Woodrush High School Pupil premium strategy statement – 2025-26

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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1014
Proportion (%) of pupil premium eligible pupils	18.5%
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)**	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by / Headteacher	J Barber
Pupil premium lead / Deputy Headteacher	I Wright
Governor / Trustee lead	C Webster

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,750
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*	£182,750

Part A: Pupil premium strategy plan

Statement of intent

Objectives

- At Woodrush High School, we want to ensure that all students have the best possible chance of achieving their full potential at school whilst also experiencing enrichment opportunities beyond the curriculum and ensuring they can achieve this in a safe and caring environment.
- Woodrush High School recognises the need to ensure all students achieve the very best outcomes. We are therefore committed to closing the attainment, attendance and engagement gap between disadvantaged students and non-disadvantaged students.

Key Principles

The Evidence from the EEF is at the heart of our strategy statement using the tiered approach including diagnostic assessments and being reactive to our young people's changing needs and challenges.

- **High Quality Teaching:** This includes:
  - Maintaining and developing QFT in the classroom
  - Personalised learning and support of all students
  - Continued Professional Development for all staff to improve the knowledge of whole school staff of PP students and barriers to learning, as well supporting personal improvement of all staff toward our students
  - Improving literacy is a key part of the approach, improving their access to and competence in literacy to support academic progress, especially reading.
  - Completion of homework tasks
- **Targeted Academic Support**: This includes:
  - Providing targeted academic interventions such internal literacy and numeracy intervention classes
  - Providing small group and one to one academic Support – such as Reading Support, Reluctant Readers, School Led Tutoring and one to one tutoring from PP+ funding for our most vulnerable learners
- **The Use of Wider Strategies**: This includes:
  - Attendance Intervention and support to families who are unable to ensure their child[ren] attend school regularly
  - Enrichment – Removing financial barriers to ensure all students have the opportunity to take part in all enrichment and extra-curricular opportunities such as creative arts, sport, clubs, trips and visits
  - Providing further Wellbeing Support to ensure students feel safe and cared for at Woodrush – WEST, Act on It and Internal Counselling

Challenges

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

Challenge number	Detail of challenge
1	The student outcomes and progress of pupil premium students are not in line with non-pupil premium students
2	Improvements in literacy (specifically reading) of students need to be developed from entry to the school in Year 7 – a significant number of students are already below expected standards on entry and a gap has already formed
3	Attendance gap between pupil premium students and non-pupil premium students – especially those in receipt of Free School Meals – with a particular issue being PP students who do not attend school at all
4	Pupil premium students' outcomes, including those meeting the expected standard in reading whether measured through SATs or diagnostic numeracy and literacy testing is lower than their peers.
5	Parental engagement and involvement is not as high with pupil premium families - to support student progress and wellbeing
6	A slightly higher rate of internal exclusion and external exclusion of pupil premium students is currently seen – both below national averages
7	The wellbeing of all students especially those students who are most vulnerable is higher than non-pupil premium students
8	Some pupil premium students lack opportunities beyond their own experiences and would benefit from positive targeting for wider school activities, careers support, and a rich curriculum of cultural capital
9	Pupil premium students are still likely to be disproportionately affected by legacy 2020-22 school closures and absences (due to COVID19), in terms of engagement and progress

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
Improve the progress of all students, especially those who are in receipt of the Pupil Premium	Continue to reduce the gap between disadvantaged and non-disadvantaged students to less than -0.4 whilst maintaining positive progress overall
Improve attainment in Maths and English	Achieve above National Average for all PP students in both maths and English at Grade 4+ (approx. 55%)
Improve the "basics" outcomes (attaining both Maths and English at Grade 5+) for all disadvantaged students	Achieve English and maths 5+% in line with similar schools and national average for disadvantaged students
Attendance of all pupils improves	Improve attendance to 94% for PP students (Review with Impact of COVID) 92% for FSM. Persistent Absence to be below 20% for FSM students (figures reflected post COVID)
Improve the reading ages of pupil premium students with starting points below expected	Reading ages accelerate more quickly in KS3 so that they catch-up from starting points
Attitudes to learning improve	There is no difference in internal and external exclusions between PP and non-PP students – both remaining low and below national figures
Wellbeing of students	Through student surveys, all students feel they are safe in school and provided with information that allows them to look after their physical and mental wellbeing. There is no difference between groups of students.

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: £ *59000 towards the staffing, resourcing and implementation of:*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning – Introduce Focus Five in every classroom – staff select 5 students with positive action taken to all aspects of T&L Ensure consistency of Quality First Teaching through Professional Development of Teaching staff through Steplab, SEND CPD and Internal CPD Use of Positive Targeting and use of school profiles	Greenshaw Research School – Focus Five - The Focus Five – how we are addressing… | Greenshaw Research School EEF Approaches – Effective Professional Development | EEF (educationendowmentfoundation.org.uk) Steplab – The Evidence and Rationale behind Steplab CPD Mechanisms	1, 2, 4, 9 No Cost No Cost – CPD £3000
Assessment – Improve the monitoring and performance of PP students in KS3 & KS4 through rigour through new assessment process and implementing effective interventions	EEF Approaches – Assessment and feedback | EEF (educationendowmentfoundation.org.uk)	1, 9 Cost – Engagement Leaders monitoring performance Cost – Proportional Pupil Progress Online Monitoring Tool
Literacy and Numeracy – Development of Literacy and Numeracy School Improvement Plans and directing highly effective literacy	EEF approaches – Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk) Introduce Sparx Reader - Sparx Reader Introduce Lexonik Leap, Advance, & Wordology	1, 2, 9 Cost – Proportional Cost of Sparx Reader Cost – Proportional Cost of Lexonik

and numeracy training and interventions including reading, writing and oracy. Includes specific role for Literacy and Reading Co-ordinator and Hackney Lit Intervention		
Reading – Implement Lexonik for our weakest readers so that they receive support on entry to Woodrush and through their time at school	National Literacy Trust – [Evaluation of Lexonik Advance](#) EEF approaches – [Improving Literacy in Secondary Schools | EEF (educationendowmentfoundation.org.uk)](#)	Cost – Lexonik ~ £3000 Cost – Reading Leader/HLTA
Research School Network – EEF – Work with Worcs AL/EEF/RSN to lead effectively on disadvantage and to create and communicate a defined vision for literacy across the curriculum		Cost - £250
Develop Collaborations with Primary Schools withing the Black Pear Trust - to support CPD of staff in the ability to develop reading approaches		No Cost

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

Budgeted cost: £ *82,750 towards the staffing, resourcing and implementation of:*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions – Providing high quality interventions to improve academic and behavioural outcomes – including Reading, academic mentoring, online revision platforms, tutoring and school based alternative provision. Including Transition and summer school	EEF approaches – Mentoring	EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions	EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies	EEF (educationendowmentfoundation.org.uk) Small group tuition	EEF (educationendowmentfoundation.org.uk) Maintain Sparx Reader - Sparx Reader Introduce Lexonik Leap, Advance, & Wordology Maintain use of Seneca Learning - Free Homework & Revision for A Level, GCSE, KS3 & KS2 (senecalearning.com) GCSE Pod - GCSE Learning and Revision	GCSEPod	1, 2, 3, 4, 7, 9 Cost – Proportional Staffing – JEA Intervention Lead / Teaching Assistants Cost – Proportional (as above) Sparx Reader & Lexonik Cost – Proportional Seneca learning Cost - Proportional GCSE Pod
Attitudes to Learning (A2L) – Students should be able to display a positive attitude to their learning; to show positive behaviour, interest and enthusiasm that enable them to achieve in line with all students. SEMH provision and development of Alternative Curriculums	EEF approaches – Behaviour interventions	EEF (educationendowmentfoundation.org.uk)	3, 6 Cost – Proportional COST Alternative Curriculum Staffing
Parental Engagement and Involvement – Further Develop the Pupil Premium Family Support / Early Help Support & Assistant	EEF approaches – Mentoring	EEF (educationendowmentfoundation.org.uk) Parental engagement	EEF (educationendowmentfoundation.org.uk)	1, 3, 5, 8, 9 Cost – One Engagement Leader (PP/Early Help)

Head of Year Roles for Attendance		
Improve communication with parents to support academic, attendance and behavioural outcomes as well as supporting families with the school's Early help offer to most vulnerable families – identification of vulnerable students and individual support		

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

Budgeted cost: £ *41000 towards the staffing, resourcing and implementation of:*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance – Improving attendance of PP students through improved monitoring of absence and programmes of support for targeted groups. Led through Assistant Heads of Year. This includes developing cohorts of vulnerable attendees in each year group	DfE Guidance – School attendance guidance (publishing.service.gov.uk) and Improving school attendance: support for schools and local authorities – GOV.UK (www.gov.uk)	3, 5, 7, 8, 9 Cost – Assistant Heads of Year – Attendance and Punctuality
Wellbeing and Mental Health – Improving the Wellbeing of all students through effective Mental Health and Wellbeing strategies, opportunities, and education for students – Onside Action, WEST (Worcestershire Wellbeing and Emotional Support Team) Wellbeing Interventions, external signposting for students and parents	EEF Approaches – Healthy Minds	EEF (educationendowmentfoundation.org.uk) Social and emotional learning	EEF (educationendowmentfoundation.org.uk) Anna Feud Foundation – Mental Health Resource for Schools & Colleges	Anna Freud Centre and 5 Steps to Mental Health and Wellbeing: Background and User Guide (annafreud.org) Herefordshire and Worcestershire Wellbeing Emotional Support Team - Wellbeing and Emotional Support Teams in Schools	School Mental Health (hacw.nhs.uk)	6, 7, 9 Cost – Proportional Cost of wellbeing and welfare interventions – Sport / Purple Diamond / Individual welfare support Cost – Proportional Cost of School Counsellor
Enrichment and Opportunities – Ensuring that all students have the same access to curriculum extension opportunities and enrichment of curriculum ideas – including transition and Summer School This includes Breakfast Club	EEF Approaches – Outdoor adventure learning	EEF (educationendowmentfoundation.org.uk)	8, 9 Cost – £8,000 budget - Pupil Premium Contributions to Trips, Visits, Wider Curriculum opportunities, music tuition, revision books etc

Total budgeted cost: £ *182,750*

Part B: Review of the previous academic year 2024-25

Outcomes for disadvantaged pupils

Quality of Teaching
- **Professional Development -** High Quality CPD was delivered through The Great Teaching Toolkit which built on previous work around Rosenshine's Principles and SSAT EFA. Together, these supported improvements in the Quality of Teaching and Learning. CPD is positively received by staff, who worked in Teacher Learning Communities to share best practice around creating a supportive environment and maximising opportunities to learn.
- **Outcomes** –

	No	Prior Att.	Progress 8	Basics 7+	Basics 5+	Basics 4+	Ebacc Entry	Ebacc Point Score	Exam Entries
Pupil Premium	31	N/A	N/A	0	19.4%	48.4%	41.9%	3.42	7.4
Non-PP	151	N/A	N/A	13.9%	57.6%	72.8%	55.6%	4.82	8.1

*4 PP pupils took less than 8 qualifications
- No progress measure or prior attainment because of Covid
- 15% increase for Basics 4+ compared to 2024
- Number of entries varies between non-PP and PP due to students in alternative education
- Numbers of students who are PP who do not complete a full suite of GCSEs disproportionately impacts PP progress and outcomes.

Outcomes over time
The attainment gap versus national non-disadvantaged pupils is narrowing in all measures. Similarly, the comparison to national disadvantaged pupils is average in almost all areas and where is isn't close to average, there has still been an improvement from significantly below to below (non-sig).

Disadvantaged pupils - Overall A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	31	37.0	34.9	Close to average (non-sig)	50.3	-13.3	Narrowing	-
2024	40	32.9	34.6	Close to average (non-sig)	50.0	-17.2	Widening	-
2023	26	34.0	35.0	Close to average (non-sig)	50.3	-16.3	Not available	-

Disadvantaged pupils - English A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	31	8.4	7.8	Close to average (non-sig)	10.6	-2.2	Narrowing	-
2024	40	7.7	7.7	Close to average (non-sig)	10.6	-2.9	Widening	-
2023	26	8.2	7.7	Close to average (non-sig)	10.6	-2.4	Not available	-

Disadvantaged pupils - Mathematics A8

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	31	7.2	6.9	Close to average (non-sig)	10.0	-2.8	Narrowing	-
2024	40	6.5	6.9	Close to average (non-sig)	9.9	-3.4	Widening	-
2023	26	6.7	6.9	Close to average (non-sig)	9.9	-3.2	Not available	-

Disadvantaged pupils - Science grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	30	53.3%	47.2%	Close to average (non-sig)	72.3%	-19.0	Narrowing	-
2024	39	35.9%	46.6%	Below (non-sig)	72.0%	-36.1	Widening	-
2023	25	44.0%	46.0%	Close to average (non-sig)	71.9%	-27.9	Not available	-

Disadvantaged pupils - Languages grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	13	46.2%	61.6%	Below (non-sig)	75.8%	-29.6	Narrowing	-
2024	12	25.0%	59.4%	Below (sig-)	74.6%	-49.6	Widening	High - low prior attainers
2023	8	37.5%	56.9%	Below (non-sig)	73.4%	-35.9	Not available	-

Disadvantaged pupils - Humanities grade 4 plus

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
2025	28	50.0%	44.7%	Close to average (non-sig)	69.5%	-19.5	Narrowing	-
2024	37	48.6%	43.9%	Close to average (non-sig)	68.9%	-20.2	Narrowing	-
2023	24	25.0%	43.0%	Below (non-sig)	68.6%	-43.6	Not available	-

Targeted Support

- **Attitudes to Learning -** There remains a slight difference in the A2L of students who are PP compared to non-PP students there continues to be an improvement in A2L and behaviour across the school. Internal Exclusions remain higher for PP students.
- **Exclusions – (Internal and Fixed Period Suspensions)**
  All exclusion data show a significant drop from 2023-2024
    - 40% of students who had a suspension in 2024-2025 were PP students (10 PP students, 15 Non-PP Students), of which 46% of total suspensions were PP students (PP suspensions13, total suspensions 18).
    - Internal Exclusions – 31.6% of students who had an internal exclusion were PP students (30 students out of 95 students were PP. 31% of all internal exclusions were PP Students (Total PP Exclusions 51 out of 164).
    - No PP pupils were permanently excluded

- **Attendance** – Attendance Data Overview June 2025

Group	All Students (918)	Non-Outliers (902)	National Provisional
All Pupils	92.9%	93.3%	91.7%
Non-Pupil Premium	94.2%	94.5%	
Pupil Premium	87.8%	88.4%	

- **Online Platforms** – Impact of Seneca/GCSE pod. The use of online platforms continues to improve but PP usage still remains below the use of other students. This is not an issue of access in most cases. Regular monitoring, dedicated platform roll outs, and provision of non-sanctioned homework ticket have all improved the overall completion and quality of homework. Use of Sparx Reader in its first year trial showed no difference in access and completion of PP and non-PP students, however increased participation is needed in each. Initial testing showed pupil with PP to have poorer fluency and reading ages than others. Progress in terms of reading ages is consistent across PP/Non-PP – approx. 8 months in trial period from Nov to May.
- **Wellbeing -** Increased number of wellbeing and Mental Health interventions were seen in the academic year of 2024-25– a greater variety of approaches is now supporting greater numbers of disadvantaged learners. This included interventions such as Act on it, Purple Diamond and Stourbridge Rugby Club. WEST are seeing a higher proportion of PP students that cohort across the school would indicate. There has been an expansion in the number of qualified Youth Mental Health First Aiders. The National Schools Breakfast Fund (NSBF) continues to support all students every day with free breakfast.

<u>Other Approaches</u>
- Extra-Curricular & Opportunities Spend

Area	Cost
Educational Purchases	£698.08
Extra-Curricular	£390.99
Reading	£300.00
Travel Expenses (Students Passes)	£881.50
Uniform	£263.89
Peri Music	£2872.00
Trips and Visits	£4172.20
Total	

- Trips and Educational Visits – increased numbers of PP participating in 2025 compared to 2024
- Educational Purchases – Uniform costs and PE kit costs increased – increased numbers supported
- Tuition and Impact – Increased music group with PP students 8 students completed Music GCSE with all lessons paid for
- Travel Support has allowed low attending students to access school through Bus or Taxi. Some most vulnerable students have ensured attendance through being able to get to school who reside away from the school catchment who wouldn't previously be able to do so.

The school also took part in running our own breakfast club to all students – we regularly have 20% of between 40-60 customers per day being PP students in line with cohort

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
-
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, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.