Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2028 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	Woodpecker Hall Academy
Number of pupils in school (including Nursery)	690
Proportion (%) of pupil premium eligible pupils	(251) 36%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Nicky Ross
Pupil premium lead	Rosanna Ojosipe
Governor / Trustee lead	Jonathan Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£411,890
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	£411,890

Part A: Pupil premium strategy plan

Statement of intent

At Woodpecker Hall Academy we have high expectations and ambition for all our children. We believe that no child should be left behind or be disadvantaged by their postcode. At Woodpecker Hall we know that our level of need across the school is much greater than shown in our pupil premium numbers.

We are determined that our children are given every chance to realise their full potential. We aim that they leave Y6 being able to confidently communicate and articulate their point of view; read and understand a variety of texts and be creative thinkers and problem solvers. We want our children to know that they are a force for positive change and that they make a difference in the world.

We focus heavily on communication, vocabulary and reading across the school as we know that these skills are vital to future success in life.

Through an enquiry-based curriculum, quality first teaching, targeted interventions and a focus on equality of opportunity, we are working on eliminating barriers to learning and ensuring our children have education, opportunity and become valued members of their community.

Our key objective is to use the Pupil Premium Grant to diminish the difference between pupil groups and raise the aspirations of pupils and families in our community.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of communication, language and literacy on entry to school.
2	Lack of access to additional learning opportunities and support.
3	High number of EAL families and children.
4	Lack of opportunity to a wide range of life experiences.
5	High socio-economic deprivation – outside of pupil premium.

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
Improved communication, language and literacy skills at the end of the EYFS. Improved Language acquisition across the school.	10% increase in Communication Language and Literacy. 10% increase in children achieving ARE in reading and writing.
Improved access to learning and participation in school opportunities for PP children.	25% increase in parental participation. Device and internet access to all that need it. 20% increase in PP children attending school activities.
Improved outcomes for all children including PP children.	10% more children achieve ARE across the school. In year data shows that PP gaps are closing. 80% targeted PP children make accelerated progress.

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

Budgeted cost: £205,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing a language rich environment and culture through the leadership of the English Leader. - Tiered Vocabulary - High quality early years interactions - Quality modelling of language - Voice 21 pre project work - Use of widgets and visuals to build vocabulary - Building reading for pleasure	EEF- on average oral language approaches have high impact on pupil outcomes of 6 months' additional progress	1 3
Quality first teaching of writing- transcription and composition and effect with a focus on time for children to review and edit their own work. - Teaching of handwriting - Embed the new spelling approach across the school - Reviewing and editing writing	EEF- Purpose and audience are central to effective writing. Pupils need to have a reason to write and someone to write for. Impact is extensive.	1 3 5
Introduction of self-regulated learning to further enhance learning behaviours for all. - ETIPSS - Zones of Regulation	EEF- The potential impact of metacognition and self-regulation approaches is high (7+ months)	1 3 4
High quality CPD and in-school support with a focus	Education Policy Institute: High-quality CPD for teachers has a significant	1 3

on enhancing assessment for learning and effective feedback. - Live coaching - Collaborative monitoring - Introduction of new Associate Assistant Headteacher roles to impact closing the gaps	effect on pupils' learning outcomes. Induction training and mentoring programmes are particularly effective for improving retention rates early on.	

Targeted academic support

Budgeted cost: £ 154,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tuition support for targeted pupils. <u>Communication & Language and Reading focused:</u> - Speech and Language therapist - EYFS: Language and Social Skills (LASS/Y) - Rec/KS1/Y3: RWI additional support and intervention - Yr1: 15 mins a day - Yr3/4/5: Project X CODE and Complete Comprehension - Y6: Reading Group morning breakfast clubs <u>Maths:</u> - Yr6: maths 1:1 intervention teacher - Y3/Y4 times table Keep up programme - Curious Maths consultant support	EEF- Small group tuition has an average impact of 4+ months. Small group tuition is most effective when targeted at pupils' specific needs. EEF- On average oral language approaches have high impact on pupil outcomes of 6 months' additional progress. EEF- The average impact of reading comprehension strategies is an additional 6 month's progress over the course of a year. EEF- Small group tuition has an average impact of 4+ months. Small group tuition is most effective when targeted at pupils' specific needs.	1 2 3 5
Keep Up programme for all children in reading, writing and maths. - EAL leader appointed to target and support key children in Y3 and Y4	EEF/NFER- There is a large attainment gap for disadvantaged pupils, which seems to have grown during the pandemic.	1 2 3 5

- Love for Reading Opportunities: reading road maps and Woody's hangout		
Identification of PP children who lack focus in the classroom to attend additional clubs to support with focus and learning behaviours. - Little legends Club - Ks1 nurture group - Further embed the Ks2 nurture programme - Continued use of dog therapy	EEF- The potential impact of metacognition and self-regulation approaches is high (7+ months)	1 3 4

Wider strategies

Budgeted cost: £ 51,990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting parents to engage with school and their children's learning. - Parents workshops and reading resources to be used at home and returned. - Year Reception parent opportunities to engage in school and improve attendance. - Outreach Team support for families. - Edmonton Community Partnership and opportunities for children.	EEF- Effective parental engagement can lead to learning gains of 4+ months over the course of a year.	1 2 4
Equality of opportunity for all children built into the school curriculum and wider opportunities. - Funding for trips and educational visits. - Funding for identified pupils for sporting and creative talents.	TES- It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society. EIF Ofsted- leaders take on or construct a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.	4 5

Contingency fund to support families who are disadvantaged. - Free BC/ ASC places. - Free places at after school activities. - Food, clothing & furniture for families.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	5
Buying chrome books to further support home learning. - Purchase new chrome books to replenish our digital offer.	EEF- Effective parental engagement can lead to learning gains of 4+ months over the course of a year.	1 2 4

Total budgeted cost: £411,890

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.

WHA

Expected + (Rec expected+)	Communication and Language		LITERACY			MATHS	
	Listening Attention Understanding	Speaking	Word Reading	Comprehension	Writing	Number	Numerical patterns
All (89)	77%	77%	76%	75%	74%	72%	74%
PP (34)	77%	79%	74%	77%	71%	74%	77%

Ks2: WHA: Key Groups Attainment

	READING	WRITING	MATHS
All (113)	90%	84%	88%
PP (54)	87%	78%	85%

PP children achieved above all children nationally at ARE Ks2 in 2025 and 2026. There is no significant in school gap.

Ks2: WHA	READING	WRITING	MATHS
ARE WHA PP	90%	84%	88%
ARE National All	75%	73%	75%
GDS WHA PP	TBC	51%	TBC
GDS National All	TBC	TBC	TBC

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
Project X CODE	Oxford University Press
Complete Comprehension	Schofield & Sims
15 Mins a Day	Enfield LA
LASS	Enfield LA
Maths	Curious Maths Ltd
NESSY	Nessy Learning
Lexia	Lexia Learning

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further Information (optional)

Our children live in an area of high deprivation. Our numbers are not reflected through the use of the PP measure as many of our families are not entitled to PP and are simply living in poverty.

Everything we do in our school is designed to close the gap for all disadvantaged pupils and their families, giving our children the best possible start in life. Through our curriculum and teaching pedagogy we aim to develop academic knowledge and skills along with key life skills that prepare children well for their future and give them a pathway out of poverty. Our aim is that all children leave us with a sense of identity, community and aspiration.

A Woodpecker child does the right thing because it's the right thing to do and they are a force for positive change. This philosophy and approach in our school develops an understanding of the world around them and their place in it. If we want a better world, we are the solution.

Our curriculum has been designed with our children and community at its core. It reflects the community that we serve and is planned and organised in a way that meets the unique circumstances of our location and area.

As such we are committed to every pupil in the school setting, ensuring they are happy, confident and succeed.