for disadvantaged students (including for progress, attainment, attendance and behaviour) and raise the expectations of what they can achieve.



Challenges

This section details the key challenges to achievement and progress that we have identified among our disadvantaged students.

Challenge Number	Detail of Challenge
1	Students join the school with reading ages that are significantly lower than their non-disadvantaged peers. This impacts students' abilities to access the curriculum and their ability to understand and comprehend concepts, topics and other information presented in lesson. The reading gap persists through students' time at our school and directly impacts the progress that disadvantaged students make across the school
2	Our student survey activity and referrals from staff have identified social and emotional issues for many students, such as anxiety, depression and low self-esteem. This has been exacerbated since the Covid-19 pandemic but impacts on student learning as, consequently, students spend more time outside of the classroom compared to their non-disadvantaged peers
3	Our attendance data indicates that attendance amongst disadvantaged students is approximately 3% lower than non-disadvantaged students, meaning that they miss more learning time and develop gaps in their knowledge which directly impacts their learning, progress and attainment
4	Our students join us with attainment on entry that is at least in line with, and often above the national average, however, based on observations and feedback from staff, students, parents and carers, our disadvantaged students can lack the aspiration of their non-disadvantaged peers to achieve as highly as their previous attainment demonstrates that they are able to



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 progress amongst disadvantaged students across the curriculum	By the end of our current plan in 2025/26, we would expect that the progress of our disadvantaged students is at least 0, and that the gap between disadvantaged and non-disadvantaged students has closed significantly on the current gap (almost one full grade)
Improved reading comprehension amongst disadvantaged students across school	Reading comprehension tests demonstrate an improvement in reading and comprehension skills amongst disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. We expect that all disadvantaged students have improved their reading ages since joining #TeamWoodhey and that at least 85% of disadvantaged students have a reading age that at least matches their chronological age. There will also be improvements seen in students' understanding and comprehension through work scrutiny and lesson visits
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged	Sustained high levels of wellbeing, demonstrated by: - Qualitative data from student, parent, carer and staff feedback - A significant increase in the proportion of students achieving the Woodhey Pledge (which focuses on students experiencing: careers, leadership, community, cultural and extracurricular activities)
To achieve and sustain improved attendance for all students, particularly those who are disadvantaged	Sustained high attendance by the end of this plan, demonstrated by: - The overall absence rate for all students being no more than 5%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced by 2%



Activity in this academic year

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: £144,872

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments (NGRT). Training will be provided for staff to ensure assessments are interpreted correctly and utilised to inform practice	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction: Education Endowment Foundation EEF	1, 4
Purchase of a phonics programme and appropriate training for staff to ensure high quality delivery of phonics to support students at the early stages of reading	Phonics intervention is proven to have a positive impact on the development of early reading skills, particularly for disadvantaged children. This allows students to make more rapid progress in their reading and a greater ability to access the curriculum: Phonics EEF (educationendowmentfoundation.org.uk)	1, 4
Purchase of a reading programme (Lexia) to support students who require additional reading intervention, but are at a stage of reading above that which requires the use of phonics, and appropriate staff training and release time to ensure that the programme is delivered effectively	Reading intervention strategies focus on supporting students; comprehension and understanding of texts, which will allow them to access the curriculum with greater ease and therefore make more progress: Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1, 4
Training for staff focusing on developing literacy across the curriculum, that is bespoke to each faculty area, in line with the EEF's Improving Literacy in Secondary Schools guidance	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. Reading comprehension, vocabulary and other literacy skills are heavily linked with progress and attainment across the curriculum: Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) word-gap.pdf (oup.com.cn)	1, 4
Training for staff focusing on modelling, scaffolding and checking for understanding to ensure that all students can access challenging learning, and that teachers can be responsive to students' learning needs when delivering this learning	Modelling and scaffolding allow students to become independent in the application and understanding of knowledge to ensure it is well understood. Checking for understanding is a the core of responsive teaching and allows teachers to identify knowledge gaps and then respond appropriately in the lesson to fill these:	1, 4



	EEF blog: Modelling Independence - The 'Seven-step Model'... EEF educationendowmentfoundation.org.uk	
	EEF Blog: ECF – Exploring the Evidence: 'Adaptive Teaching' and... EEF educationendowmentfoundation.org.uk	
Investment in AI-driven platforms in English and Mathematics that supports students in addressing gaps in knowledge to allow them to make excellent progress. This also allows teachers to be responsive to the needs of the students in their classes and adapt their teaching accordingly	Responsive and adaptive teaching is vital in ensuring that students' learning needs are met and therefore to either address knowledge gaps or prevent them from appearing: EEF Blog: ECF – Exploring the Evidence: 'Adaptive Teaching' and... EEF educationendowmentfoundation.org.uk	1, 4

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

Budgeted cost: £22,297

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted and tiered reading programme for students who have a reading age below their chronological age, focusing on comprehension and understanding vocabulary	Reading comprehension strategies can have a positive impact on the students' 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, 4
Engaging with the National Tutoring Programme to provide a blend of tuition and small group intervention for those students who have the greatest gaps in their knowledge, particularly in the core subjects (English, Maths and Science)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support students who have fallen behind, including when this is delivered in small groups: Small group tuition EEF educationendowmentfoundation.org.uk	1, 4



Wider strategies (for example, related to attendance, behaviour and well-being)

Budgeted cost: £37,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of a school-based counsellor to provide mental-health and anxiety, depression and low self-esteem support for students	Supporting students to develop strategies to recognise, support and cope with adversity, and even be strengthened by it can have a clear and significant impact on a student's well-being. This is proven to increase attendance and engagement in school and ultimately, student achievement: Advice template (publishing.service.gov.uk) Effectiveness of school counselling revealed in new research (bacp.co.uk)	1, 2, 3, 4
Embedding the principles of the good practice set out in the Department for Education's (DfE) Improving School Attendance advice. Attendance staff will be employed, and there will be training for the attendance team and wider pastoral team to implement new procedures and ensure their practice is effective	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Improved attendance has a direct correlation on student achievement whilst at school: Working together to improve school attendance - GOV.UK (www.gov.uk)	3
Development and deployment of the Woodhey Pledge, including the employing of staff, training for staff and release time to deliver, monitor and evaluate the impact of the Pledge, as well as removing barriers for students for accessing these activities. The Pledge will focus on careers advice, extracurricular engagement, leadership opportunities and community and charity engagement	There is a range of evidence to support that students participating in a wider range of activities can increase aspirations, support mental health and well-being, as well as increasing confidence with others and engagement in school: An Unequal Playing Field report.pdf (publishing.service.gov.uk) Arts participation EEF (educationendowmentfoundation.org.uk) Extending school time EEF (educationendowmentfoundation.org.uk)	2, 4
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	All

Total budgeted cost: £204,289

Review of the previous academic year

We have analysed the performance of our school's disadvantaged students during the 2024/25 academic year using Key Stage 4 performance data and our internal assessments.

For 2025, the Attainment 8 score which shows the average attainment of students across 8 subjects, has risen from the 2024 summer results for students who are eligible for the Pupil Premium (PP).

There were a number of improvements against key indicators in the summer 2025 exams for students who are eligible for the Pupil Premium (PP):

- Number of students achieving a grade 5 or higher in English increased from 2024
- Number of students achieving a grade 5 or higher in maths increased from 2024
- Number of students achieving a grade 4 or higher in maths increased from 2024

We have a relentless approach to attendance and acknowledge the national challenges for disadvantaged students. The attendance of disadvantaged students is lower than their non-disadvantaged peers, however, there is a sustained 4-year trend of improvement, including an improvement in attendance in the 2024-25 academic year by over 1%. In the last 4 years the attendance of PP has improved by 2.64%. The impact is demonstrable in the PP Persistent Absenteeism (PA) figures as these are consistently below national secondary PA figures. We were in the bottom 10% nationally in 2021/22 but we are top 25% now demonstrating significant and sustained improvements.

The impact on PP attendance in our strategies was seen predominantly in Key Stage 3 with Year 7 and 8 attendances now being above the national figure for PP attendance. Similarly, PP punctuality to school has improved.

PP Persistent Absenteeism (PA):

- 2022-23 was 38.05%
- 2023-24 was 35.68%
- 2024-25 was 26.92%

Reading for students is prioritised through the Sparx reader programme, and Tier 1 teaching of reading across school, supplemented by a rigorous reading intervention programme, including the use of phonics, that helps the weakest readers catch up rapidly. On average there was an increase of +2.2 on the mean SAS (Standard Age Score) for PP students in 2023-24. This academic year there is an increase of +4.24 on the mean SAS for PP students in 2024-25 demonstrating rapidly improving reading ability.

The Personal Development offer for all students has continued to improve and be broadened, with a clear focus on those students who are eligible for the PP. In 2024-2025 we have achieved an inclusive engagement in the Woodhey Pledge: All PP students have participated in Pledge activities, showing a significant narrowing of participation gaps when compared with their peers. PP students who have participated in four or more Pledge activities last academic year was 96%, and those who participated in five or more, was 95%. This ensures that the overwhelming majority of the cohort experience a varied range of enrichment activities throughout the academic year.

Internal behaviour data demonstrates sustained improvement in behaviour of PP students. For example, serious internal behaviour incidents have reduced by 40.5% since summer 2024. This is a further reduction on the previous academic year which showed a 58% from the previous academic year.



Moreover, Fixed Period Suspensions (FPS) showed a significant decrease. The number of incidents leading to FPS reduced by 16% in 2023/24, and the number of days lost to FPS reduced by 8%. This shows improved engagement with school from our PP students and improved overall behaviour. We continued this trend in 2024/25. Strategies at Woodhey High School are shared across the Shaw Education Trust as best practice.

The English Baccalaureate (EBACC) is placed at the heart of the school's curriculum offer, with EBACC uptake high and significantly above the national average. There has been a significant increase in the current number of PP students studying the EBACC this year, which demonstrates the improved ambitions and aspirations of these students.

The proportion of students who eligible for the PP who are progressing onto their next steps at post-16, whether this be further education, employment or training remain strong. The number of PP students who are not in education, employment or training (NEET) are as detailed below, again demonstrating the impact of both the curriculum, qualifications students gain, and the Personal Development opportunities available to them:

- 22/23 5 students
- 23/24 2 students
- 24/25 whilst the data is not yet available, it is anticipated that this number will be 0



Externally Provided Programmes

Programme	Provider
Phonics	Read Write Inc.
Core5 Reading	Lexia
Counselling	JEP Counselling
English reading programme	Sparx Reader
Mathematics retrieval programme	Sparx Maths
Science retrieval programme	Sparx Science
Seneca homework for Humanities	Seneca

