Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (2024 to 2027) 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	Wood End Park Academy
Number of pupils in school	801
Proportion (%) of pupil premium eligible pupils	30% (239)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/25 - 2026/27 (3rd Year 2026 -27)
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Luke Richmond
Pupil premium lead	Evelyn Joseph
Governor / Trustee lead	Manish Ladwa

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£375,100.**
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	**£375,100.**

Part A: Pupil Premium Strategy Plan

Statement of Intent

The ultimate aim of the Wood End Park Academy Pupil Premium Strategy is to ensure that all pupils from disadvantaged backgrounds achieve their full potential both in the classroom environment and beyond. The Academy holds that all pupils are entitled to a rich and varied curriculum and that inequalities should not exist between the attainment and progress of disadvantaged pupils (DA) and other pupils.

First and foremost, we focus on quality first teaching for all pupils. All teachers are expected to be aware of pupils from disadvantaged backgrounds in their classes and their particular circumstances. As a school with a strong ethos of inclusion, excellence and equality, all staff are focused on ensuring that pupils' individual needs and strengths are clearly identified; and that they have access to the appropriate support in tackling any barriers to learning in order to secure good progress in every lesson and across the school curriculum.

The impact of interventions is monitored throughout the year. The Pupil Premium Lead oversees whole academy work on Pupil Premium (PP). The aims are to:

- ensure the funding prioritises the needs of disadvantaged pupils
- ensure that funded provision is based on research which demonstrates strategies with the greatest impact on closing the disadvantage attainment gap.
- measure impact of strategies in an accurate and timely manner intervening at the point of need
- advise adjustments to provision where performance is not on track to achieve desired outcomes
- support staff in identifying precise baselines and in devising targeted next steps to secure stated outcomes
- ensure that pupils fully participate in school life within and beyond the classroom enjoying all experiences the school offers

Summative assessments are taken by the children in years 1 to 6 each half term to assess the progress they are making in core subjects: reading, writing, grammar and maths.

This plan aligns with wider school improvement priorities which include a strong focus on developing oracy and reading for pleasure. To foster high level pupil engagement, the school has implemented a range of approaches in all year groups: turn to your partner (TTYP), Partner A/B and My turn/Your turn (MT/YT).

Challenges

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

Challenge number	Detail of challenge
1 Attainment in core subjects	To achieve sustained improvements in narrowing the attainment gap between the disadvantaged pupils and non disadvantaged pupils in core subjects areas at the EXS standard in both key stage 1 and 2
2. Oral language and Vocabulary and Reading Development	Many disadvantaged pupils start with underdeveloped oral language skills and limited vocabulary. These gaps, evident from Reception through to KS2, restrict pupils' access to wider curriculum **EAL**: 56% of disadvantaged pupils have English as an additional language
3. SEND	A significant proportion of disadvantaged pupils not working at an age related level have conceptual gaps or misconceptions due to learning barriers **SEND**: 42% of the pupils on the SEND register are from disadvantaged backgrounds; this is 24% of the total disadvantaged pupil population. Furthermore, disadvantaged pupils also make up 46% of pupils with EHCPs on the SEND register..
4. Social / Emotional/ Economic Factors	Social and economic factors e.g. a lack of regular routines or support for home learning e.g. reading, homework, spellings, and lack of appropriate equipment to aid learning at home e.g. devices to connect to the internet. A significant number of our disadvantaged pupils face challenges developing appropriate learning behaviours: self-motivation, independence or resilience. Approximately 27% of the children on the school's disadvantaged register are also classed as 'vulnerable' with families difficult to reach.
5. Participation in school life	Integration and full access to all on offer at school can be hindered by financial, time, cultural and communication barriers. Many children struggle to develop ideas, age appropriate language structures and vocabulary due to a lack of appropriate first hand experiences. Extra-curricular activities and trips provide opportunities for children to develop their language, imagination and a better understanding of the world around them.
6. Attendance	Our attendance data over the last 3 years indicates that there has been a persistent 3% gap between disadvantaged pupils and their non-disadvantaged peers. Attendance among disadvantaged pupils stands at around 90.6%.

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

Ch	Intended Outcome	Success Criteria
1	To increase the proportion of disadvantaged pupils achieving the expected standard in core subjects: reading, writing, grammar and maths including the MTC assessments	❖ Monitoring demonstrates that staff know the disadvantaged pupils in their lessons and their relevant background information. ❖ Evidence from pupil progress meetings and team assessment meetings demonstrate careful data analysis and tracking of the progress and attainment of disadvantaged pupils. ❖ Teachers demonstrate secure knowledge of individual pupil strengths and specific next steps, ensuring lessons provide appropriate scaffolds, stretch and challenge. ❖ Lesson planning is informed by ongoing data with learning gaps identified and addressed promptly through adaptive teaching: open-ended questioning, targeted feedback and appropriate scaffolding ❖ A greater proportion of disadvantaged pupils achieve the expected standard resulting in a narrowing of the gap with other pupils in line with national average (10% or below)
2	Disadvantaged pupils achieve strong foundations in early reading and phonics leading to sustained improvements in reading and spelling attainment. Disadvantaged pupils develop stronger oral language skills and a broader vocabulary enabling them to access the full curriculum	❖ Assessments and teacher observations show measurable gains in oral language, vocabulary and phonics acquisition over time ❖ The proportion of pupils achieving phonics phase 3 on entry to year 1 is in line with their non disadvantaged peers (80% or above) ❖ Targeted provision in place for pupils with EAL which identifies precise starting points and informs next steps.
3	SEND provision for disadvantaged pupils is tailored to address their specific learning needs with a clear difference drawn between a cognitive learning barrier creating underperformance and low performance	❖ Evidence of the use of diagnostic assessments to identify precise starting points and devise targeted next steps ❖ Specific programmes in place to ensure SEND provision is tailored to provide pupils with strategies on how to bridge the gap in cognitive development, access and retain learning.

		❖ Pupils are able to articulate their learning and how they learn with clarity and impact. They know what they can do to overcome a barrier, misconception or area of weakness. ❖ Pupils demonstrate greater confidence and independence in their learning demonstrating progress within lessons and learning over time
4	Disadvantaged pupils experience improved levels of wellbeing, resilience, and positive behaviour, enabling them to thrive academically and socially.	❖ Pupil voice, surveys and teacher observations reflect sustained improvements in well being ❖ Behaviour records show a sustained reduction in incidents involving disadvantaged pupils ❖ Pupil voice feedback demonstrates pupils' use and understanding of metacognition and self-regulation in terms of improving their own performance -pupils able to provide concrete examples of this impact
5	All Disadvantaged pupils will have opportunities to experience a wide range of in school and external trips and workshops to increase their knowledge of the curriculum and the wider world	❖ Disadvantaged pupils participate widely in enrichment activities and trips including residential trips. ❖ Pupil voice, surveys and teacher observation evidence that pupils are able to make connections between learning within and beyond the classroom in order to deepen their understanding of concepts taught. ❖ Pupils make expected progress in all subjects including foundation subjects
6	Disadvantaged pupils attend school regularly, ensuring full access to the curriculum and wider opportunities	❖ Overall absence rates for disadvantaged pupils decrease year on year ❖ The attendance rates between disadvantaged and non-disadvantaged pupils continues to narrow ❖ Rates of persistent absence among disadvantaged pupils fall to at least in line with, or better than national averages

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: £187,550 **(2026 - 2027)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
● CPD and monitoring by SLT to continue across the school with a particular focus on teaching and learning in maths, reading, phonics, handwriting and oral literacy - Staff supported by SLT, Maths and English leads to ensure adaptive teaching methods and pupil feedback are included in the teaching and delivery of lessons for PP pupils - Lesson plans created to detail strategies for scaffolding learning including the use of additional resources - Lesson planning to emphasise metacognitive approaches - Instructional coaching to continue across the school for staff	EEF: 'Supporting high quality teaching is pivotal in improving children's outcomes..' EEF Impact +6 (Effective Feedback) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback EEF Impact +8 (metacognition) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	All
● Quality First Teaching in maths lessons (White Rose Scheme) - Introduce the White Rose Scheme to ensure clear structure, consistency and continuity in the teaching of maths within and across year groups. - Use of manipulatives as a vital part of a scaffolding approach - SLT monitoring teaching and learning in maths to ensure a focus on maths mastery in all years and a consistency in implementation - Magma Maths to continue across key stage 2 including to support homework	EEF Impact +5 (Mastery learning) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning EEF: Improving Mathematics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 EEF Impact +5 (Homework) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 3, 6

● Ensure Quality First Teaching in reading and writing sessions Key stage 2 - Refined whole class reading lessons implemented at keystage 2 to emphasise the teaching of reading fluency, vocabulary and reading for pleasure - Talk out loud approaches in reading (TOL) - Lesson plans ensure a focus on the teacher's delivery, scaffolding and challenge for PP pupils. - Books used in lessons reflect gender interests and the diverse school community - Provision of a school library -increase number and range of books to ensure these reflect and mirror the diverse community at WEPA - Read Write Inc. (RWI) or Fresh Start used at Keystage 2 - Continue use of Accelerated Reader with every child having an appropriately levelled book and this is changed at least fortnightly. - Spelling patterns/rules and grammar objectives to be taught explicitly in standalone lessons as part of a whole school graduated approach Early Years and Key stage 1 - Read Write Inc introduced across EYFS and key stage 1 for phonics and reading fluency development - External training provided for all relevant staff	EEF Impact +7 (Reading comprehension strategies) Reading comprehension strategies | EEF EEF Impact +5 (Effective phonic approaches are most effective when embedded in a rich literacy environment) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	All
● Developing Oracy - Colourful Semantics - Reading and writing plans created to scaffold pupils' speaking and listening; and explicitly extend pupils' vocabulary - TOL approaches in reading - Implement turn to your partner (TTYP), Partner A/B and My turn/Your turn (MT/YT) approaches in all year groups - Additional role play resources for EYFS to promote speaking and listening about the world around them -	EEF Impact +6 (making the most of spoken language and verbal interactions for learning Oral language interventions | EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	All

• Additional Teaching groups - Additional teacher to teach small groups specifically for year 6 cohort - Regular monitoring and team teaching - Monitoring by Vice Principal and PP lead to ensure the quality of T&L for DA pupils improves	EEF Impact +5 (collaborative learning approaches in smaller groups) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches EEF Impact +6 (Using Feedback Effectively) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback EEF Impact +6 (Peer Tutoring -learners work in pairs or small groups to provide each other with explicit teaching support https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	1,2,3

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

Budgeted cost: £150,040 **(2026 -2027)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
• 1:1 conferencing sessions for core subjects - 1:1 conferencing sessions for pupils targeted to make progress from WTs to EXS in maths: Team leaders, Vice Principals. PP Lead - 1:1 support to continue to promote pupils' reading for pleasure and to boost pupils performing below their reading age in each year group. - Early Reading: pupils receive additional focused reading sessions when in the outdoor area as well as by the teacher in the classroom.	EEF Impact +5 (One and one Tuition) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2,3

• Phonics tuitions: - Experienced staff to run 1:1 interventions monitored by SLT - Fresh Start phonics KS2 - RWI tutoring - Target homework resources for KS 1 and EYFS including RWI resources for pupils with limited access to online resources - CPD for staff on Fresh Start phonics	EEF Impact +5 (Phonics) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics EEF Impact +5 (Homework) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1,2,3
• Further extended school opportunities - Morning boosters - After school boosters - Homework clubs for Keystages 1 and 2 to enable supported self-study with access computer equipment and teaching support on hand	EEF Impact +3 (Targeted before- and after-school programmes (including small group) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Further ref. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf Page 10 Paragraph 10	4,5
• Additional teacher - Provide small group and/ or 1:1 interventions to accelerate progress for targeted pupils in maths and reading specifically in year 6. - Pre teaching activities to address gaps - Plan, deliver and review interventions to support PP pupils with SEND to overcome difficulties in specific learning areas - Fresh Start Phonics	EEF Impact +4 (Small group tuition) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition EEF Impact +4 (individualised Instruction) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	1,2,3

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

Budgeted cost: £37,510 **(2026 -2027)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
• Attendance - Daily and weekly monitoring of individual attendance and punctuality - Attendance levels for all DA pupils are checked and acted upon by the attendance and safeguarding team - Home visits by attendance team and/or the family support work - Attendance celebrations - Pizza parties for 100% termly attendance -	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf REF: Page 10 Paragraph 9. Also see section on the impact of the school's work.	~~6~~
• Parent Engagement and workshops - Provide RWI home support kits including resources for parents with limited access to online resources - SLT to provide regular parent information sharing meetings on high impact support that parents can give	EEF Impact +4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement *Parents meetings enhance parents knowledge of the school curriculum and their participation in implementing the school's new approach to reading*	All
• Enrichment: club Provision and trips - Allocate % of places to PP pupil priority - Allocate funds to finance places for pupils from families in financial hardship - Academy to target PP parents to offer financial support for trips and clubs - Signpost PP pupils to breakfast club	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413197/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf REF: Page 10 Paragraph 8. Also see section on the impact of the school's work.	All
• SEMHD/SEND Provision for DA Pupils	EEF Impact +4 (Teaching Assistant Interventions)	2,3

- Identify and source effective programmes for DA pupils with specific learning difficulties/ SEMHD, e.g., Therapeutic thinking - Attachment, Drawing and talking therapy	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions EEF Impact *'Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. '*	

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for Year 2 of plan

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

End of Key Stage 2

Combined	Sch Outcome (2026 (D)	National DA (2025)	National NO (2025)
Meeting expected standard at KS2	59%	47%	69%
Achieving high standard at KS2	10%	4%	11%

Disadvantaged Pupils' **End KS 2** attainment gap at Expected Standard compared to NO

	School 2026	National DA (2025)	National (NO) (2025)
Reading (EXS)	64%	63%	81%
Writing (EXC)	15%	6%	16%
Maths (EXC)	24%	13%	32%
Grammar (EXS)	59%	60%	78%
Grammar (EXC)	20%	17%	36%

Disadvantaged Pupils' attainment in the Year 1 Phonics assessment

	Outcome (O)	National DA (2025)	National (NO) (2025)
Meeting expected standard	76%	67%	84%

Disadvantaged Pupils' attainment in the Year 4 Multiplication test.

	School Average 2026	**National Average DA** (2025)	National (NO) (2025)
Meeting the Threshold	22.5	19.3	21.7

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
NA	
NA	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	