

Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2024 to 2025 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	1244
Proportion (%) of pupil premium eligible pupils (Year 8 – 12)	10.2%
Academic year/years that our current pupil premium strategy plan covers.	2024 – 2027 (3-year plan)
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Gemma Van Praagh
Pupil premium lead	Cassim Ashraff
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£105,000
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	£105,000

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 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)

Progress 8	+0.42	(TBC)
Percentage of students with Ebacc (9-5)	76.5%	(17%)
Average Ebacc grade	7.31	(4.43)
Percentage of Grade 5+ in English and maths	100%	(47%)

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 for our learners (emerging trend from 2023/24).
2	Disadvantage can lead to lower attendance and punctuality
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 internet or devices being shared at home
5	Monitor and support the emotional and social wellbeing of disadvantaged students, e.g. anxiety, self-harm, bereavement
6	Limited access to equipment and / or resources essential for learning
7	Parental engagement and confidence in school systems to support learners

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	Barriers to success
Enable academic outcomes (Attainment 8 and Progress 8) to be in line with non-disadvantaged students.	Minimal (if any) gap between Attainment 8 score of disadvantaged students to non-disadvantaged students. Minimal (if any) gap between Progress 8 score of disadvantaged students to non-disadvantaged students.	Monitoring of data – quick access to data.
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.	Monitoring of data – quick access to data. Support for students in MFL, proportionally a greater number of students finding access to languages challenging. Parents supporting school-led initiatives
Attendance and punctuality	Attendance by disadvantaged pupils to be in line with other students at the school and well above the national average, considering individual circumstances	Consistent daily tracking of students.

Intended outcome	Success criteria	Barriers to success
Ensure disadvantaged students have access to a wide variety of in-school and out of school opportunities.	Engagement and participation tracked across all enrichment activities, extra-curricular activities (<i>via Unifrog</i>) and school trips to ensure participation of disadvantaged students is in line with all students – showcase success through school bulletins etc.	Monitoring of data – Personal development plan for each PP child to ensure all students have access and experience to arts etc... increase culture capital.
Provide opportunities for students to access IT.	Consistently high numbers of students attending afterschool H/W clubs	Staffing support at H/W club.
The emotional and social wellbeing of disadvantaged students is monitored and supported	Every teacher has a pastoral responsibility for the students that they teach. The pastoral teams, welfare officer and school counsellor provide ongoing and timely support for all disadvantaged students. Maintain early intervention support and where possible increase the number of appointments to counsellors to support disadvantaged students.	Provide Staff Training on supporting students with emotional and social wellbeing. Staffing support on welfare corridor and
Provide resources to students who when needs arrive	Support with the purchase of essential equipment such as Art kits / revision guides	Parental trust to support school advice.
Careers and further education guidance for all students	All students are supported to make informed choices about the next step in their education or careers. Disadvantaged students made aware of opportunities, courses and available funding in order to support students access the most suitable GCSE and A-Level courses that they require and achieve confirmed places on undergraduate courses, in line with the rest of their cohort. Students fully supported with career choices when choosing to go directly into the workplace or apply for apprenticeships	Careers meetings for PP students pushed up to the start of the academic year.

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

Budgeted cost: **£ 30,000**

Activity	Evidence based approach	Challenge number(s) addressed
High Quality Teaching T&L focus on metacognition and self-regulation CPD.	Provide Staff with opportunities to embed Metacognition and self-regulation into the whole school curriculum. <u>Metacognition and self-regulation has a +7 months impact on learners</u>	1
High Quality Teaching T&L focus on feedback	Provide Staff with opportunities to embed quality feedback into the whole school curriculum. <u>Feedback has a +6 months impact on learners</u>	1
Data Manager / Attendance Officer Subscription to data management software (e.g, Alps Connect)	Data tracking to monitor and inform interventions and support	1, 2
Additional resources	Departments to monitor student attainment and progress at departmental meetings as a standing item (also HoDs with their line managers). Providing additional resources to departments on request. Department-led initiatives to support disadvantaged students in and outside of lessons (e.g. educational visits).	1

Targeted academic support for current academic year

Budgeted cost: £ 25,000

Activity	Evidence based approach	Challenge number(s) addressed
<p>Connexions Career advice for qualifying Year 11 pupils.</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>5, 7</p>
<p>Targeted tuition</p>	<p>Providing targeted tuition for disadvantaged students</p> <p>Targeted tuition has a +5 months impact on learners</p>	<p>1, 2 & 7</p>
<p>Funding the purchase of English books for library literacy project</p>	<p>Access to necessary learning resources</p>	<p>6</p>
<p>Funding the purchase of Science revisions guides.</p>	<p>Access to necessary learning resources</p>	<p>6</p>
<p>Funding the purchase of Art and PD resources for GCSE courses</p>	<p>Access to necessary learning resources</p>	<p>6</p>
<p>Strategic leaders - Assistant Headteacher with responsibility for Disadvantaged students</p>	<p>Monitor, coordinate, and overall responsibility for disadvantaged students</p>	<p>ALL</p>

Wider strategies for current academic year

Budgeted cost: £ 50,000

Activity	Evidence based approach	Challenge number(s) addressed
Student wellbeing	Counselling and Welfare Services to support the mental wellbeing of students that are struggling to cope academically / at home. <u>Supporting Social and Emotional Learning has a +4 months impact on learners.</u>	5
Barriers to learning	Homework and breakfast club to provide a space for learners to work outside of school hours independently. <u>Supporting Homework has a +5 months impact on learners.</u>	4, 7
Cultural Capital	Providing funds for in-school clubs and out of school activities such as educational visits to boost student participation including Music tuition. <u>Supporting Arts Participation has a +3 months impact on learners.</u>	3, 7
Sixth-form Open days	Providing opportunities for disadvantaged students to access university open days	3, 7
Mitigating Hardship	Providing resources for the most disadvantaged students who are not appropriately prepared for school or to access the curriculum (uniform or resources).	2, 6 & 7

Total budgeted cost: £ 105,000

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils (non-validated)

Year 11 students who were disadvantaged in 2023-24 attained significantly lower grades than that in previous years for disadvantaged students in comparison for the general cohort.

Performance Data

	All (179 students)	Disadvantaged (17 students)
Attainment 8 (Avg)	78.18	74.53
5 x (9-5) inc. English + Maths	98.9%	100%
Ebacc (Avg)	7.76	7.31
Progress 8	+0.75	+0.42

In both attainment and progress, a gap between disadvantaged and non-disadvantaged students has formed this academic year. Academic performance data has been accessed through non-validated [DfE results](#).

In the previous two academic years the PP students have outperformed non-disadvantaged students.

Further information about the spending review is available via our [PP statement](#).

We will continue to regularly review our strategy for the academic year 2024-25.