



# Woodrush High School

An Academy for Students Aged 11-18

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.

## Pupil premium strategy statement 2023-26

### School overview

School name	Woodrush High School
Pupils in school	1014
Proportion of disadvantaged pupils	17.8% (161)
Pupil premium allocation this academic year	£166, 665
Academic year or years covered by statement	2023-26
Publish date	November 2023
Review date	November 2024
Statement authorised by	Mr J Barber
Pupil premium lead	Mr D Monk
Governor lead	Mr P Harrison

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£166,665
Recovery premium funding allocation this academic year	£0
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	£166, 665

### Disadvantaged pupil performance overview for last academic year

Progress 8	-0.99 (26 pupils)
Ebacc entry	31%
Attainment 8	34.0
Percentage of Grade 5+ in English and Maths	15%
Percentage of Grade 4+ in English and Maths	46%

## 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 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
  - Focus Five targeted students for everyday support
  - 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 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 seen from entry to the school – 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
4	Outcomes of Pupil Premium Students on Entry are below that of their peers – Through SATs or Diagnostic Numeracy and Literacy Testing – Those meeting the expected standard in reading
5	Parental Engagement and Involvement to be improved 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	Support the Wellbeing of all students especially those students who are most vulnerable to be reinforced
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 2020-22 school closures and absence, 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 outcomes	Success criteria
Improve the Progress of all students, especially those who are in receipt of the Pupil premium	Continue to reduce the gap between Pupil Premium and Non-Pupil Premium students to 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 Basics 4+ (55%)
Improve the Basics Outcome for all students	Achieve English and Maths 5+% in line with similar schools and improvements seen in KS3 literacy and reading
Attendance of all pupils improves	Improve attendance to be at 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)

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 (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: Est £50, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Teaching and Learning</b> –</p> <p>Introduce Focus Five in every classroom – staff select 5 students with positive action taken to all aspects of T&amp;L</p> <p>Ensure consistency of Quality First Teaching through Professional Development of Teaching staff through 'WALKTHRU's'. SEND CPD and Internal CPD</p> <p>Use of Positive Targeting and use of school profiles</p>	<p>Greenshaw Research School – Focus Five - <a href="#">The Focus Five – how we are addressing...   Greenshaw Research School</a></p> <p>EEF Approaches – <a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a></p> <p>WALKTHRU's CPD – <a href="#">WALKTHRU's</a></p>	1, 2, 4, 9
<p><b>Assessment</b> –</p> <p>Improve the monitoring and performance of PP students in KS3 &amp; KS4 through rigour and improved Faculty Recording systems (9-1 New Assessment System) and implementing effective interventions</p> <p>Development of Formative assessment Strategies – SSAT EFA</p>	<p>EEF Approaches – <a href="#">Assessment and feedback   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Embedding Formative Assessment - <a href="#">Embedding Formative Assessment - SSAT (ssatuk.co.uk)</a></p>	1, 9

<p><b>Literacy and Numeracy –</b>  Development of Literacy and Numeracy School Improvement Plans and directing highly effective literacy and numeracy training and interventions including reading, writing and oracy. Includes specific role for Literacy and Reading Co-ordinator and Hackney Lit Intervention</p>	<p>EEF approaches – <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-secondary-schools">Improving Literacy in Secondary Schools   EEF</a>  <a href="https://www.educationendowmentfoundation.org.uk/improving-literacy-in-secondary-schools">(educationendowmentfoundation.org.uk)</a></p> <p>NGRT testing – <a href="https://www.educationendowmentfoundation.org.uk/new-group-reading-test">EEF   New Group Reading Test</a>  <a href="https://www.educationendowmentfoundation.org.uk/new-group-reading-test">(educationendowmentfoundation.org.uk)</a></p> <p>Introduce Sparx Reader - <a href="https://www.sparxreader.com/">Sparx Reader</a></p>	<p>1, 2, 9</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: Est £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Interventions</b> – 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</p>	<p>EEF approaches – <a href="https://www.educationendowmentfoundation.org.uk/mentoring">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Introduce Sparx Reader - <a href="https://www.sparxreader.com">Sparx Reader</a></p> <p>Introduction of Seneca Learning - <a href="https://www.senecalearning.com">Free Homework &amp; Revision for A Level, GCSE, KS3 &amp; KS2 (senecalearning.com)</a></p>	<p>1, 2, 3, 4, 7, 9</p>
<p><b>Attitudes to Learning (A2L)</b> – 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</p>	<p>EEF approaches – <a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3, 6</p>
<p><b>Parental Engagement and Involvement</b> – Further Develop the Pupil Premium Family Support / Early Help Support &amp; Attendance Welfare Roles – 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</p>	<p>EEF approaches – <a href="https://www.educationendowmentfoundation.org.uk/mentoring">Mentoring   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.educationendowmentfoundation.org.uk/parental-engagement">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 3, 5, 8, 9</p>



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

Budgeted cost: Est £44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance</b> – Improving attendance of PP students through improved monitoring of absence and programmes of support for targeted groups. Led through Pupil Premium Family Liaison / Early Help Support. This includes the use of PP Student Engagement Leader in developing cohorts of vulnerable attendees and development of individual form for PP persistent absentees with program of intervention</p>	<p>DfE Guidance – <a href="https://publishing.service.gov.uk/guidance">School attendance guidance (publishing.service.gov.uk)</a> and <a href="https://www.gov.uk/improving-school-attendance">Improving school attendance: support for schools and local authorities – GOV.UK (www.gov.uk)</a></p>	<p>3, 5, 7, 8, 9</p>
<p><b>Wellbeing and Mental Health</b> – 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</p>	<p>EEF Approaches – <a href="https://educationendowmentfoundation.org.uk/healthy-minds">Healthy Minds   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://educationendowmentfoundation.org.uk/social-emotional-learning">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a>            Anna Freud Foundation – <a href="https://annafreud.org/mental-health-resource-for-schools-colleges">Mental Health Resource for Schools &amp; Colleges   Anna Freud Centre</a> and <a href="https://annafreud.org/5-steps-to-mental-health">5 Steps to Mental Health and Wellbeing: Background and User Guide (annafreud.org)</a>            Herefordshire and Worcestershire Wellbeing Emotional Support Team - <a href="https://nacw.nhs.uk/wellbeing-emotional-support-teams">Wellbeing and Emotional Support Teams in Schools   School Mental Health (nacw.nhs.uk)</a></p>	<p>6, 7, 9</p>

<p><b>Enrichment and Opportunities –</b>  Ensuring that all students have the same access to curriculum extension opportunities and enrichment of curriculum ideas – including transition and Summer School</p> <p>This includes  Breakfast Club</p>	EEF Approaches – <a href="https://www.educationendowmentfoundation.org.uk/learning/EEF">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a>	8, 9
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**Total budgeted cost: Approx. £164, 000**

## 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 2022 to 2023 academic year and supports the review each year of the Pupil Premium Grant three-year plan.

#### **Quality of Teaching**

- **Professional Development** - High Quality CPD was delivered through Rosenshine's Principles and SSAT EFA which supported improvements in the Quality of Teaching and Learning. Overwhelmingly positively received by staff, who were able to share experiences of trialling Rosenshine's Principles of Instruction and EFA practices. External CPD specifically focused on ASD/ADHD delivered by members of the City of Birmingham School – SEND specialist
- **Outcomes** –

	No	Prior Att.	Progress 8	Basics 7+	Basics 5+	Basics 4+	Ebacc Entry	Ebacc Point Score	Exam Entries
<b>Pupil Premium</b>	26	103.5	-0.99	0%	15%	46%	31%	2.95	7.5*
<b>Non-PP</b>	148	105.5	+0.05	17%	54%	72%	61%	4.56	9.2

\* - 3 students took less than 7 qualifications

#### **Targeted Support**

- **Attitudes to Learning** - There remains a difference in the A2L of students who are PP compared to non-PP students although there has been an improvement in A2L and behaviour across the school. Internal Exclusions remain higher for PP students.
- **Exclusions – (Internal and Fixed Period Suspensions)** –
  - Suspensions – 63% of students who had a suspension in 2022-23 were PP students (12 PP students, 7 Non-PP Students), of which 59% of total suspensions were PP students (PP suspensions 19, total suspensions 27).
  - Internal Exclusions – 41% of student's who had an internal exclusion were PP students (30 students out of 74 students were PP. 47% of all internal exclusions were PP Students (Total PP Exclusions 64 out of 137)
- **Attendance** – The Attendance of PP students through 2022-23 showed some variability and was lower than the previous academic year. This was in part due to the pandemic and PP families being harder to engage with compliance with attendance following the 2020-21 school closures. Several PP students did not attend through the year due to medical / SEMH reasons impacting overall attendance rates – support through medical school has ensured most of these students were or are now engaged in learning. Pupil premium Form group was in place – all 22 students attendance improved as a result. 6 students remained causes for concern and attendance continued to fluctuate.
- **Online Platforms** – Nearly 12,000 GCSE pods were watched last academic year by year 11 – all PP students in year 11 were engaged in using these.
- **Wellbeing** - Increased number of wellbeing and Mental Health interventions were seen in this academic year – a greater variety of approaches is sought to support greater numbers in academic year 2022-23 – This included Act on it, purple diamond and Stourbridge Rugby Club

### **Other Approaches**

- Extra-Curricular & Opportunities Spend

<b>Resource Type</b>	<b>Sum of Amount</b>	<b>Total</b>
Music Tuition		£5716.00
Curriculum Resource		£2,892.68
Trips		£2,183.60
Travel Support		£1,675.05
Revision Guides		£623.50
Uniform/PE Kit		£413.33
Gifted and Talented		£300.00
<b>Grand Total</b>		<b>£13,804.16</b>

- The school continues to support opportunities for all PP students. There was an increase in spending towards Music tuition to ensure all students across the school were able to access this provision, including at GCSE where all tuition is paid
- Curriculum opportunities also took priority e.g., all PP year 11 students visiting RSC Stratford to watch Macbeth as part of their GCSE English Literature Course – we have reviewed percentage support given to 2022-23 to ensure greater access and opportunity.
- 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**

<b>Programme</b>	<b>Provider</b>
n/a	Woodrush Teachers and Individual External Tutors