

# Pupil premium strategy statement – Woldgate School and Sixth Form College

This statement details our school's use of pupil 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	1267
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025 / 26 2026 / 27 2027 / 28
Date this statement was published	November 25
Date on which it will be reviewed	November 26
Statement authorised by	Mr L Sloman, Head Teacher
Pupil premium lead	Mr M Monaghan and Ms S Geary
Governor / Trustee lead	Mr P John

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£218,280

# Part A: Pupil premium strategy plan

## Statement of intent

By 2027 our vision is that:

Woldgate pupils and students eligible for Pupil Premium funding outperform non-disadvantaged students nationally (Progress 8)

We close the 'within-school' gap by improving the performance the Progress 8 / Attainment score of Pupil Premium students

Ensure all students have equal access to the full curriculum, both in class and online

Ensure PP attendance is equal to that of non-PP pupils

Enable all students to access a broad range of extra-curricular opportunities

Ensure all students have high academic aspirations and are fully aware of the wealth of post 16 and career options available to them

Ensure that all students, including those eligible for Pupil Premium, feel happy, supported and confident members of school

The most important gains in student progress are made in classrooms through quality teaching. For this reason, there is a relentless focus on good/outstanding teaching and learning for all students including those who are disadvantaged and may require additional support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils 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 pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

1	<p><b>Engagement with the Curriculum</b></p> <p>Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils are struggling to engage with the curriculum.</p> <ul style="list-style-type: none"><li>• Woldgate PP attendance (23 24): 84.10% (24 25) 83.7%</li><li>• Woldgate non-PP attendance (23 24) 90.5% (24 25) 90.1%</li></ul> <p>Some of our PP pupils have also struggled to engage and focus in lessons. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially amongst low prior attaining students</p> <p>Pupils eligible for PP are performing less well in Attitude to Learning assessments. In addition, a high proportion of the engagement issues flagged up are pupils eligible for PP.</p>
2	<p><b>Progress at KS4</b></p> <p>Disadvantaged pupils achieved a lower progress 8 score compared to Non-disadvantaged. Disadvantaged pupils made less progress than non-disadvantaged resulting in a gap.</p>
3	<p><b>Literacy and numeracy</b></p> <p>Of the 94 PP pupils in KS3, 37 are below expected reading age levels based on STAR Reading tests.</p> <p>Year 7: 4/30 below benchmark (5 on watch) Year 8: 6/27 below benchmark (4 on watch) Year 9: 10/37 below benchmark (4 on watch)</p> <p>Some PP pupils have a reading age of below expected and will therefore struggle to access the requirements of some secondary school subject. Cohorts are weaker on entry so literacy is becoming an ever increasing challenge.</p>

Of the 94 PP pupils in KS3, 57 (2024 25) are below expected numeracy levels based on SPARX Maths and GL assessments

96 DIS pupils in KS3

Year 7 - 31 pupils 12-Held Back, 9-Not Fluent, 6-Confident 4 with no data, 17-shown improvement

Year 8 - 27 pupils 6-Held Back, 5-Not Fluent, 10-Confident 6 with no data, 13-shown improvement

Year 9 - 38 pupils 10-Held Back, 11-Not Fluent, 12-Confident 5 with no data, 11-shown improvement

	<p>In the current Year 7 (24 – 25) 20 out of 29 PP pupils are below the expected level.</p> <p>This means that not only are our PP pupils entering the school with greater numeracy, reading and writing deficits, but that overall school literacy and numeracy is a bigger challenge with greater numbers of pupils each year requiring more intervention. There is also greater disparity between the highest performing pupils and the lowest, widening the attainment gap in both areas.</p>
4	<p><b>Pastoral Concerns</b></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.</p> <p>These challenges particularly affect disadvantaged pupils, including their attainment. The number of pupil well-being concerns has remained high since the Covid lockdowns, as can be seen by data. Referrals often peak around exam time, especially for Year 11 students. The proportion of PP 5 pupils with pastoral concerns last year was higher than their non-PP peers.</p>
5	<p><b>Self-Regulation</b></p> <p>Our observations suggest many students, especially those identified as disadvantaged, lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum.</p>
6	<p><b>Access to the Full Curriculum and Ambitious Outlook for Post-16</b></p> <p>A key pledge we make to all students is that everyone is entitled to access our full curriculum (including all curricular trips, visits, experiences, and extra-curricular clubs and activities). Evidence from The Sutton Trust indicates that students from a disadvantaged background are less likely to attend a Russell Group university, and are less likely to consider a career in highly-competitive and well-paid sectors of the economy</p>

## 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 attainment among disadvantaged pupils across the curriculum at the end of KS4	<p>By the end of our current plan, PP students should enter EBacc in line with Non-PP peers.</p> <p>By the end of our current plan:</p> <ul style="list-style-type: none"> <li>• PP students P8 score should out-perform Non-PP students nationally</li> <li>• The in-school gap should be closed</li> </ul>
Improved reading comprehension and quality of written communication among all students, including disadvantaged pupils	<p>Ensuring as PP pupils reach expected reading ages as measured through STARS</p> <p>Pupils make at least 2 years of progress in reading age between Year 7 and Year 9, measured through STARS assessments.</p> <p>Narrow the attainment gaps in reading and writing ages. Overall increase in the performance of disadvantaged pupils across the board due to improved literacy skills, measured through attainment in subject assessments, classwork, book scrutiny, observations and general engagement in lessons.</p>
Improved numeracy skills among all students, including disadvantaged pupils	<p>Narrow the attainment gaps in numeracy. Overall increase in the performance of disadvantaged pupils across the board due to improved numeracy skills, measured through attainment in subject assessments, SPARKS maths assessments, classwork, book scrutiny observations and general engagement in lessons.</p>

<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects</p>	<p>Teacher reports and class observations suggest disadvantaged pupils are less able to monitor and regulate their own learning in lessons. This is measured by homework cause for concern results being in line with Non PP pupils</p>
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p>

	<ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• a reduction in student absence due to anxiety and other wellbeing related issues</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all PP pupils should be comparable to our non-PP peers</li> </ul>
To ensure disadvantaged students are supported in making ambitious, informed decisions about their learning and post-16 pathway	<p>All PP students to be given personalised support in choosing GCSE options.</p> <ul style="list-style-type: none"> <li>• All PP families contacted about Post 16 Evening to encourage attendance.</li> <li>• All PP students to receive individual career interviews to ensure PP students are aware of the career opportunities and pathways available to them.</li> <li>• Provide information and experiences to improve access for high attaining disadvantaged students to the most selective universities</li> </ul>
To ensure all students participate fully in extra-curricular school activities	<p>An improvement in the number of enrichment activities participated in by PP students so that access is in line with their peers. PP students have equal opportunity and access to curricular trips and visits.</p>

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ Budgeted cost: £ 120,054

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.</p> <ul style="list-style-type: none"> <li>• Star Reading</li> <li>• SPARKS Maths</li> <li>• Accelerated reader</li> <li>• GL Assessment</li> <li>• Sumdog</li> <li>• Dyslexia testing</li> </ul>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct/responsive additional support through interventions or teacher instruction:</p> <p>Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	3
<p>Continue to develop meta-cognitive and self-regulation skills in all pupils. This will involve:</p> <ul style="list-style-type: none"> <li>• Teaching &amp; Learning CPD (modelling / feedback / challenge / home learning)</li> <li>• Purposeful department CPD given by Heads of Department.</li> <li>• Year 11 'Revision Launch' to focus on effective independent revision skills.</li> </ul>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is strong evidence that it can have a positive impact on student progress (+ 7 months per year) when done effectively.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	5, 3, 1, 2
<p>Disciplinary Literacy policy embedding evidence based approaches such as:</p>	<p>Disciplinary literacy is key for students as they learn more complex concepts in each subject</p>	1,2, 3

<ul style="list-style-type: none"> <li>- Whole school dyslexia screening</li> <li>- Teaching vocabulary effectively</li> <li>- Reading strategies</li> <li>- Targeted interventions for Year 7 – 11 which prioritise disadvantaged pupils with low progress in reading and writing. These include Lexia, phonics, paired reading for fluency, reading comprehension intervention, and English intervention</li> <li>- SENCO and PP lead involved in writing and review of departmental curricula</li> <li>- Raising the profile and importance of literacy across the school with tutor time reading every day, reading competitions based on Accelerated Reader, Read Aloud in tutor time, the appointment of a library assistant, book club</li> <li>- Year 7 spelling strategies and spelling tests in tutor time</li> <li>- Marking policy highlights the importance of marking spelling, punctuation and grammar across the curriculum (in particular Tier 3 words)</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	
<p>Numeracy Policy embedding evidence informed approaches such as:</p> <ul style="list-style-type: none"> <li>- Development of a calculation policy to ensure a consistent approach to how essential maths skills are approached in Maths lessons.</li> <li>- Cross curricular use of standard approaches using the calculation policy.</li> </ul>	<p>Numeracy intervention is vital to helping pupils make progress in maths and across the curriculum</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1700034792">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1700034792</a></p>	<p>1,2, 3</p>

<ul style="list-style-type: none"> <li>- Year 7, students use Numeracy Ninjas as part of their form routine. This is a numeracy programme for schools which supports learners in developing high levels of fluency with important numeracy skills that are prerequisites for success in the study of 11 – 16 mathematics.</li> <li>- Targeted interventions for Year 7 – 11 including Additional Maths lessons, teacher-led intervention in morning tutor sessions for KS3 students</li> <li>- Use of sparxmaths homework to develop and track times tables and numeracy skills.</li> <li>- Raising the profile of numeracy through numeracy events, including 'Numeracy week'; UKMT challenge events, numeracy and puzzle events as part of transition events, puzzle club run by sixth form students.</li> </ul>		
<p>Curriculum</p> <ul style="list-style-type: none"> <li>- Ambitious curriculum – 53% EBACC</li> <li>- Staff working towards to a well sequenced, knowledge rich curriculum using a school curriculum pledge</li> <li>- System of fortnightly link meetings to ensure implementation</li> <li>- Curriculum and assessment based around essential knowledge prerequisites</li> <li>- Staff CPD on Teaching and Learning, curriculum, WAVE 1 strategies and feedback</li> <li>- Knowledge organisers and retrieval embedded into curriculum</li> </ul>	<p><a href="https://www.gov.uk/government/collections/curriculum-research-reviews">https://www.gov.uk/government/collections/curriculum-research-reviews</a></p> <p>Dunlosky on memory and retrieval</p> <p>Willingham - Why don't students like school?</p> <p><a href="https://my.chartered.college/impact/issue-4/">https://my.chartered.college/impact/issue-4/</a></p> <p><a href="https://my.chartered.college/impact_article/applying-the-powerful-knowledge-principle-to-curriculum-development-in-disadvantaged-contexts/">https://my.chartered.college/impact_article/applying-the-powerful-knowledge-principle-to-curriculum-development-in-disadvantaged-contexts/</a></p>	<p>1,2, 3, 5, 6</p>

<ul style="list-style-type: none"> <li>- Increased enrichment and extra curricular programme</li> <li>- Study skills evenings</li> <li>- Woldgate Tutorials</li> <li>- Pre exam revision sessions</li> <li>- Pre exam breakfast sessions</li> <li>- Easter School</li> <li>- GCSE Pod subscription with rewards based on engagement</li> <li>- Breadth of experience at KS4 – all pupils take a performance or technical option for GCSE</li> <li>- Misconception lessons planned into schemes of learning</li> </ul>		
<p>In class interventions</p> <ul style="list-style-type: none"> <li>- Live feedback</li> <li>- CPD</li> </ul> <p>Booklets highlighted provision for disadvantaged pupils</p>	<a href="#">Teacher Feedback to Improve Pupil Learning</a> <a href="#">EEF</a>	1,2,3, 6
<p>Clear grouping strategy based on RIISE guidance</p> <ul style="list-style-type: none"> <li>- PP pupils have the most effective teachers in all classes</li> <li>- Blocking structure to banish a bottom set mentality</li> <li>- All groupings to have a mixture of SEND, PP pupils, attendance groups, demographic data, AtoL and behaviour</li> </ul>	RIISE Conference on raising attainment	1,2, 5
<p><i>Assessment, response and quality assurance</i></p> <ul style="list-style-type: none"> <li>- Performance management system with developmental lesson objectives</li> <li>- Department meeting time to provide subject specific CPD</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1,2,3, 4

- Review of pupil books with focus on disadvantaged
- Meeting time to review intervention and devise class and pupil specific strategies
- Quality assurance systems including timetabled lesson drop ins, work scrutiny and lesson observations
- Departmental review system bi-annually with SENCO and SLT involvement
- SLT data scrutiny to respond to pupils with pastoral and academic issues

<https://teacherhead.com/2022/09/04/making-the-most-of-learning-walks/>

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

Budgeted cost: £45,839

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition</p> <ul style="list-style-type: none"> <li>- Implemented by a small group of in house teachers</li> <li>- Timetabled to avoid curriculum time</li> <li>- Use of attainment data to carefully select pupils</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2,3, 6
<p>Intervention groups KS4</p> <ul style="list-style-type: none"> <li>- Timetabled to avoid the curriculum</li> <li>- Targeted to the subjects pupils need the most help in using attainment data</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2,3, 6
<p>Development of literacy and numeracy for underachieving PP pupils using:</p> <ul style="list-style-type: none"> <li>- A range of targeted interventions for KS3 and KS4. These include paired reading, comprehension, fluency, Lexia, phonics, SPARKS maths and Sumdog and small group teaching</li> <li>- Accelerated reader</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1700034792">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/maths-ks-2-3/Maths_KS2_KS3_Recommendations_Poster_update.pdf?v=1700034792</a></p>	1,2,3, 6
<p>Additional maths and English</p> <ul style="list-style-type: none"> <li>- Additional lessons with a specialist teacher</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	1,2,3, 6
<p>Peer tutoring programme</p> <ul style="list-style-type: none"> <li>- Focused on pupils who need the most support in KS3</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	1,2,3, 6
<p>Academic mentoring programme</p> <ul style="list-style-type: none"> <li>- Focused on Year 7 and Year 11</li> <li>- Based on frequent work scrutiny of PP books</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	1,2,3, 6

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

Budgeted cost: £52,387

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Launch of new school code of conduct to maintain standards</p> <p>Behaviour policy ensures that pupils remain in lessons and sanctions take place out of lesson time</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p>1,2,3,4, 5, 6</p>
<p>Launch of new school attendance policy</p> <ul style="list-style-type: none"> <li>- New wellbeing and attendance co-ordinator</li> <li>- Communication with parents</li> <li>- Phone calls to disadvantaged pupils on first day of absence</li> <li>- Welcome to Woldgate Evenings</li> <li>- Pastoral support for Year 6 transition</li> <li>- Use of Power Bi to record trends</li> <li>- Attendance rewards for forms and year groups</li> </ul>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf</a></p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>4,5,6</p>
<p>Pupil safeguarding</p> <ul style="list-style-type: none"> <li>- Pastoral team run pupil support plans</li> <li>- Effective reporting of safeguarding to the DSL</li> <li>- Use of A2L and Power Bi data to meet and support PP pupils</li> </ul>	<p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf</a></p>	<p>4,5,6</p>

<p>Year 6 Transition</p> <ul style="list-style-type: none"> <li>- Transition days provision for disadvantaged and SEND pupils</li> <li>- English and Maths teacher visits to feeder primaries in the summer term</li> <li>- KS2 – KS3 – Reading packs to ensure smooth transition into English lessons</li> <li>- Banding to create primary style environment in year 7</li> <li>- Sample of best work provided from feeder primaries for English books alongside a curriculum target for Maths and English</li> <li>- Intervention information sent to teachers right at the start of September</li> <li>- Year 6 teachers provide written statements on pupils who have not met age related expectations and why (include detail on access arrangements)</li> <li>- Bespoke transition pathways in Year 7</li> </ul>	<p>RIISE Conference on raising attainment</p>	<p>4,5,6</p>
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<ul style="list-style-type: none"> <li>- Transition programme for parents from KS3 – KS3 focusing on all aspects of school life from pastoral to academic</li> <li>-</li> </ul>		
<p>Improve the engagement of Woldgate parents</p> <ul style="list-style-type: none"> <li>- Parents information evenings for disadvantaged pupils on academic support and how to access it</li> <li>- Parental guides for each subject at KS3 and KS4</li> <li>- SOL on the school website</li> <li>- Target parents for Year 11 Study skills evenings</li> <li>- Face to face parents evenings for key year groups</li> <li>- Parent and pupil university visits with a disadvantaged focus</li> <li>- Coffee mornings and open mornings running from Easter term 2026 onwards. These would include academic and pastoral talks, tours of the school</li> </ul>	<p>RIISE Conference on raising attainment</p>	<p>4,5,6</p>

<ul style="list-style-type: none"><li>- Parental invites to school events with children eg cooking lessons with parents and children, Bake off for parents etc</li><li>- Alumni network eg class of 2004 events etc, careers advice, fundraising events for the school for specific projects</li></ul>		
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<ul style="list-style-type: none"> <li>- Use of other external services eg CAMHS to support students</li> </ul>		
<p>Post 16 support</p> <ul style="list-style-type: none"> <li>- Appointment of careers officer and one to one meetings with all pupils</li> <li>- Careers Evening</li> <li>- One to one support meetings with Years 11, 12 and 13</li> <li>- Prioritise PP pupils for interviews</li> <li>- Visits to York University</li> <li>- Work experience placements in Yr 10</li> <li>- Sixth Form taster days</li> </ul>		4, 6

**Total budgeted cost: £**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Class of 2022 - The school's progress 8 was 0.11 and PP progress was -0.56. The attainment gap was 12

Class of 2023 - The school's progress 8 is 0.35. This was 'above average'. The progress of disadvantaged pupils is -0.13. This is a major improvement since 2022 and significantly higher than national figures for PP students (-0.57). Ebacc entry was 53% and 17% for disadvantaged pupils. Art, Biology, Chemistry, Geography, Maths, Media Studies and Physics all had progress score of 0 or better. Attainment 8 for disadvantaged pupils was 34. Attainment 8 for non -PP pupils was 51.1. The average for PP pupils nationally was 35.0. The attainment gap was 17.

Class of 2024 - The progress of PP pupils was higher than national at +0.25 and the gap narrowed to 0.16. . Attainment 8 for non -PP pupils was 50.8. Attainment 8 for disadvantaged pupils was 39.5. The average for PP pupils nationally was 34.6. The attainment gap was 11

Class of 2025 – Attainment 8 for non -PP pupils was 48.56. For PP pupils it was 37.4. The average for PP pupils nationally was 34.9. PP pupils at Woldgate continue to outperform PP nationally although attainment fell in line with the year group. The attainment gap was 11.

#### Quality Wave 1 Teaching

- The whole school and departmental professional development programme has ensured a focus on the development of practise to support disadvantaged students as has the introduction of a Teacher's Charter and Curriculum Pledge.

#### Curriculum

- Subjects are making excellent progress to delivering a knowledge rich curriculum based on the evidence of SLT link meetings and departmental reviews. More work will be done on the development of study support for pupils in Year 10 and 11.

#### Interventions

- The number of PP pupils involved in:

#### Year 7

Total 33 dis out of 187 (18%)

Phonics 1 dis out of 7 (14%)  
 Literacy 7 dis out of 33 (21%)  
 Numeracy 4 out of 15 (27%)  
 Intervention total 12 out of 55 (22%)

Year 8

Total 34 dis out of 179 (19%)  
 Literacy 12 dis out of 25 (48%)  
 Numeracy 4 out of 16 (25%)  
 Intervention total 16 out of 41 (39%)

Year 9

Total 38 dis out of 214 (18%)  
 Literacy 9 dis out of 22 (41%)  
 Numeracy 2 out of 12 (17%)  
 Intervention total 11 out of 34 (32%)

Year 10

Total 31 dis out of 204 (15%)  
 All PP pupils in academic intervention

Year 11

Total 34 dis out of 219 (16%)  
 All PP pupils in academic intervention



## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider
Lexia	Lexia UK Limited
STARS	Renaissance
Accelerated Reader	Renaissance
GL Assessments	GL Assessments
PASS	GL Assessments
Sumdog	Sumdog
SPARKS Maths	SPARKS Maths
Phonics	Fresh start phonics

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:* **How our service pupil premium allocation was spent last academic year**

**The impact of that spending on service pupil premium eligible pupils**

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*