

# Wood Green Academy Pupil Premium Strategy Statement 2025/26

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School Overview

Detail	Data
Number of pupils in school	1523
Proportion (%) of pupil premium eligible pupils	37.9%
Academic year that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mr J Topham/Ms N Bruton/Ms Price/Mrs Houldey
Pupil premium lead	Mrs J Hartnell
Governor / Trustee lead	Mr Kevin Shilton

## Funding Overview

Detail	Amount
Pupil premium funding allocation this financial year	£463 325
Pupil premium (and recovery premium) funding carried forward from previous years	£0
<b>Total budget for this year</b>	<b>£463 325</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

When making decisions about how Pupil Premium funding is used at Wood Green Academy, we recognise the importance of considering the context of the school and the consequent challenges faced. In collaboration with research conducted by the Education Endowment Fund, we draw on our experiences of best practice in order to diagnose our pupils' needs, so as to implement effective strategies that are continuously monitored and evaluated. Common barriers to learning for disadvantaged pupils include below expected levels of Literacy and Numeracy, weaker communication and language skills, more frequent behaviour difficulties and attendance issues, a lack of ICT resources at home and low self-esteem and aspirations. However, we understand that individual barriers can vary significantly and that there isn't a universal approach to supporting disadvantaged pupils. Consequently, we implement an extensive range of interventions, from personalised provisions based on specific pupil needs to wider comprehensive approaches. We are committed to ensuring that all pupils at Wood Green Academy experience equal opportunities by deconstructing any barriers that mitigate success.

### Demography and School Context

Wood Green Academy is a secondary school and Sixth Form provider in the Wednesbury North ward of the Sandwell local authority district. Currently, 75% of LSOAs (neighbourhoods) in Wednesbury rank in the 20% most deprived in the UK. 43.5% of working age people are economically inactive and 32% of over 16 year olds have no formal qualifications. There are almost 3 times the number of births to teenage mothers as there are nationally and life expectancy is below national average, at just 75.2 years for males. Using the Index of Multiple Deprivation rank of average summary measure, Sandwell local authority has observed an increase in deprivation between the two most recent data releases, with the authority ranked as the 8<sup>th</sup> most deprived in the country (2019) down from 12<sup>th</sup> in 2015. In addition, the last reported Income Deprivation Affecting Children Index (IDACI) score for the borough in 2019 (0.263) was significantly higher than the national average of 0.221. 33% of pupils in years 7 – 11 are currently entitled to Free School Meals, with 36% of pupils in these year groups being eligible for Pupil Premium. The proportion of disadvantaged pupils attending Wood Green has demonstrated consistent growth over recent years, with a substantial increase in the number of pupils claiming Free School Meals since the beginning of the pandemic. This year's figure of students entitled to the benefit represents a significant increase compared to 17% seen at Wood Green in Autumn 2019.

### Ultimate Objectives

- To narrow the attainment gaps between our disadvantaged and non-disadvantaged students.
- To reduce the gap in attendance between disadvantaged students and non-disadvantaged students
- To raise aspirations amongst disadvantaged students, providing them with the skills, knowledge and characteristics required to achieve successful outcomes.
- To enable disadvantaged students to have cultural capital experiences that support pupil learning and application.
- To reduce the behaviour gap between disadvantaged and non-disadvantaged students.

### **Achieving Objectives**

In light of the increasing gaps between observed between disadvantaged and non-disadvantaged students at Wood Green Academy in 2023-24, we made substantial changes to our approach. We have initiated targeted and differentiated attendance programmes across all years. We now provide bespoke academic support to groups of disadvantaged students using after school clubs and peer mentoring, as well as bespoke revision material for use before assessments. We have embarked upon a mass mentoring programme for all Pupil Premium students who have prior attendance between 75% and 95%. We are engaging with families via 'celebration' coffee events where we recognise the achievements of our students. We are also raising aspirations by completing GCSE Options mentoring and Work Experience mentoring to ensure that all disadvantaged students have support to make the best choices for their future

Following EEF guidance, we recognise the importance of quality teaching in raising the attainment of all pupils. By investing in professional development, recruitment and retention, we ensure that we continue to attract the best staff to support our students to realise their potential. Internal and external evidence consistently demonstrates the positive impact of targeted academic support. Consequently, we invest in additional academic intervention in English lessons to expand the knowledge and skills that our pupils develop. We partner both methods with wider strategies designed to support our pupils' social, emotional and cultural development. We provide financial assistance with the cost of educational and residential visits. Our comprehensive approaches act as effective tools to promote and instil the characteristics required for our pupils to obtain both academic and holistic success.

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	High levels of deprivation
2	Low levels of literacy (KS2) on entry to Year 7.
3	Low levels of numeracy (KS2) on entry to Year 7.
4	Attendance and punctuality issues.
5	More frequent behaviour difficulties.
6	Low levels of self-esteem and career aspirations.

## 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
To increase the attainment of disadvantaged pupils.	A narrowing of the internal Attainment 8 gap between disadvantaged and non-disadvantaged pupils. An increase in the Attainment 8 scores compared to previous year's disadvantaged cohorts.
To increase the proportion of disadvantaged pupils achieving a Grade 5+ in GCSE English & Maths.	An increase in the proportion of disadvantaged pupils achieving Grade 5+ in English & Maths compared to previous year's disadvantaged cohorts and a narrowing in the proportion of pupils achieving this compared to the non-disadvantaged pupil cohort.
To improve the attendance of disadvantaged pupils.	A narrowing of the internal attendance gap between disadvantaged and non-disadvantaged pupils, aiming for the 97% Academy target.
For all disadvantaged students to achieve successful outcomes, increasing their options of higher education post-16.	An increase in the number of disadvantaged students enrolling in WGA Sixth Form. An increase in the number of disadvantaged students enrolling in their first choice course at other educational providers post-16.

## 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 example, CPD, recruitment and retention)

Budgeted cost: £138 998 (30% of budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards additional Maths teaching post.	"Reducing class sizes has a positive impact of +2 months progress. International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations." (Teaching and Learning Toolkit, 2021) Internal data	1, 2, 3, 4, 6.
Contribution towards additional English teaching post.		

Contribution towards additional Science teaching post.	demonstrates a consistent improvement in the performance of disadvantaged students across the core subjects at GCSE.	
Contribution towards staff CPD programme.	“Research tells us that high quality teaching can narrow the disadvantage gap.” (Teaching and Learning Toolkit, 2021) “Feedback studies tend to show high effects on learning. However, there are a wide range of effects and some studies show that feedback can have negative effects and make things worse. There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.” (Teaching and Learning Toolkit, 2021) By investing in an effective professional development programme for our staff, we ensure that they have the opportunity and are motivated to build their knowledge, develop techniques and embed these into their practice thus improving the outcomes for all of our students.	2, 3, 4

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

Budgeted cost: £92 665 (20% of budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards Academic Coach in English.	“Evidence indicates that one to one tuition can be effective, providing approximately five additional months’ progress on average. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.” (Teaching and Learning Toolkit, 2021) Our Academic Coach provides both targeted in-class support and 1:1/small group tuition for our disadvantaged students. Teaching staff work in collaboration with the Coaches in order to construct and deliver effective supplementary academic provision, thus developing students’ knowledge, skills and understanding in addition to closing gaps in curriculum content.	1, 2, 3, 4
Contribution towards intervention programmes	The planning, creation and delivery of targeted after school numeracy and literacy classes to students with below expected SATs outcomes. The organising of peer mentoring and use pastoral time to support disadvantaged students. Support from Connexions to Year 8 students choosing GCSE Options. Support from wider staff members on pastoral days with activities such as finding Work Experience placements. Creation of revision activities and rewards prior to major assessment cycles.	1-6

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

Budgeted cost: 231 662 (50% of budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contribution towards the Pupil Premium Lead role (TLR).	<p>“Research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.” (EEF Guidance, 2021) By investing in roles that lead on the effective management of Pupil Premium, we ensure that our approaches are consistent. Department staff are able to diagnose the challenges and needs of our students and with the use of strong evidence, effectively implement our Pupil Premium strategy in alignment with whole-school development plans and existing practices.</p>	1-6.
Contribution towards PP Achievement Support Manager.		

Contribution towards Student Support Managers.	<p>“Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social Emotional Learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer</p>	1, 4, 5, 6
Contribution towards Welfare Manager. Contribution towards EAL/LAC Co-ordinator		

	<p>mental health and lower academic attainment.”</p> <p>“SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.” (Teaching and Learning Toolkit, 2021) By investing in a consistent infrastructure of pastoral staff, our students have continuous access to social and emotional support, which in turn results in better academic outcomes.</p>	
Contribution towards Attendance Manager.	<p>“Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.” Our internal data demonstrates a clear correlation between lesser attendance and lower attainment 8 scores. By entrenching a consistent whole-school level of attendance expectation, we are able to identify barriers to adhering to them and implementing combative interventions as a result.</p>	1, 2, 4 & 6.
Contribution towards Attendance incentives.		
Breakfast Club.		
Contribution towards alternative provision.	<p>Alternative provision can have many positive impacts. It enables students to receive personalised learning plans tailored to their individual needs. There are smaller class sizes meaning that students receive more one to one attention. The support offered is more holistic than in a school setting, focusing on social and emotional development as well as academic development. Alternative provision also can provide a greater range of vocational and practical courses than a student might have access to in their normal school setting. For students who do not engage or thrive in a traditional school setting, these aspects of alternative provision can be transformative.</p>	4, 6

Contribution towards Behaviour incentives.	<p>"The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours." (Teaching and Learning Toolkit, 2021) We utilise a consistent whole-school behaviour model, designed to minimise poor behaviour in order to accelerate student progress. Furthermore, "Evidence suggests that programmes delivered over two-to-six months seem to produce more long-lasting results." The Pupil Premium department implements termly behaviour incentives, designed to tackle persistent issues amongst disadvantaged students. By recognising and rewarding improvement, students are able to identify the value of good pupil conduct, inspiring them to convert short-term positive changes into long-term behaviour habits.</p>	
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Contribution towards external trips/visits (including Residentials).	<p>"The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months' progress." "Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported." (Teaching and Learning Toolkit, 2021) The Pupil Premium department will continue to provide the necessary support to ensure that all disadvantaged students have access to the same opportunities as non-disadvantaged students. We value experiences that broaden cultural capital and are driven to utilise these as a mechanism to recover missed experiences, which in turn act as a springboard for learning and progress.</p>	1-6.
Contribution towards Extra-Curricular provision.		
Contribution towards Student Leadership Programme.	<p>"Some studies have shown that most young people already have high aspirations, suggesting that much underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills, and characteristics required to achieve them." (Teaching and</p>	4-6



	Learning Toolkit, 2021) We will continue to invest in rounded Student Leadership.	
Contribution towards Form Tutor Programme	Step Up 4 Life and Form Tutor Programmes develop the knowledge, skills and attributes that students require to manage their lives, now and in the future. We are determined to ensure that our students are equipped to make informed decisions regarding their post-16 pathways, supporting them on their route to success.	
Contribution towards Learning Hub.	<p>“Homework has a positive impact on average (+5 months), particularly with pupils in secondary schools.” “Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.” (Teaching and Learning Toolkit, 2021) Our Learning Hub provides an accessible positive working space for our disadvantaged students. Students benefit from access to academic support as well as the IT resources required to complete homework/independent study. We continue to support disadvantaged students without an adequate ICT device at home. Disadvantaged students continue to be targeted with online learning tasks, where periods of additional independent study are recognised and rewarded.</p>	1, 2, 3, 4
Contribution towards ICT equipment.		
Contribution towards online learning platforms.		

**Total budgeted cost: £463 3325**

## 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.

	Year 11 Results		
	PP	Non PP	Gap
Overall P8	-0.16	0.44	0.6
Overall A8	38.85	47.66	8.81
Maths P8	-0.02	0.38	0.4
English Lang/Lit Av P8	-0.35	0.23	0.58
Science P8	-0.14	0.27	0.41

	Year 11 Results		
	PP	Non PP	Gap
Maths 9-5	14.2	33.1	18.9
English 9-5	15.4	40.9	25.5
English and Maths 9-5	31.1	41.8	10.7

### 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

### Service pupil premium funding (optional)

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

Measure	Details
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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?	

## Further information (optional)

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The Date of the next review of the Pupil Premium Strategy- **31<sup>st</sup> December 2025**