

# Pupil premium strategy statement – Woodham Academy

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	Woodham Academy
Number of pupils in school	1031
Proportion (%) of pupil premium eligible pupils	388 (38%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-4
Date this statement was published	November 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Andrew Bell
Pupil premium lead	Roger Hargreaves
Governor / Trustee lead	David Knight

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£331,959
Recovery premium funding allocation this academic year	£27,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£359,659

# Part A: Pupil premium strategy plan

## Statement of intent

*We want all students at Woodham to make excellent progress and are committed to supporting every student in doing so, regardless of their background. We recognise that disadvantaged students often face extra barriers to progress and are proactive in identifying these barriers both in school and outside with the ultimate objective of closing the disadvantaged gap until it no longer exists. We are also committed to providing all students a range of opportunities to engage in extracurricular activities which will allow them to become active members of the school and wider community and develop cultural capital. We are determined that disadvantaged students will not be excluded from this.*

*Our pupil premium strategy has been developed with close reference 'to the EEF guide to the pupil premium'. We believe that quality first teaching is central to allowing all students to be the best version of themselves and invest in all our staff to become better teachers. We believe we can all improve, staff and student alike, no matter how successful we already are. We ensure all additional support is identified through targeted assessment using robust data from both internal and external sources, focussing primarily on the key skills of literacy and numeracy which underpin student success across the curriculum.*

*We invest heavily in our behavioural support team to ensure that our school is a disciplined and positive environment where behaviour for learning is good and, vitally, all students feel safe and happy. Finally, we have invested in our welfare team to support and improve attendance as we know that increased absence rates is a significant barrier to the progress of our disadvantaged cohort.*

*Our entire plan is firmly evidence based and, as such, the impact of strategies is monitored and reviewed with plans being modified accordingly.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<i>Key Stage 2 entry data and internal baseline assessments indicate that, on average, PP students enter Woodham with significantly weaker skills in both reading and numeracy.</i>

2	Some of our PP students have significantly reduced attendance, which clearly impacts upon their progress.
3	A small number of our PP students struggle to manage their behaviour consistently which left unchecked would hinder the progress of themselves and others.
4	Some PP students lack the facilities at home to allow them to work independently to support their school studies. This could include a lack of IT access outside of school or the lack of quiet personal space to work.
5	We work hard to develop the key skills of resilience and hard work in our students. However, some students require extra support in order to fully develop these skills.

## 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
To further develop the vocabulary range and reading age of pupil premium students to enable them to be successful across the school curriculum	<ul style="list-style-type: none"> <li>- Pupil premium students make accelerated progress to reduce the deficit between reading age and chronological age</li> <li>- Pupil premium students can read confidently and fluently, in and outside of the classroom</li> <li>- Pupil premium students read independently and for pleasure</li> </ul>
To further develop numeracy skills to support student progress in Maths, Science and Technology	<ul style="list-style-type: none"> <li>- Pupil premium students make at least expected progress in Maths according to progress check data</li> </ul>
To improve the attendance of pupil premium students and address the fall in attendance figures since the school lockdowns	<ul style="list-style-type: none"> <li>- Pupil premium attendance continues to improve each year reducing the gap in attendance with non PP students</li> <li>- Percentage of persistent absentees of Pupil premium students to fall each year of the strategy plan</li> </ul>
To ensure that pupil premium students are supported with their behaviour, mental health and well being	<ul style="list-style-type: none"> <li>- Reduction in behaviour points issued in the classroom</li> <li>- Pupil premium behaviour points are reduced and match non PP points</li> </ul>
Progress of PP students improved through quality first teaching	<ul style="list-style-type: none"> <li>- Positive school progress scores are achieved and maintained across the period of the strategy plan</li> <li>- All PP students progress successfully to post Y11 education</li> <li>- Disadvantaged students achieve positive progress score</li> </ul>

To further develop access to cultural experiences for pupil premium students	- Pupil premium students' attendance at school extracurricular academies match that of non-PP students
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## 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: £ *Not budgeted from Pupil Premium funding*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>- <i>Ongoing commitment to instructional coaching using Steplab as a platform to develop all teaching staff. - Appointment of a lead teacher to support next step coaching</i></li> <li>- <i>Weekly Teaching and Learning briefings for all staff</i></li> </ul>	<p>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.” - Professor Becky Francis, Chief Executive, EEF</p>	1,3,5
<ul style="list-style-type: none"> <li>- <i>Ongoing commitment to CPD focusing on implementation of individual learning plans</i></li> </ul>	<p>There is a large correlation between students with individual learning plans and PP students. Current evidence suggest SEN PP students make less progress</p>	1,3,5
<ul style="list-style-type: none"> <li>- <i>Mixed ability teaching across both Key Stages (for the majority of the curriculum)</i></li> </ul>	<p>"Mixed ability teaching supports less able students and can reduce behaviour issues"</p>	1,3,5
<ul style="list-style-type: none"> <li>- <i>Regular QA of QFT for PP students (SISRA observe)</i></li> </ul>	<p>Regular quality assurance (through lesson walks, book scrutiny and learning conversations) ensures that the delivery of QFT to PP students is a focus for consequent staf</p>	1,3,5

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

Budgeted cost: £ 224,852

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated weekly reading lesson for all Y7 and low ability Y8, double staffed by specialist teacher and HLTA.	Evidence of accelerated progress and closing of within school gap. (EEF impact +5). Impact 2016-17 = 2 years 4 months improvement in reading age in Y7; 2017-18 = 2 years 6 months. 2018-19 = 1year 6 months 2019-20 = 1year 5 months 2020-21 = 1year 3 months 2021-22 = 1year 3months (over period of 10 months)	1
<i>Reading club for students in Y8 and Y9, identified with low reading ages</i>	Evidence of accelerated progress and closing of within school gap. (EEF impact +5). Improvement in reading age for identified cohort 20212-22 = 1 year 7 months	1,4
Designated weekly numeracy lessons for year 7 and low ability, double staffed by specialist teacher and HLTA	Evidence of accelerated progress and closing disadvantaged gap in school	1
<i>Targeted small group tutoring for students in all year groups where underperformance is evidenced in internal tracking</i>	EEF research suggests that tuition can accelerate progress of disadvantaged students(high impact for moderate cost, based on moderate evidence: Impact +5).	1,4,5
<i>Behaviour interventions to monitor and support students receiving behaviour points. This is run by an especially appointed behaviour team including 5 non teaching behaviour workers and an AHT I/c behaviour</i>	EEF impact of behaviour interventions +5; social and emotional learning +5  Despite progress PP students' behaviour is still resulting in a higher rate of fixed term exclusion  Behaviour data indicates a significant drop in behaviour points being issued in lessons and less room removals, ensuring students can be in class and learning	3
Development of homework and revision support for KS4	Homework is one of the strategies identified by the EEF as having a considerable impact on improving progress(high impact for very low cost, based on very limited evidence: impact +5).	4,5
Training staff to deliver phonics teaching to support students with low level literacy	"Phonics training appears to be effective for improving literacy-related skills, particularly reading fluency of words and non-words, and accuracy of reading irregular words." Source pubmed.gov.  Woodham reading ages in Y7 improved 15 months over 10 month period 2021/22	1

Employment of a specialist primary teacher to work with 'Not secondary Ready' students. Focussing especially on	This is to help support the increasing number of students who arrive at the school with KS2 SATs scores indicating they are 'not secondary ready' Sept 2022: cohort:61% NSR Maths ar PP and65% in English. There are 36 students who are not secondary ready in both English and Maths – 81% of them are PP.	1
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 145,606

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of attendance and welfare workers</i>	The ability to have attendance meetings, perform home visits and implement interventions to reduce persistent absenteeism and support students to overcome issues with anxiety	2,5
<i>Issuing of school laptops to all Key Stage 4 students who do not have IT access</i>	All students are able to access revision materials and homework websites outside of the school building	4,5
<i>Operating the learning centre (run by HLTA)</i>	Allows learning team to offer tailored individual support to LAC, service children, mobile and vulnerable students	4
Engagement with extra-curricular offer	The provision of a broad range of extra-curricular activities helps to support the development of cultural capital and character education	5

**Total budgeted cost: £ 370,458**

## 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 2021 to 2022 academic year.

Results 2022 (based on TAGs from 2022)	Pupils eligible for PP (Woodham Academy)	Pupils not eligible for PP (national average)
Average KS2 prior attainment	101.5	105.2*
% achieving Basics(EM 9-4)	50%	
% achieving Basics (EM 9-5)	28.3%	
Progress 8 score average	-0.13	+0.18*
Attainment 8 score average	4.3	5.27*

• \*based on Sisra estimates as of October 2022

### 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
Maths Intervention	Hegarty & White Rose
Instructional coaching	Steplab

### 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.*