

**WOODBRIDGE
HIGH SCHOOL**

**PUPIL PREMIUM
STRATEGY
STATEMENT**

2026-2027



Pupil Premium Strategy Statement 2026-27

This statement details our school's use of pupil premium for the 2026 to 2027 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	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 to 2026-27
Date this statement was published	December 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Steven Hogan, Headteacher
Pupil premium lead	Jamie Steacy-Buck, Assistant Headteacher
Governor / Trustee leads	Kelly Jacobson Collins Caron Conway

Disadvantaged Pupil Performance Overview for 2026

WHS D/A Progress 8	Not applicable for this cohort
WHS D/A Ebacc entry	61%
WHS D/A Attainment 8	46.06
WHS D/A % Grade 5+ in English and Maths	48%

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£324,708
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	£324,708

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 also 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 non-disadvantaged peers (although still significantly above national levels for disadvantaged students). Data from 2026 outcomes show that KS4 students achieve lower outcomes in vocational subjects than in other subjects.
2	Assessments in Y7 show that some disadvantaged students have a lower level of reading comprehension and mathematical foundational knowledge 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 in 2020-21 and 2021-22 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	Despite strong EBacc entry rates overall, disadvantaged students remain slightly less likely to be entered for the EBacc than their non-disadvantaged peers at Woodbridge.
8	Attendance data over the last year show that attendance amongst disadvantaged students is lower than for their peers, with the whole school at 95.0% and disadvantaged students at 93%.

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
Further improved attainment amongst disadvantaged students across the curriculum at the end of KS4	By the end of our current plan in 2026-27, disadvantaged students will achieve: • A positive (above average) P8 score • National average A8 figure (close to 50 points) • National average 5+EM figure (above 45%) • Improved outcomes in vocational courses
Improved reading comprehension amongst disadvantaged students in KS3	By the end of our current plan in 2026-7, reading comprehension tests in Y8 will 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 2026-7, 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 2026-7, 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 2026-7, 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 2026-27, entry for the EBacc amongst disadvantaged students will be close to the whole-school figure, and over 60%.
Improved attendance for disadvantaged students	By the end of our current plan in 2026-27, attendance for disadvantaged students will be closer to the whole school figure, with the gap further reduced and the overall figure above 93.5%.

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: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue 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 professional development 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 professional development over the coming year on strategies that ensure powerful starts to lessons, minimal lost time, and full attention.	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
Focus departmental development time on 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

Investigate and implement strategies for students within Y11 who are underachieving in vocational courses through supporting with non-examination assessment completion.	Evidence shows that reaching and maintaining high-quality teaching maximises student learning and should be central to development planning: EEF- School Development Planning	1
Use the NGRT reading age tests in Y7 and again in Y8 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: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve and strengthen the 'Spotlight' mentoring provision led by a TLR postholder 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. This intervention reduces the Y11 2026 cohort numbers.	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 and in small groups. Peer tutoring has also been shown to be an effective intervention: EEF – Peer Tutoring	3,4
Continue the programme of after-school tutoring for identified underachieving students by subject staff. Sessions focus on identified needs from teachers	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3,4
Provide additional staff in English and Maths to support one-to-one and small group intervention for targeted disadvantaged students in Y7 and 8.	One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3,4

Provide additional interventions for students with SEND through the new intervention co-ordinator	Provide additional interventions for students with SEND through the addition of two HLTA appointments. Targeted interventions to enhance learning in the classroom, bridging the gap between struggling learners and their peers. Data-driven interventions that are based on the learning needs of the cohort. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3,4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £74,708

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
Continue employment of the in- house Educational Welfare Officer for an additional two days each week to focus on improving attendance of disadvantaged students.	Evidence from the DfE suggests this approach to improving school attendance is effective: Improving School Attendance	8

Provide additional capacity within the Wellbeing Team to support the mental health needs of disadvantaged students.	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)	5, 6
Set aside money to support disadvantaged students to access social and cultural trips and visits and music lessons through subsidies and grants. This will include a specific budget for each disadvantaged student to spend on activities of their choice, as well as subsidised trips and visits.	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	5, 6

Total budgeted cost: £324,708

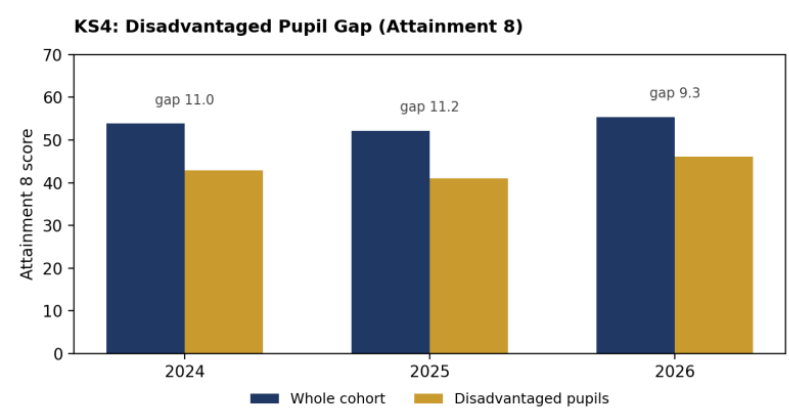
Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Disadvantaged students continued to make strong progress in 2025-26. The Alps value-added quality indicator for disadvantaged students improved to 0.97 (Alps Grade 4), up from 0.90 in 2025, whilst the gap to non-disadvantaged students narrowed to -0.14 (0.97 compared with 1.11 for non-disadvantaged students in 2026). Although a progress gap remains, this represents a sustained improvement over recent years and demonstrates that disadvantaged students are achieving increasingly strong outcomes relative to their starting points.

Attainment measures also show a significant improvement. 48% per cent of disadvantaged students achieved grade 5+ in both English and Mathematics, an increase of 13 percentage points compared with 2025 and substantially above the 25.8% that disadvantaged students achieved nationally in 2025. The percentage of disadvantaged students achieving 4+ in both English and Mathematics was 61% against 43.8% nationally in 2025. In addition, disadvantaged students achieved an Attainment 8 score of 46.06, substantially above the most recently published national disadvantaged average of 34.9, highlighting the strong performance of this cohort:



Participation in the English Baccalaureate remained high, with 61% of disadvantaged students entered for the EBacc, an increase of 8 percentage points from 53% in 2025. This exceeded the most recently published national average entry rate for all students of 41%, reflecting the school's commitment to maintaining ambitious curriculum pathways for disadvantaged students. Overall, disadvantaged students continue to perform considerably above disadvantaged students nationally across a range of key attainment and progress measures. See the table below:

Measure	2026 Whole Cohort	2026 Disadvantaged	National Disadvantaged (2025)	Gap (Cohort vs DP)
Attainment 8	55.3	46.06	34.9	9.2
5+ in both Eng/Ma	68%	48%	25.8%	20pp
4+ in both Eng/Ma	78%	61%	43.8%	17pp
On/above Alps target: GCSE courses	56.9%	48.3%	-	8.6pp
On/above Alps target: vocational courses	47.4%	15.8%	-	31.6pp

Attendance in 2025-26 has continued to improve after significant work was undertaken to close the attendance gap, including deploying more home visits than ever before. The attendance for our disadvantaged students was 93.02%, significantly above the national average for disadvantaged students. The persistent absence rate was 17.6%, again significantly lower than the national average. This work will continue through the Education Welfare and Family Liaison provision.

The Spotlight mentoring programme continued to provide targeted support for specific disadvantaged students through regular mentoring, academic monitoring and aspiration-raising activities. Student feedback was positive, with many reporting that the programme helped them overcome barriers to learning and remain focused on their goals. Spotlight remains an important intervention in supporting disadvantaged students to achieve strong outcomes and engage positively with school.

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