

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2025 to 2026 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	Woodford County High School
Number of pupils in school	1236
Proportion (%) of pupil premium eligible pupils (Year 7 – 11)	15.4%
Academic year/years that our current pupil premium strategy plan covers.	2025 – 2028 (3-year plan)
Date this statement was published	(Year 1) November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Gemma Van Praagh
Pupil premium lead	Kate McDermott
Governor / Trustee lead	Saadeya Qureshi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,900
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	£152,900

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 all subject areas. 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. Some of the pupil premium funding will also support the needs of students regardless of whether they are disadvantaged or not.

At Woodford County High School, we admit students into Year 7 based on academic ability which is determined by performance in the school's selection test (as administered by the London borough of Redbridge). As part of the admissions policy, **we ensure that at least 10% of all admissions into Year 7 are from disadvantaged families** to ensure young people from within our catchment area who demonstrate high academic ability at the start of their school journey can experience the benefits of the opportunities provided at our school.

Research suggests (*from the EEF, Education Endowment Foundation*) that there may be obstacles and barriers that could prevent disadvantaged students from achieving their full academic and individual potential and that underlying inequalities exist between students from disadvantaged backgrounds and their more affluent peers. We aim to break down barriers to educational opportunity, develop academic excellence, raise aspiration for higher education and careers and support students social and emotional well-being whilst developing resilience.

We value high-quality teaching and learning, (*Ofsted Outstanding for Quality of Education*) so our aim is to provide additional resources and provisions to disadvantaged students where the resource is known to make a significant contribution to support understanding.

To support personal development and enrich the cultural capital of all students some of our pupil premium spending is earmarked to provide access to additional enrichment activities across all our clubs, in-house webinars and educational visits to improve student social interactions and confidence.

We also use the pupil premium funding to support good mental wellbeing of our students. We have found that greatest impact is where students are confident within themselves and are able to access the teaching materials afforded to them.

Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Non-validated Disadvantaged pupil performance overview for 2024 (national figures for all students in brackets)

Attainment 8	78.95	(46.1 in 23/24)
Percentage of students with Ebacc (9-5)	76.5%	(17%)
Average Ebacc grade	7.95	(4.43 in 23/24)
Percentage of Grade 5+ in English and maths	95.20%	(100% in 23/24)

Challenges

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

Challenge number	Detail of challenge
1	Nationally disadvantaged students' educational outcomes are below the national average – Reduce the gap further for our learners.
2	Disadvantage can lead to lower attendance and punctuality – improve attendance and punctuality further in this vulnerable group.
3	Access to enrichment opportunities - Lack of cultural capital due to fewer opportunities to participate in all aspects of school life and trips due to financial restrictions
4	Limited access to space, resources or items needed for courses of study and the unwillingness of parents or students to draw attention to this.
5	The potential that disadvantaged students may need support with social, emotional or behavioural issues e.g. anxiety, self-harm, bereavement.
6	The potential that some of our students will not progress onto first choice educational institutions or may become more at risk of becoming NEET.

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
Enable academic outcomes (Attainment 8) to be in-line with non-disadvantaged students.	Minimal (if any) gap between Attainment 8 score of disadvantaged students to non-disadvantaged students.
Average EBacc APS score for PP pupils to be in line with whole school Average EBacc APS Score. % Students meeting EBacc Grade 5 for PP students in line with whole school	Average EBacc APS score for disadvantaged students achieving grades 5 or above in English, Mathematics, Humanities, Sciences and Language GCSEs by disadvantaged in line with other students at the school and well above the national average.
Good attendance and punctuality for disadvantaged students (and no gap)	Attendance by disadvantaged pupils to be in line with other students at the school and well above the national average, considering individual circumstances

100% progression for disadvantaged students.	100% progression for disadvantaged students in line with the rest of the cohort.
High engagement and participation in extracurricular activities to build cultural capital.	There will be a high uptake of extracurricular activities and other experiences that build cultural capital.
Ensure that material deprivation does not impact on academic success with a particular focus on use of ICT.	<p>Homework club will be utilised by students needing to access ICT.</p> <p>Students will be provided with a range of resources needed to study courses and will achieve in line with non-disadvantaged peers on these.</p>
Students will receive support with social, emotional and behavioural issues (as needed) and these will not be a barrier to school participation or success.	<p>Students who need support will have access to counselling, SGO services or other support services.</p> <p>Students will report that the school supports their well-being.</p> <p>Students who need such support will have attendance above national and in line with the rest of the school.</p> <p>The outcomes of these students will be in line with expected outcomes.</p>

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 current academic year (for example CPD, Recruitment and retention)

Budgeted cost: £ 60,000

Activity	Evidence based approach	Challenge number(s) addressed
<p>High Quality Teaching</p> <p>T&L focus on</p>	<p>Provide staff with high quality training on what makes exceptional teaching with a particular focus on the top strategies in the EEF toolkit providing the most progress over an academic year.</p> <p><u>Metacognition and self-regulation has a +7 months impact on learners</u></p> <p>Provide Staff with opportunities to embed quality feedback into the whole school curriculum.</p> <p><u>Feedback has a +6 months impact on learners</u></p> <p>Whole school CPD focus on ensuring that scaffolding is still available at KS4 and 5 whilst maintaining high levels of challenge – particularly scaffolding of independent work.</p> <p>Invest in targeted staff development (internal and external) around mental health first aid, exam board training, data analysis, student support and behaviour management systems.</p>	<p>1</p>
<p>High Quality curriculum development and review of super curricular offer</p>	<p>The department for education interim curriculum review indicates that the curriculum for many schools benefits most and not all students. Over the next three years we will review the curriculum across the school and ensure that it is fit for purpose and does not inadvertently disadvantage anyone. We will begin with an audit and clarification of the intent for the curriculum for each key stage and we will build in a continuous cycle for review based on performance data. This will also include a review of the super-curricular offer across the school. The school will also respond to additional guidance from the full report department for education.</p>	<p>1,6</p>
<p>Data Manager / Attendance Officer</p> <p>Subscription to data management software (e.g, Alps Connect, SIMS)</p>	<p>There is a clear correlation between good attendance and good academic performance. The school has put in place an attendance officer to manage the attendance data. The school will source regular attendance CPD and is in the process of critically evaluating current practice and procedures around attendance to ensure they remain robust and in line with guidance from the EWO. Closer agency working will also allow for more effective communication with families and more opportunities to</p>	<p>1, 2,3</p>

Attendance services, training and administrative support.	<p>provide support. Attendance systems will be reviewed regularly as we monitor the impact of new approaches.</p> <p>An area the school has been developing is the tracking of disadvantaged students both academically and also the uptake of clubs and extracurricular opportunities. This will allow us to develop a clearer picture of some of the barriers and will allow us to target opportunities more precisely to particular students.</p> <p>Through updating our tracking and monitoring systems and software we also want to build awareness in departments of the profiles of our current disadvantaged students and the barriers they face. By reviewing all the tracking systems we hope to build a clearer picture of the barriers to learning our students may face and use this to refine the teaching, curriculum offer or support.</p>	
Additional resources	We want to ensure that all students can access our curriculum areas and have everything they need to do so. We want to ensure that essential items for success are provided to disadvantaged students as default. As part of the curriculum review we will be looking at resources needed for the curriculum and ensuring departments have equipment needed. We will also be looking for resources needed for independent learning or project work and providing these to students.	1, 4

Targeted academic support for current academic year

Budgeted cost: £ 43,900

Activity	Evidence based approach	Challenge number(s) addressed
<p>Independent careers advice and guidance and access to a range of progression providers and information</p> <p>Actively supporting events such as the Careers Fair, WEx and TYCTW</p>	<p>Evidence of positive social outcomes, with improvements in students' self-efficacy, self-confidence, career maturity, decision making skills, career competencies, or career identity</p> <p>EEF Research on CEIAG</p> <p>As a school we provide independent careers advice for all students but we want to ensure that disadvantaged students get more support if they need it.</p> <p>We want to review the careers curriculum as part of our wider curriculum review to ensure that students are supported to make informed choices.</p> <p>Updated tracking systems in this area will help us to build an understanding of what students aspire to and support them with targeted super curricular activities and guidance.</p>	6

	<p>We want to ensure that students are really clear on the options available to them including more vocational routes or apprenticeships at degree level as this is not a route students typically take from this school.</p>	
<p>Targeted tuition and/or peer tutoring</p>	<p>We want to ensure that students who need extra support receive peer tutoring or targeted tuition.</p> <p>Improved tracking in this area will ensure we can monitor impact.</p> <p>Providing targeted tuition for disadvantaged students.</p> <p><u>Targeted tuition has a +5 months impact on learners</u></p>	<p>1</p>
<p>Purchase of subject specific materials to support spaced practice and independent learning</p>	<p>We want to ensure that our students have access to all the things they need to study outside of the school environment. Some of this will be around homework clubs and provision of space but some will be around resourcing. Some of our students will not request things and so we need to ensure that any essentials for study are provided and we want to build to ensuring that those additional extras that lead to better performance are also made available.</p>	<p>4</p>
<p>Strategic leadership and tracking of academic performance</p>	<p>As stated in the previous section, we want to improve tracking and monitoring of performance in real time and raise awareness of potential barriers.</p> <p>We also want to ensure that we have clear packages of support which we can track the implementation and impact of.</p>	<p>ALL</p>

Wider strategies for current academic year

Budgeted cost: £ 50,000

Activity	Evidence based approach	Challenge number(s) addressed
Student wellbeing	<p>Counselling and Welfare Services to support the mental wellbeing of students that are struggling to cope academically / at home.</p> <p><u>Supporting Social and Emotional Learning has a +4 months impact on learners.</u></p>	5
Barriers to learning	<p>Homework and breakfast club to provide a space for learners to work outside of school hours independently.</p> <p><u>Supporting Homework has a +5 months impact on learners.</u></p>	4, 7
Cultural Capital	<p>Providing funds for in-school clubs and out of school activities such as educational visits to boost student participation including Music tuition.</p> <p>Part of this includes the brass project which all year 8 students complete to encourage participation in music. We also provide funding for students to continue with music lessons if they want to.</p> <p>Funding is also made available for after school club participation. We are looking to further improve tracking in this area so that we can ensure that all students can take up extra curricular activities of their choice.</p> <p><u>Supporting Arts Participation has a +3 months impact on learners.</u></p>	2,3,4,6
Sixth-form Open days	<p>Providing opportunities for disadvantaged students to access university open days</p>	3, 6
Mitigating Hardship	<p>Providing resources for the most disadvantaged students who are not appropriately prepared for school or to access the curriculum (uniform or resources).</p>	1,2,4

Total budgeted cost: £ 152,900

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils (non-validated)

Year 11 students who were disadvantaged in 2024-25 had a smaller gap than in previous years demonstrating that this strategy is making the desired impact. Non-validated data is shown below.

Performance Data

	All (181 students)	Disadvantaged (21 students)
Attainment 8 (Avg)	80.10 (previously 78.18)	78.95 (previously 74.53)
5 x (9-5) inc. English + Maths	98.9%	100%
Ebacc (Avg)	7.95 (previously in 23/24 7.76)	7.87 (7.31)

Academic performance data has been accessed through non-validated [DfE results](#).

We will continue to regularly review our strategy for the academic year 2025-26.