



WOODBIDGE HIGH SCHOOL

PUPIL PREMIUM STRATEGY STATEMENT

2025-2026



Pupil Premium Strategy Statement 2025-26

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	Woodbridge High School
Number of pupils in school	2000
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 to 2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Steven Hogan, Headteacher
Pupil premium lead	Jamie Steacy-Buck, Assistant Headteacher
Link Governors	Kelly Jacobson Collins and Caron Conway

Disadvantaged Pupil Performance Overview for 2025

WHS D/A Progress 8	Not applicable for this cohort
WHS D/A Ebacc entry	53%
WHS D/A Attainment 8	41 points
WHS D/A % Grade 5+ in English and Maths	33%

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£358,935
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>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</p>	<p>£358,935</p>
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Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intention at Woodbridge High School is that all students, irrespective of their background or the challenges they face, make good progress and achieve highly across the curriculum. This includes ensuring they have equal access to all aspects of the curriculum, and achieve the outcomes that they need to progress to the next stage of their education.

The focus of our pupil premium strategy is to support students to achieve the goal as set out above. This includes working to ensure that we remove as many barriers as possible for disadvantaged students, vulnerable students, looked-after students and students who have a social worker or who are young carers. The activity we have outlined in this statement is intended to support all the students at Woodbridge High School, regardless of whether they are 'disadvantaged' or not, and in doing so, will ensure that we make progress towards our stated aims.

High-quality teaching is central to our approach. This has been shown to make the most effective difference to students who are disadvantaged, in terms of closing the attainment gap. At the same time, it will benefit all the students 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 approach is responsive to need and rooted in assessment of this need. Not all students who are disadvantaged require the same level of support and intervention, and our approach considers this and responds to it, ensuring the best use of available time and funding. To ensure our approaches are effective, we will:

- ensure all students, and especially disadvantaged students, are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

Our overall approach to strategy is rooted in our school's values of kindness, inclusion, respect and aiming for excellence. The expectation that all students will be proud of their achievements, and strive to be the best that they can be, is embedded within our ethos and character.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes data show that overall attainment and progress for disadvantaged students at the end of KS4 is lower than for their peers (although still significantly above national levels).
2	Assessments in Y7 show that some disadvantaged students have a lower level of reading comprehension than their peers. This impacts their progress in all subjects.
3	Observation and discussions with disadvantaged students and their families indicate that these students often lack consistent access to revision materials and equipment, and also one-to-one tuition, which many of their peers have as a matter of course.
4	Observation and discussions with disadvantaged students show that some of them do not have intrinsic motivation to succeed and do not have a parent or carer who can provide mentoring or support to find this motivation.
5	Assessments, observations and discussions with students suggest that the education and wellbeing of some of our disadvantaged students has been impacted by Covid-19 school closures more than for other students. This is in line with national studies.
6	Surveys, observations and discussions with students and families have identified social and emotional issues for some students, many of whom are disadvantaged, such as anxiety, depression and low self-esteem; some of which appears to have been exacerbated by the pandemic.
7	Data show that EBacc uptake in KS4 for disadvantaged students is lower than for their peers.
8	Attendance data over the last year show that attendance amongst disadvantaged students is lower than for their peers.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current three-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment amongst disadvantaged students across the curriculum at the end of KS4	<p>By the end of our current plan in 2025-26, disadvantaged students will achieve:</p> <ul style="list-style-type: none"> • A positive P8 score • National average A8 figure (close to 50) • National average 5+EM figure (close to 45%)

Improved reading comprehension amongst disadvantaged students in KS3	By the end of our current plan in 2025-6, reading comprehension tests in Y9 demonstrate improved comprehension skills amongst disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers.
Improved access to revision materials and support for disadvantaged students	By the end of our current plan in 2025-6, disadvantaged students and families report that they have access to the support materials and tuition provision that they need to help them succeed. This will be shown in outcomes.
Improved motivation and access to support and advice for disadvantaged students	By the end of our current plan in 2025-6, disadvantaged students have a greater access to individual mentoring and advice. Qualitative data from surveys shows that students value this mentoring and support. Increased participation in enrichment activities is shown.
Improved and sustained wellbeing for disadvantaged students	By the end of our current plan in 2025-6, disadvantaged students report positively about their wellbeing. Qualitative data from surveys shows that students feel they have access to the support and services that they need.
Improved entry for EBacc suite of qualifications for disadvantaged students	By the end of our current plan in 2025-26, entry for the EBacc amongst disadvantaged students will be closer to the whole-school figure, over 60%.
Improved attendance for disadvantaged students	By the end of our current plan in 2025-26, attendance for disadvantaged students will be closer to the whole school figures, with the gap reduced to less than one percentage point.

Activity in This Academic Year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rebrand and reintroduce the in-class intervention strategy to support all students who are underachieving in lessons.	Evidence shows that reaching and maintaining high-quality teaching maximises student learning and should be central to development planning: EEF – School Development Planning	1, 2

Continue to operate appraisal so that teachers focus their full attention on using CPD to improve their practice in an identified area of weakness.	Evidence shows that high-quality, targeted and personalised CPD for teachers can improve outcomes: EEF – Effective Professional Development	1, 2
Focus staff CPD over the coming year on strategies for improving students' vocabulary, oracy and reading ability, in line with the new Framework for Teaching, and developing subject-specific scholarship.	Evidence shows that reaching and maintaining high-quality teaching maximises student learning and should be central to development planning: EEF – School Development Planning	1, 2
Provide additional resources to departments on request that can be used to support disadvantaged students in or outside of lessons.	Our experience shows that departments can improve their teaching and learning practice with additional resources. EEF – School Development Planning	1, 2, 3
Use the NFER reading age tests in Y7 and again in Y9 to track reading fluency and provide information staff.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	2
Use the Accelerated Reader programme for all students in years 7 and 8 to support vocabulary development and reading fluency.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment: word-gap.pdf (oup.com.cn) EEF – Reading Comprehension	2

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve and strengthen the 'Spotlight' mentoring provision led by two TLR postholders for a group of disadvantaged students in each year group.	Evidence shows mentoring has a high impact on outcomes for disadvantaged students: EEF - Mentoring	3, 4

Provision of additional careers guidance and support for targeted disadvantaged students	Our own work with students suggests that this intervention supports greater uptake of EBacc, and also provides additional mentoring and support. In the Y11 2022 cohort, there were no disadvantaged NEET students	4, 7
Continue and expand the peer tutoring programme led by Sixth Form students, and widen the number of disadvantaged students accessing this.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3, 4
Continue the programme of after-school tutoring for identified underachieving students by subject staff. Sessions focus on identified needs from teachers.		
Provide additional staff in English and Maths to support one-to-one and small group intervention for targeted disadvantaged students.	Peer tutoring has also been shown to be an effective intervention: EEF – Peer Tutoring	

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

Budgeted cost: £148,935

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue SuperStudy provision consisting of supervised study areas after school open to all students, with subject support available.	The EEF toolkit suggests that extending school time can be beneficial: EEF – Extending school time Our own work with students suggests that this provides further opportunities for support.	3, 4
Provide a bag to each student in Year 10 and 11 containing all the required revision books and materials for them to use for their GCSE courses.	Our own work with students suggests that providing these materials increases engagement and motivation.	3
Provide all incoming year 7 students with a full stationery set, calculator and school uniform items if required. Provide laptops as needed.	Our own work with students suggests that providing these materials increases engagement and motivation.	3

<p>Continue employment of the in-house Educational Welfare Officer for an additional two days each week to focus on improving attendance of disadvantaged students.</p>	<p>Evidence from the DfE suggests this approach to improving school attendance is effective: Improving School Attendance</p>	<p>8</p>
<p>Provide additional capacity within the Wellbeing Team to support the mental health needs of disadvantaged students.</p>	<p>Evidence from the EIF report on adolescent mental health suggests that specific therapies can be helpful: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>5, 6</p>
<p>Set aside money to support disadvantaged students to access social and cultural trips and visits and music lessons through subsidies and grants.</p>	<p>Our work with our students suggests that providing equal opportunities supports them with their development and outcomes. The EEF toolkit suggest Arts Participation has high impact: EEF – Arts Participation</p>	<p>5, 6</p>

Total budgeted cost: £358,935

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 2024 to 2025 academic year.

The data from the 2024-25 results show that the ALPS VA quality indicator for disadvantaged students was 0.96 vs a non-disadvantaged score of 1.05; a gap of -0.09 . This score shows stability from the previous examination series. The disadvantaged ALPS score is ALPS 4, a one grade improvement from the 2023-24 exam series.

Using attainment measures, data shows that 33% of our disadvantaged students achieved 5+ in English and Maths. EBacc entry for disadvantaged students was 53%, which compares positively against national benchmarks.

Attendance in 2024-25 has continued to improve after significant work was undertaken to close the attendance gap, including deploying more home visits than ever before. This work will continue through the Education Welfare and Family Liaison provision.

Our analysis demonstrates that student behaviour and wellbeing are good. Student and parent surveys show that levels of support provided are felt to be helpful, but that continued expansion of the Wellbeing Team provision would benefit all students.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
The Scholars Programme	Brilliant Club