

Pupil premium strategy statement

Woodhouse Primary Academy

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	470
Proportion (%) of pupil premium eligible pupils	49%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2021-22 2022-23 2023-24 Year 3 of 3 year plan
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Oliver Wilson
Pupil premium lead	Cate Lavelle
Governor / Trustee lead	Julie Cook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£309915
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£31320
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£18422.62 <i>(PP: £12911.62 + RP: £5511)</i>
Total budget for this academic year <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>	£359657.62

Part A: Pupil premium strategy plan

Statement of intent

We have very clear aims at Woodhouse Primary Academy that all our pupils have the opportunity to engage in an ambitious curriculum which has been constructed and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital to succeed in life.

The additional funding is used primarily to support closing the gap in the attainment and progress of disadvantaged pupils compared to other non-disadvantaged pupils nationally. At Woodhouse Primary Academy this funding plays an important part of our work to ensure that all our pupils have the opportunity to succeed.

We engage a range of strategies to support disadvantaged pupils in overcoming barriers to learning, which may be:

- Academic - Social - Emotional - Behavioural - Familial

At WPA, we pride ourselves on our inclusive ethos where all staff understand who our disadvantaged pupils are and how best to challenge / support / develop them according to their individual needs

SLT regularly meet with teachers and support staff to discuss and update individual pupil premium and inclusion portfolios, this information is used in pupil progress meetings where all information relating to pupils' strengths and areas for development are routinely analysed and understood. Interventions and support are carefully planned, delivered, monitored and evaluated.

We recognise that our disadvantaged pupils are at further detriment following the pandemic, with gaps in many year groups having widened. Education and SEMH recovery is integral to our pupil premium strategy over the next academic year and beyond.

At WPA our ultimate objectives are:

Accelerate progress to improve attainment

- Narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils in reading, writing and mathematics (internal Academy and National comparisons).

Improve behaviours for learning

- The difference in between the attendance of disadvantaged children and that of other children to be sustained across the school (internal Academy and National comparisons).
- Improve behaviour and attitude to learning through ensuring the provision of an engaging and relevant curriculum through effective and purposeful teaching and learning
- Improve engagement and strengthen working partnerships with families through online media and workshops

Developed learning experience, opportunity and access

- To offer a broad and balanced curriculum which meets the needs of all individuals and addresses their SEMH needs
- To ensure that disadvantaged pupils are attending school well and are able to fully access learning in all subjects and experience a range of enrichment activities both in and out of school.

Challenges

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

Challenge number	Detail of challenge
1	Gaps between attainment and progress of disadvantaged / other pupils (Academy and National comparisons) exist across a range of year groups and subjects. These gaps have been widened by the pandemic and the differences in the levels of engagement of disadvantaged and other pupils in remote learning.
2	Low starting points in communication and language skills are evident on entry to Nursery and continue throughout the academy. This impacts on pupils' ability to be clearly understood, be confident in speaking and in articulating their learning or pastoral needs.
3	The attendance of disadvantaged pupils is below that of Academy and National levels and persistent absenteeism is high. Absenteeism is having a negative impact on the progress, attainment, personal development and wellbeing of disadvantaged pupils.
4	The inconsistent approaches to the teaching of synthetic phonics across EYFS/KS1 and KS2.
5	Limited capacity for the Strategic leadership and responsibility for Pupil Premium provision across school following the impact of the pandemic.

6	Learning behaviours and attitudes of a small number of disadvantaged pupils remains a challenge.
7	Some of our most vulnerable children and families present with significant safeguarding issues, including parent mental health, domestic abuse, family members in prison, etc. These issues can lead to complex and significant social and emotional difficulties for pupils
8	The engagement of disadvantaged pupils' parents/families has been impacted by school lockdown and the pandemic which has a negative impact on involvement with aspects of school life and participation in enrichment activities outside of school.

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
<p>Accelerated progress to improve attainment :</p> <p>Narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils in reading, writing and mathematics.</p>	<p>Attainment in Reading, Writing and Maths will increase across all year groups.</p>
<p>Improved behaviours for learning:</p> <p>The difference in between the attendance of disadvantaged children and that of other children to be sustained across the school</p>	<p>Attendance figures for disadvantaged pupils will be at least in line with National. (Attendance, punctuality, unauthorised absence, persistent absence)</p>
<p>Improve learning behaviours and attitudes by ensuring the provision of an engaging and relevant curriculum through effective and purposeful teaching and learning</p>	<p>Attainment in Reading, Writing and Maths will increase across all year groups. Attendance figures for disadvantaged pupils will be at least in line with National.</p>
<p>Increased learning opportunities and enrichment opportunities:</p> <p>Improve engagement and strengthen working partnerships with families through online media and workshops</p>	<p>Parental engagement in their children's education will increase. Families will be well supported by the academy when additional support is required.</p>

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: £ 150000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In EYFS an additional staff member (TA 1.0) support greater pupil interaction – building speaking and listening and modelling learning.</p> <ul style="list-style-type: none"> • 1.0 HLTA in Y2 to support phonics teaching and parental engagement through parental workshops. • 0.6 Teaching assistant to support learners in Year 2. • Interventions led to support EAL learners across school, but 	<p>Pupils in EYFS rely heavily on high quality interactions with adults to develop their communication and language skills.</p> <p>Preparing for Literacy EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/early-maths</p> <p>Pupils in KS1 develop language and literacy skills through planned and precise teaching of vocabulary and effective teaching of decoding, fluency and comprehension skills, including the effective teaching of phonics.</p> <p>Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/teaching-assistants</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/evidence-reviews/english-as-an-additional-language-eal</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p> <p>Pupils across KS2 are consolidating the core knowledge, skills and application that is necessary by the end of KS2. Building their confidence and fluency as: mathematicians, speakers, writers and readers of language.</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4 and 8</p>

<p>especially in LKS2.</p> <ul style="list-style-type: none"> • Children to develop confidence and competence in English, including phonics. • Improvement in reading and writing skills from baseline. • HTLA in Y6 with smaller teaching groups for English and mathematics in Year 6. 	<p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/maths-ks-2-3</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	
<p>0.2 AHT (non class based) to plan, develop, lead and evaluate the whole school Pupil Premium provision</p>	<p>A transparent and coordinated overview of the school's approach to raising the achievement of those children in receipt of pupil premium funding. To work alongside staff to support and address gaps in learning through well mapped out CPD for whole staff, identified groups or individuals.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>All</p>

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

Budgeted cost: £ 150000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants to carry out structured interventions to address specific gaps in knowledge and understanding and to support pupils who have been identified as having specific gaps in their learning	<p>TAs should add value to what teachers do by supporting pupils in developing independent learning skills and by providing evidence based, well-structured interventions for small groups of pupils.</p> <p>Making the Best Use of Teaching Assistants</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	1,2,4 and 6
Targeted support for vulnerable children through mentoring and physical activity with additional learning mentor	<p>This one to one and small group input will provide an outlet for those children to talk about their emotions, self-esteem and develop strategies to resolve conflicts and misunderstandings in a calm and appropriate manner.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/primary-sel</p>	2,3,6 and 7
HLTA employed across Reception for academic year 2023-24. Targeted support and intervention for identified communication and language needs. All children accessing high quality phonics teaching and intervention	<p>Pupils in KS1 develop language and literacy skills through planned and precise teaching of vocabulary and effective teaching of decoding, fluency and comprehension skills, including the effective teaching of phonics.</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	1,2 and 4
School led tutors to work with PPL and PP champions in specific class groups	<p>Tutors should add value to what teachers do by supporting pupils in developing independent learning skills and by providing evidence based, well-structured interventions for small groups of pupils</p>	1,2, 5 and 6

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

Budgeted cost: £ 60000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	<p>3</p>
<p>Learning Mentor to work in identified classes with groups and individual children so as to improve specific learning behaviours and improve attainment and progress in maths.</p> <p>Learning Mentor and Family Support Worker (0.5 a day per week) to support families in need through an open door approach and building upon established connections and relationships with families and outside partners.</p>	<p>Poor and inconsistent attitudes and learning behaviours can have a lasting impact on the outcomes of pupils.</p> <p>Improving Behaviour in Schools EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p>Working with Parents to Support Children's Learning EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,2,3,5,6,7 and 8</p>
<p>More children are involved in additional learning opportunities outside of the</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>5,6,7 and 8</p>

school day including Children's University		
1-1 specialist counselling for individual disadvantaged pupils with significant SEMH needs.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(educationendowmententfoundation.org.uk)	3, 6 and 7

Total budgeted cost: £ 360000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Woodhouse Primary Academy - 3302136 / 139637													Birmingham City Council		
Early Years Foundation Stage Profile															
	Academy			Quinton ward			Edgbaston			Birmingham			National		
	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
Number of eligible children	59	58	61	229	226	211	1102	1083	1047	15765	15087	14846	638995	622583	612610
% achieving GLD	74.6	69	77	74.2	64.6	71.6	70.8	63.2	66.6	68	62.7	65.5	71.8	65.2	67.3
% at least expected level across all early learning goals	66.1	69	77	71.6	61.9	69.7	69.1	60.5	64.1	66.2	60.7	63.7	70.7	63.4	65.7
% at least expected across all prime areas of learning	86.4	79.3	83.6	81.7	74.3	79.6	78.8	71.7	74.8	74.7	71.1	72.1	79.2	74.2	75
% at least expected across all specific areas of learning	66.1	69	77	72.9	63.3	70.6	70.1	61.7	64.9	66.8	61.7	64.1	71.4	64.9	67
average points score	34.7	31.7	31.5	35	30.8	31.2	34.3	30.4	30.7	33.2	30.1	30.4	34.6	np	np
Average number of ELG achieved	14.1	14.7	14.5	14.7	13.8	14.2	14.4	13.4	13.7	13.7	13.4	13.4	np	14.1	14.1
% achieving Communication and Language	86.4	79.3	83.6	84.3	79.2	80.1	81.9	76.4	78.3	77.2	75.4	75.8	82.2	79.5	79.7
% achieving Physical Development	88.1	87.9	91.8	89.1	82.7	88.2	85.6	82.9	85.2	82.8	82.5	82.2	87.1	84.9	85.2
% achieving Personal, Social and Emotional Development	89.8	93.1	85.2	87.3	81.4	84.8	84.5	81	81.7	80.7	80.6	80.3	84.8	83	83.2
% achieving Literacy	74.6	69	77	76	68.1	73.5	72.5	65.6	68.3	69.4	65.1	66.9	73.4	68	69.8
% achieving Mathematics	76.3	79.3	83.6	79	72.1	77.7	76.1	71.2	73.5	73.2	70.9	72.5	78.5	75.9	77.2
% achieving Understanding the World	72.9	86.2	83.6	82.5	77.9	80.6	82.4	73.5	77.6	78.1	74.4	75.2	83.9	79.6	80.3
% achieving Expressive arts and design	81.4	89.7	85.2	88.2	81.4	84.4	86	77.5	81.8	81.9	79.2	80	87.2	84.5	85

The national % for achieving GLD was 77%, there is no Disadvantaged data for this cohort. As a school Woodhouse Primary Academy achieved above the national outcome.

Woodhouse Primary Academy

Phonics

	Academy		
	2019	2022	2023
Year 1 Eligible pupils	62	60	59
% Absent	0	1.7	0
% Disapplied	0	10	0
% Working Towards	27.4	25	23.7
% Working At	72.6	63.3	76.3

Phonics Pupil Group Performance 2023

Woodhouse Primary Academy

	Gender			Free School Meals			Disadvantaged		
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap
Year 1 Eligible pupils	34	25		21	38		22	37	
% Absent	0	0	0	0	0	0	0	0	0
% Disapplied	0	0	0	0	0	0	0	0	0
% Working Towards	38.2	4	34.2	38.1	15.8	22.3	40.9	13.5	27.4
% Working At	61.8	96	-34.2	61.9	84.2	-22.3	59.1	86.5	-27.4
Eligible pupils at end of Key Stage 1	34	26		27	33		27	33	
% Absent	0	3.8	-3.8	0	3	-3	0	3	-3
% Disapplied	8.8	0	8.8	7.4	3	4.4	7.4	3	4.4
% Working Towards	20.6	23.1	-2.5	44.4	3	41.4	44.4	3	41.4
% Working At	70.6	73.1	-2.5	48.1	90.9	-42.8	48.1	90.9	-42.8

The graphs to the right compare the percentage

The national % for passing the PSC was 78.9%, Woodhouse Primary Academy achieved the highest outcome in the 3 year period from 2019-23 with 76.3%.

59.1% of disadvantaged children for this cohort passed the PSC, compared to 67% nationally. This continues to be a school priority for academic year 23-24.

Woodhouse Primary Academy - 3302136 / 139637



Key stage 1

	Academy			Quinton ward			Edgbaston			Birmingham			National		
	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023	2019	2022	2023
Eligible pupils	60	60	61	240	241	227	1105	1030	1098	16631	15580	16021	666393	639415	643300
% At least Expected Reading	76.7	65	63.9	76.2	74.7	68.7	72.1	65.4	66.1	72.1	65	66	74.9	66.9	68.3
% Greater Depth Reading	28.3	8.3	18	21.2	17.4	17.6	23.1	16.4	17.1	20.3	14	14.8	25	18	18.8
% At least Expected Writing	75	61.7	59	72.1	67.2	63.4	67.3	56.5	58.6	66.8	56.3	58.5	69.2	57.6	60.1
% Greater Depth Writing	20	6.7	11.5	17.1	9.5	8.8	13.5	7	7.8	12.1	5.9	6.5	14.8	8	8.2
% At least Expected Maths	80	73.3	67.2	76.2	75.1	68.3	73.2	66.1	67.8	73.3	65.3	67.8	75.6	67.6	70.4
% Greater Depth Maths	28.3	15	16.4	22.5	15.4	11.9	21	13.3	14.8	18.6	12.1	13.5	21.7	15.1	16.3
% Expected Science	83.3	66.7	75.4	82.5	77.2	76.2	77.9	71	73.9	77.4	71.5	73.5	82.3	77.1	78.7
% at least Expected Reading, Writing & Maths	65	61.7	55.7	66.2	61.4	59.9	62.7	51.6	55.8	62.7	51.9	54.8	64.9	53.5	56
% Greater Depth Reading, Writing & Maths	18.3	3.3	6.6	13.3	7.1	6.6	10.7	5.6	6	9.1	4.4	5	11.2	5.9	6.2

The national % for achieving the expected outcome in reading was 68.3%. As a school Woodhouse Primary Academy performed below national outcomes by achieving 63.9%.

The national % for achieving the expected outcome in writing was 60.1%. As a school Woodhouse Primary Academy performed in line with national outcomes by achieving 59%.

The national % for achieving the expected outcome in maths was 70.4%. As a school Woodhouse Primary Academy performed below the national outcome by achieving 67.2%

Key stage 1 Group Performance 2023



Woodhouse Primary Academy

	Gender			Free School Meals			Disadvantaged			Language			Special Educational Needs			
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap	EAL	Non	Gap	All SEN	ECHP	Support	Non
Eligible pupils	34	27		27	34		27	34		18	40		22	3	19	39
% At least Expected Reading	58.8	70.4	-11.6	33.3	88.2	-54.9	33.3	88.2	-54.9	66.7	65	1.7	27.3	0	31.6	84.6
% Greater Depth Reading	11.8	25.9	-14.1	3.7	29.4	-25.7	3.7	29.4	-25.7	5.6	25	-19.4	0	0	0	28.2
% At least Expected Writing	50	70.4	-20.4	29.6	82.4	-52.8	29.6	82.4	-52.8	66.7	57.5	9.2	18.2	0	21.1	82.1
% Greater Depth Writing	5.9	18.5	-12.6	3.7	17.6	-13.9	3.7	17.6	-13.9	5.6	15	-9.4	0	0	0	17.9
% At least Expected Maths	64.7	70.4	-5.7	40.7	88.2	-47.5	40.7	88.2	-47.5	72.2	67.5	4.7	22.7	0	26.3	92.3
% Greater Depth Maths	23.5	7.4	16.1	7.4	23.5	-16.1	7.4	23.5	-16.1	22.2	15	7.2	4.5	0	5.3	23.1
% Expected Science	73.5	77.8	-4.3	59.3	88.2	-28.9	59.3	88.2	-28.9	77.8	77.5	0.3	36.4	0	42.1	97.4
% at least Expected Reading, Writing & Maths	44.1	70.4	-26.3	22.2	82.4	-60.2	22.2	82.4	-60.2	55.6	57.5	-1.9	13.6	0	15.8	79.5
% Greater Depth Reading, Writing & Maths	5.9	7.4	-1.5	3.7	8.8	-5.1	3.7	8.8	-5.1	5.6	7.5	-1.9	0	0	0	10.3

The graphs to the right compare the percentage

The national % for achieving the expected outcome in reading for disadvantaged children was 54%. As a school Woodhouse Primary Academy children identified as disadvantaged performed below national outcomes by achieving 33.3%.

The national % for achieving the expected outcome in writing for disadvantaged children was 44%. As a school Woodhouse Primary Academy children identified as disadvantaged performed below national outcomes by achieving 29.6%.

The national % for achieving the expected outcome in maths for disadvantaged children was 56%. As a school Woodhouse Primary Academy performed below the national outcome by achieving 40.7%.

Woodhouse Primary A

Key stage 2 performance part 1

	Academy		
	2019	2022	2023
Eligible pupils	61	61	61
% at least Expected Reading Test	67.2	80.3	75.4
% High standard Reading Test	24.6	34.4	24.6
Scaled Score Reading	103	106.2	107
% at least Expected Writing TA	90.2	77	83.1
% Greater Depth Writing TA	27.9	23	20.3
% at least Expected Maths Test	80.3	73.8	59
% High Maths Test	34.4	27.9	19.7
Scaled Score Maths	106	105.4	102.6
% at least Expected GPS Test	82	77	67.2
% High GPS Test	32.8	42.6	27.9
Scaled Score GPS	106.9	107.7	104.5
% at least Expected Reading, Writing & Maths	67.2	68.9	55.9
% Higher Standard Reading, Writing & Maths	14.8	9.8	13.6

Key stage 2 Group Performance 2023 (Interim)

Woodhouse Primary Academy

	Gender			Free School Meals			Disadvantaged		
	Boys	Girls	Gap	Yes	No	Gap	Yes	No	Gap
Eligible pupils	35	26		36	25		35	26	
% at least Expected Reading Test	74.3	76.9	-2.6	63.9	92	-28.1	62.9	92.3	-29.4
% High standard Reading Test	34.3	11.5	22.8	8.3	48	-39.7	5.7	50	-44.3
Scaled Score Reading	109.5	103.8	5.7	102.5	113.2	-10.7	102	113.4	-11.4
% at least Expected Writing TA	85.3	80	5.3	73.5	96	-22.5	75.8	92.3	-16.5
% Greater Depth Writing TA	23.5	16	7.5	5.9	40	-34.1	6.1	38.5	-32.4
% at least Expected Maths Test	57.1	61.5	-4.4	44.4	80	-35.6	45.7	76.9	-31.2
% High Maths Test	28.6	7.7	20.9	11.1	32	-20.9	8.6	34.6	-26
Scaled Score Maths	104.1	100.6	3.5	100.3	105.6	-5.3	100.2	105.5	-5.3
% at least Expected GPS Test	62.9	73.1	-10.2	52.8	88	-35.2	51.4	88.5	-37.1
% High GPS Test	34.3	19.2	15.1	13.9	48	-34.1	14.3	46.2	-31.9
Scaled Score GPS	105	103.8	1.2	101.3	108.7	-7.4	101.2	108.5	-7.3
% at least Expected Reading, Writing & Maths	52.9	60	-7.1	38.2	80	-41.8	39.4	76.9	-37.5
% Higher Standard Reading, Writing & Maths	20.6	4	16.6	2.9	28	-25.1	3	26.9	-23.9
Progress Reading	0.32	-0.12	0.44	0.09	0.24	-0.15	-0.45	0.93	-1.38
Progress Writing	2.43	2.25	0.18	2.23	2.55	-0.32	2.54	2.14	0.4
Progress Maths	-0.72	-2.6	1.88	-1.41	-1.47	0.06	-1.46	-1.4	-0.06

The national % for achieving the expected outcome in reading was 72.6%. As a school Woodhouse Primary Academy performed above the national outcomes by achieving 75.4%.

The national % for achieving the expected outcome in writing was 71.5%. As a school Woodhouse Primary Academy performed above national outcomes by achieving 83.1%.

The national % for achieving the expected outcome in mathematics was 72.9%. As a school Woodhouse Primary Academy performed below national outcomes by achieving 59%.

As a school Woodhouse Primary Academy identified as disadvantaged performed just above the national outcomes in Reading by achieving 63%. The national % for achieving the expected outcome in reading for disadvantaged children was 60%.

As a school Woodhouse Primary Academy children identified as disadvantaged performed well above national outcomes in Writing by achieving 76%. The national % for achieving the expected outcome in writing for disadvantaged children was 58%.

As a school Woodhouse Primary Academy children identified as disadvantaged performed below the national outcomes for Mathematics by achieving 46%. The national % for achieving the expected outcome in Mathematics for disadvantaged children was 59%.

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
NA	

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***

NA

The impact of that spending on service pupil premium eligible pupils

NA

Further information (optional)

See 2023-24 SEF, ADP and Action Plan for detail