Pupil premium strategy statement – Woodbrook Vale 2024-2027 Year 3 - 2026/27

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	850
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2024/2025 to 2026-2027
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	*Rachael Fraser* Headteacher
Pupil premium lead	*Peter Hayes* Deputy Headteacher
Governor / Trustee lead	*Gavin Brown* Chair of Governing Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (26/27)	£170,000
Pupil premium funding carried forward from previous years (25/26)	0
Total budget for this academic year (26/27)	£170,000

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 the curriculum. 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.

For the purpose of this strategy statement we define disadvantaged students as the government do; those students who have been eligible for free school meals (FSM) any time within the last six years (FSM6); those students who have been adopted from care or have been in the care system for at least one day.

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 students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected, despite the recovery premium having stopped we have allocated money from the pupil premium budget to support in school led tutoring.

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 students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they are set through staff training and quality first teaching
- act early to intervene at the point need is identified through a strong pastoral support system

- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve
- ensure that barriers to attendance and social issues are addressed quickly to ensure disadvantaged students aspirations are kept high
- Ensure that disadvantaged students engage with character led opportunities such as the extra-curricular offer, additional tutoring and the Futures Award in line with their peers.

All approaches taken to help reduce the gap will be evidence informed. The latest information from the Education Endowment Foundation gives advice on how to plan, implement, monitor, and sustain an effective strategy. The advice and guidance can be found here. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium

Challenges

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

Challenge number	Detail of challenge
1	The attendance of disadvantaged students last academic year continued to be lower than non-disadvantaged students in the school. This gap needs minimising, and specific work is to be done to ensure that disadvantaged students and their families value education more. The overall FSM6 attendance in 2021/2022 was 86.7% The overall school attendance was 92.25%. In 2022/2023 this figure dropped to 84.2% with whole school being 92.2%. Year 11 FSM6 attendance was 77.2%. In 2023/24 the FSM6 attendance was 83.6% with the whole school figure at 92.1%. This showed a concerning decrease in the attendance of FSM6. For the Year 2024/25 the FSM6 attendance was 82.6% with the whole school attendance being 91.5%. For the academic year 2025/26 the FSM6 attendance had risen slightly to 83.49% which although this indicates an improvement it is still below the national of 86.45%. The other area of concern as noted by Ofsted in 2026 was the Persistence absenteeism of FSM6 students finishing the year on 52.1% compared to a National average of 41.7%. This remains a clear focus for the school.
2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
3	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment.

	Teacher referrals for support remain high. Last year the school referred students to relate councillors, teen health workers and to GP's to gain support from CAHMS. The majority of these students were from disadvantaged backgrounds and the funding was used to support these interventions

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 attainment among disadvantaged students across the curriculum at the end of KS4.	KS4 performance measures in the next three years demonstrates that disadvantaged pupils achieve more closely in line with the national non-pupil premium in key performance indicators than in the previous year. (4+EM. 5+ EM, P8, A8, Ebacc) More KS4 PP students meet entry requirements for Post 16 destination.
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests through Accelerated Reader and Literacy Interventions demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of their non disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny as well as their willingness to read aloud in class. AR used effectively across all of KS3.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects as well as engagement in character education provisions.	We Assess to be fully embedded and all students using question level analysis to improve metacognition. This will lead to improved outcomes at KS4. Disadvantaged students continue engage in the Futures Award in line with non-disadvantaged students. Disadvantaged students engage with the extracurricular offer including residential trips to Bruges and Paris, Duke of Edinburgh, Community week, and Student Leadership, among other programmes on offer. Teachers will report growing levels of resilience, higher numbers of students managing stress better and more students engaging in their class discussions, showing greater levels of confidence in their learning.

	ATL analysis will indicate that disadvantaged students have similar ATL in lessons to non-disadvantaged students.
To achieve and sustain improved progress for all students who have not engaged with learning previously	Sustained progress by the end of the 2026-2027 academic year, data snapshots and KS4 external data sources. Also demonstrated by • Attendance at personalised revision/intervention sessions/ 1:1 tuition – use of credits and incentives to motivate. • Data analysis indicates the gap between the achievement of disadvantaged students at WBVS and the national non-disadvantaged is narrowing. • All students have access to all resources they need to access the curriculum fully • Assistant to the head of Year to ensure that all students are individually tracked, monitored and supported appropriately.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Sustained high attendance by the end of the 2026/27 year demonstrated by: • the overall absence rate for all students to be reduced and the attendance gap between disadvantaged students and their non disadvantaged peers to be reduced from previous academic years. • the percentage of all students who are persistently absent to be reduced and the figure among disadvantaged students reflective of their non disadvantaged peers.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£110,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS3 literacy intervention through Accelerated Reader. Improving reading age and comprehension in order to enable students to access all areas of the curriculum with more confidence and competence.	Reading comprehension strategies help students to learn a range of skills to understand the context of the text they must learn. It will help them to develop skills such as developing questioning, identifying key points and summarising content. This strategy can improve student progress by 6 months. As a consequence of improved ability, we aim for this to also improve students' confidence to read aloud to their peers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Additional reading tests to be added in Year 8 for this academic year as a method of early identification for reading support	2, 3
Ensuring that all students, whatever their disadvantage, have accessibility for a full and varied curriculum. This is accomplished by ensuring that all students have access to the equipment they need to learn as well as implementation for tracking systems to ensure that students are performing in line with their peers. This includes supporting the funding towards the schools centralised recording systems.	The DfE guidance for 'Using Pupil Premium' encourages schools to consider the holistic approach to using PP funds. Rather than just an academic focus, schools must identify further barriers such as 'access to technology and educational materials' Without these, PP students would not be able to engage in their learning fully. https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability#developing-and-delivering-an-effective-strategy	1, 3

Administrative support focusing on the attendance, behaviour and welfare of students who are eligible for pupil premium funding.	Funding includes part payment for the schools Family Support Worker who will work with families to help students re-engage with education. After changing in staffing and being without a Family Support Worker for a long period of time was a challenge through 2024/25. The new member of staff will work closely with disadvantaged students to break down barriers to attendance. New staff employed in 2026 will help to improve the home school communication and improve attendance levels.	
Digital learning Officer provides all students with high quality in-house formative assessment tool – 'We Assess'.	Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching students specific strategies for planning, monitoring, and evaluating their learning. Question level analysis and the use of We Assess will allow students to think deeply about their own learning and gaps in their learning to aid both their continued development within lesson and ensure they are receiving the correct intervention programme. Metacognition and self-regulation | EEF	3
Assistants to the Head of Year will be employed to work directly with those who we receive the Pupil Premium funding for. Previously there were 3 assistants to the Heads of Year – this is increased to 5 for 2025/26	Staff will be involved in behavioural interventions, attendance support and academic mentoring. They will be responsible for small groups of students so they are able to intensive support where appropriate. They will work to support all areas of the students' education. They will work with families to try and improve parental engagement including meetings, attendance to parents evening and other events and taking an active participation in their child's education. Behaviour interventions | EEF Mentoring | EEF Parental engagement | EEF	1, 2, 4

Learning Zone	Students who have reached Tier 3 of the pastoral intervention system will be able to access the Learning Zone. The zone will provide them with internal alternative curriculum and support some of our most challenging students to succeed in school. **Success Criteria** Participants will benefit by: • Reduction in persistent absence • Increase in achievement in English maths and science • Increase in self-esteem and confidence • Increase in ability to self-regulate • Reduction in stages • Reduction in suspensions • Sense of belonging and buy in to school site and people • Higher participation in extra-curricular activities • Better use of Futures Award and We assess (better equity) • Self-worth amongst staff who will be making a practical difference https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions One to one tuition | EEF Social and emotional learning | EEF	1,2,3,4

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

Budgeted cost: **£30,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring, 1-1 support from teachers, holiday intervention sessions. We will provide a comprehensive programme of school-led tutoring for students whose education has been most impacted by the pandemic.	Even without the additional recovery premium that is no longer available, we believe the effects of the pandemic are still evident in learners and specifically those from a disadvantaged background. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition And in small groups: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 3

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

Budgeted cost: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting individual student needs to support improved academic attainment, for example funding of music lessons, cultural visits, curriculum visits, extra curricula visits to aid cultural capital, external speakers with the aim of broadening aspirations.	Research indicates that children will find life more challenging without adequate cultural capital, from everyday social interactions to future job interviews. The better language, social skills and knowledge a child has when entering the school system, the better they can fit into the school habitus. • **Enrichment activities:** Ofsted examines the opportunities schools provide for pupils to engage in enrichment activities that contribute to their cultural capital. This includes assessing extracurricular programmes, cultural visits, partnerships with cultural organisations, and initiatives that broaden students' cultural horizons. Enrichment activities: Ofsted examines the opportunities schools provide for pupils to engage in enrichment activities that contribute to their cultural capital. This includes assessing extracurricular programmes, cultural visits, partnerships with cultural organisations, and initiatives that broaden students' cultural horizons. https://nationalcollege.com/news/ofsted-cultural-capital-guide	4
Embedding good practice set out in DfE's guidance on working together to improve school attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1

Staff training and release time to develop and implement procedures. Attendance/support officers will be appointed to improve attendance.		
Additional funds to support staffing for student individual needs related to challenges that they may be facing. This may include academic support such as the funding of concessions testing or careers advice, or related more to SEMH ore behavioral needs such as accessibility to counselling, motivational speakers or bespoke packages for students.	EEF guidance has shown that specific behavioural interventions can have a notable impact on engagement in learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions The aim of external interventions is to scaffold support for young people to self regulate themselves https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	4
Contingency fund for acute issues. This might include the purchase of technology, CPD initiatives and parent meetings	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	All

Total budgeted cost: £160,000

Part B: Review of the previous academic year - Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. For 2024/25 there was no nationally recognised Progress data for students due to not sitting SAT's due to Covid. Therefore the P8 measure is unavailable.

The last P8 data in 2024 demonstrated that there was an improvement in the achievement of disadvantaged students in Year 11. Those who were FSM6 achieved a Progress 8 score of -0.2 compared to -0.5 in 2023. 38% of these students also achieved 4+ in GCSE English and Maths. Although these figures are not in line with national progress and attainment figures it certainly demonstrates a reduction in the gap. Nationally in 2023 the P8 score for disadvantaged students was -0.55.

In 2025 the students achieving English and Maths at 4+ dropped to 26.1%, the disadvantaged cohort were a particularly weaker cohort academically and had particularly low attendance of 72%

We have also drawn on school data and observations to assess wider issues impacting disadvantaged students' performance, including attendance, behaviour and wellbeing.

The data demonstrated that the attendance of disadvantaged students remains a concern. The attendance figure for FSM6 was 82.6% (86.2% National) for academic year 24/25 compared to a whole school figure of 91.5%. There was a particular concern with Year 11 at 72.4%. For the academic year 2025/26 the whole school attendance had remained similar to the previous year of 91.58%, however the attendance of FSM6 students had risen slightly to 83.49% (86.45% National) the PA for FSM6 students is a concern and was noted by Ofsted. There were some improvements shown after Ofsted visited in February and the PA figure finished at 51.% compared to a National figure of 41.&%. This is a clear focus for the school.

The Futures Award has previously been particularly successful for the disadvantaged students after a dip in the previous academic year.

	PP	SEND	Non-Inclusion
Year 7	39	30	43
Year 8	19	31	18
Year 9	24	6	18
Year 10	0	0	4
Year 11	0	0	1
Whole School	18	14	17

Table shows the percentage of students in each category that have achieved at least one award.

We believe this is an important measure for the school and the focus on character education that we believe in and work hard on for both those who are disadvantaged or not.

Based on all the information above, the performance of our disadvantaged students were below our expectations at Year 11, however, we are still on course to achieve the outcomes we set out to achieve by 2027/28, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that with an increased focus on individual student needs through the work of the Family support worker, PP administrator and 5 Assistant to the Head of Year, who have a specific role in supporting disadvantaged students, we will continue to work towards the targets set out.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The ‘Further Information’ section below provides more details about our planning, implementation, and evaluation processes.

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils. This will be completed by specific CPD lead by Deputy Headteacher (T+L) and the continual development and implementation of question level analysis via We Assess.
- Utilising support from our local Mental Health Support Team and local behaviour hub, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged. This will be led by Associate Assistant Headteacher who works closely with external agencies the help all of our learners. The disadvantaged cohort disproportionately access these services.
- Offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award, Community Week, residential trips to PGL, Paris, Bruges and Skiing in Italy), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.