

Pupil premium strategy statement 2025-26

Woodhouse Primary Academy Greenheart Learning Partnership

URN: 139637

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	459
Proportion (%) of pupil premium eligible pupils	44%
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)	2024-2025 2025-2026 2026-2027 Year 2 of 3 year plan
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Richard Parslow
Pupil premium lead	Cate Lavelle
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£326680.38
Pupil premium funding carried forward from previous years	£9417.85
Total budget for this academic year	£336,098.23

Part A: Pupil premium strategy plan

Statement of intent

The Greenheart Learning Partnership ethos is at the heart of everything we do at Woodhouse Primary Academy (WPA); all of our pupils have the opportunity to engage in an ambitious curriculum which reflects our vision of:

Being

The importance of the here and now, encountering challenges and joys as pupils make sense of their world

Becoming

The capabilities and potential of children and how they learn to participate actively in society

Belonging

Growing interdependence, the crucial importance of positive relationships and connections with family and community

Our curriculum 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 WPA this funding plays an important part in our work to ensure that all our pupils have the opportunity to succeed. We engage with a range of research-based 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 work collaboratively 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 termly pupil progress meetings. All information relating to pupils' strengths and areas for development are routinely analysed and understood and interventions and support are carefully planned, delivered, monitored and evaluated.

At WPA our ultimate objectives are:

Accelerate progress to improve attainment

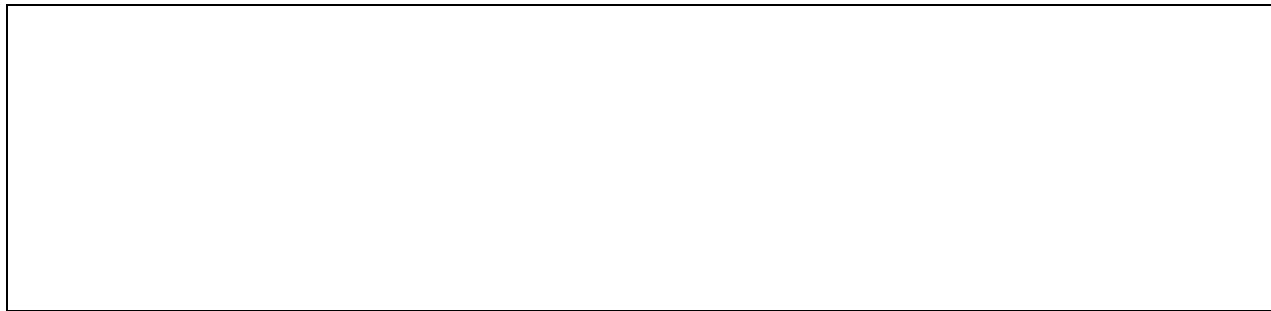
- Narrow the attainment gap between disadvantaged pupils and non-disadvantaged pupils in phonics, reading, writing and mathematics (internal Academy and National comparisons)

Improve attendance and 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 attitudes 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 meetings and workshops with school staff and external providers

Develop learning experiences, opportunities 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.
2	Low starting points in communication and language skills are evident on entry to Early Years 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	Learning behaviours and attitudes of a small number of disadvantaged pupils remains a challenge.
5	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

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

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: £ 273,892.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. In EYFS an additional staff member 0.4 (Pastoral Lead) support greater pupil interaction – building phonics knowledge, speaking and listening and modelling learning.</p> <p>2.0.4 non-class based Acting DHT in Reception/KS1 to lead phonics teaching and parental engagement through parental workshops.</p> <ul style="list-style-type: none"> • 0.6 Teaching assistant to support phonics and reading in Year 2. • Interventions led to support EAL learners across school, but especially in LKS2. 0.3 Teacher <p>3. HTLA in Y6 with smaller teaching groups for English and mathematics in Year 6.</p> <p>0.2 non-class based Acting DHT in daily Year 6 maths lessons</p>	<p>1. Pupils in EYFS rely heavily on high quality interactions with adults to develop their communication and language skills.</p> <p>Effective approaches to support C and L in EYFS: Teaching and Modelling Vocabulary, Teaching and Modelling Language, Interactive Reading, Teaching Through Collaborative Talk and Teaching and Modelling Social Communication Skills https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language</p> <p>2. Pupils in Reception and 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>Develop pupils' speaking and listening skills and wider understanding of language. Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills. Effectively implement a systematic phonics programme. Teach pupils to use strategies for developing and monitoring their reading comprehension. Use high-quality information about pupils' current capabilities to select the best next steps for teaching. Use high-quality structured interventions to help pupils who are struggling with their literacy (Improving Literacy in Key Stage 1 EEF)</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches compared to other pupils. (Phonics EEF)</p> <p>Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. Small group tuition EEF</p> <p>3. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. support and training will have been provided for both teachers and teaching assistants so that they understand how to work together effectively, such as by making time for discussion before and after lessons. Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. (Teaching Assistant Interventions 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</p>	<p>1,2,4,5</p>

	language. EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (Recommendations 6 and 7) EEF-Improving-Mathematics-in-Key-Stages-2-and-3-2022-Update.pdf (Recommendations 5,7and 8)	
<i>0.2 AHT (non-class based) to plan, develop, lead and evaluate the whole school Pupil Premium provision</i>	<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. Integral to this is:</p> <p>A tiered approach to spending Schools should use their Pupil Premium to address challenges their disadvantaged pupils face. Activities to develop high quality teaching, targeted academic support and wider strategies should guide your exploration of the evidence.</p> <p>High quality teaching should be a top priority for Pupil Premium spending. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key.</p> <p>Targeted academic support can have a strong positive impact on learning, and is an important part of any Pupil Premium strategy.</p> <p>Wider barriers to learning are important to consider as part of your Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category.</p> <p>The EEF Guide to the Pupil Premium EEF</p>	All

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

Budgeted cost: £ 47606.37

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	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. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. support and training will have been provided for both teachers and teaching assistants so that they understand how to work together effectively, such as by making time for discussion before and after lessons. Research which focuses on teaching assistants who provide one to one	1,2,4,5

	<p>or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. (Teaching Assistant Interventions EEF)</p>	
<p><i>Targeted support for vulnerable children through mentoring and physical activity</i></p>	<p><i>Programmes which have a clear structure and expectations, provide training and support for mentors, and recruit mentors who are volunteers, are associated with more successful outcomes.</i> Mentoring EEF</p> <p><i>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.</i> Social and emotional learning EEF</p>	4,5
<p>HLTA employed across Reception for academic year 2025-26 Targeted support and intervention for identified communication and language needs. All children accessing high quality phonics teaching and intervention</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be. Oral language interventions EEF</p> <p>Teaching phonics is a statutory requirement in primary schools in England, with most schools using a systematic synthetic phonics teaching programme (SSP). This strand highlights the strong evidence base for phonics as a highly effective approach to supporting early literacy development, and the importance of ensuring that all children receive high-quality phonics instruction Phonics EEF</p>	1,2,4

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

Budgeted cost: £ 9750.77


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>The interventions that show promise take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified. For example, one programme found to have a positive impact on attendance used several different approaches depending on the needs of pupils, including a team to monitor and track attendance, parental communication, and motivation systems. Summary of evidence EEF</p>	<p>3</p>
<p>1.Pastoral Lead 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>2.Pastoral Lead 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>More children are involved in additional learning opportunities outside of the school day including Children's University</p>	<p>1.Poor and inconsistent attitudes and learning behaviours can have a lasting impact on the outcomes of pupils. With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life.</p> <p>Improving Behaviour in Schools EEF Improving behaviour in schools (Recommendations 2,5 and 6)</p> <p>2.Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. <i>We know that levels of parental engagement are consistently associated with children's academic outcomes. We also know that a parent's job, education and income matters less to their child's development than what they actually do with them.</i> EEF publishes new review of evidence on parental engagement EEF</p> <p>Parental engagement approaches have, on average, a positive impact of five months' additional progress. It is crucial to consider how to</p>	<p>4 and 5</p>

	<p>engage with all parents to avoid widening attainment gaps. There is extensive evidence on the positive impact of parental engagement approaches.</p> <p>Positive effects have been detected for early reading outcomes as well as early language and number skills. Parental engagement EEF</p>	
<p>1-1 specialist counselling for individual disadvantaged pupils with significant SEMH needs.</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) More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs. Social and emotional learning EEF</p> <p>There is no evidence that approaches with a single focus on improving academic attainment or performance are more effective. Programmes with multiple objectives can be equally or more effective. Mentoring EEF</p>	All

Total budgeted cost: £ 331,249.54

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Woodhouse Primary Academy - 3302136 / 139637															
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 above the national outcome by achieving 62.9%. The national % for achieving the expected outcome in reading for disadvantaged children was 62.2%.

As a school Woodhouse Primary Academy children identified as disadvantaged performed above national outcomes by achieving 75.8%. The national % for achieving the expected outcome in writing for disadvantaged children was 55.3%.

As a school Woodhouse Primary Academy children identified as disadvantaged performed above national outcomes by achieving 45.7%.

The national % for achieving the expected outcome in maths for disadvantaged children was 56.3%.

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)

<i>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</i>
NA
The impact of that spending on service pupil premium eligible pupils
NA

Further information (optional)

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