

# Woodchurch High School

## Church of England Academy



## Pupil Premium Strategy

### 2025-2028

*Let your light so shine before others, that they may see your good works, and glorify your Father which is in heaven Matthew 5:16*

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## School Overview

Metric	Data
School name	Woodchurch High School
Pupils in school	1400
Proportion of disadvantaged pupils	45.7%
SEND	37.35%
Pupil Premium allocation this academic year	<b><u>£599,540</u></b>
Pupil Premium Plus allocation this academic year	<b><u>£34,500</u></b>
Academic year or years covered by statement	2024-2025
Publish date	Sept 2024
Review date	Sept 2025
Statement authorised by	Martyn Canham
Pupil Premium lead	James Cartledge
Trustee leads	Tracey Baxter David Cumberland

## Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£635,040
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£635,040

# Part A: Pupil Premium Strategy Plan

## Foreword

At Woodchurch High School, our mission is clear: to provide an inclusive, aspirational education rooted in our Christian ethos, where every child is known, valued, and challenged to achieve their very best. We believe that every pupil, regardless of background or circumstance, deserves access to excellence - academically, socially, spiritually and personally.

Our Pupil Premium Strategy embodies this belief. It reflects our deep moral commitment to ensuring that disadvantage does not determine destiny, and that every learner is empowered to thrive within a community built on respect, belonging, and hope.

This strategy is not a stand-alone initiative; it is integral to our School Improvement Plan (SIP) and underpins our shared vision for continuous growth and equity. By aligning our resources, systems, and leadership with the principles of belonging, excellence, and sustainability, we aim to remove barriers, raise aspirations, and secure outstanding outcomes for all pupils.

Through this strategy, we reaffirm our commitment to living out our Christian values - acting with integrity, compassion, and ambition to transform lives and build a stronger, fairer future for every member of our school community.

## Statement of Intent

At Woodchurch High School, disadvantaged pupils are known, nurtured, and challenged. Our strategy is evidence-led, impact-driven, and rooted in the unwavering belief that disadvantage is not destiny. Tackling disadvantage is at the heart of our work and central to all our School Improvement Objectives, with one objective dedicated explicitly to this priority.

We are committed to ensuring that every child, regardless of background or circumstance, has the opportunity to flourish academically, socially, spiritually and personally. We recognise that disadvantage can present barriers to learning and development, and we take seriously our responsibility to remove these barriers so that every pupil can thrive.

Our Pupil Premium Strategy is grounded in the belief that education transforms lives. Through high-quality teaching, targeted support, and a culture of high expectations, we aim to close gaps in achievement while nurturing resilience, confidence, and aspiration in every learner.

This strategy represents more than an allocation of funding; it is a statement of our moral purpose and commitment to equity and excellence. We are proud of the progress our pupils have made, but we remain relentless in our pursuit of ensuring that disadvantage never defines destiny at Woodchurch High School.

We are committed to:

- Delivering consistently high-quality teaching that meets the needs of all learners.
- Providing timely, evidence-based interventions to support academic progress and personal growth.

- Fostering an inclusive culture where every pupil feels valued, supported, and empowered to succeed.
- Raising aspirations and broadening horizons so pupils can pursue ambitious futures with confidence.
- Working in partnership with families, staff, and the wider community to secure the very best outcomes for our young people.

At the heart of our approach lies a simple but powerful conviction: every pupil deserves equity of opportunity and the highest expectations. Through our Pupil Premium Strategy, we will continue to act with integrity, compassion, and ambition to transform lives and build brighter futures.

## Summary of School Improvement Priorities

Our Pupil Premium Strategy fully aligns with the School Improvement Plan, ensuring that the needs of disadvantaged pupils are at the heart of every strategic decision and every aspect of school life. Our strategic plan is designed to provide clarity, coherence, and direction over the next three years. Behind it, sit five key implementation plans which serve as the operational backbone for monitoring, evaluation, and sustained improvement.

At Woodchurch High School, pupil connection and belonging form the foundation upon which all improvement is built. When pupils feel known, valued, and included, they engage more deeply with the school's Christian ethos and contribute positively to our culture of respect, aspiration, and high expectations. Belonging drives attendance, motivation, and wellbeing, creating the conditions for sustained learning and personal growth. It ensures that every pupil, particularly those who are vulnerable or disadvantaged, feels a rightful place within our school community.

Our moral and professional purpose is to close gaps in attainment, progress, and opportunity by cultivating a culture where every learner can access excellence. When belonging and equity align, barriers are removed, potential is realised, and the gap between advantaged and disadvantaged pupils narrows steadily and intentionally. This shared sense of purpose strengthens relationships, enhances the quality of teaching and leadership, and promotes a cohesive, sustainable, and flourishing school where all can thrive.

School Improvement Priorities	Core Intent
<b>1. Improve Belonging and Culture</b> Strengthen belonging, connection, and shared values so every pupil and adult feels part of a respectful, aspirational Christian community.	Strengthen pupil and staff connection, inclusion, and attendance through lived Christian values.
<b>2. Ensure Excellence for All (closing gaps for our disadvantaged)</b> Ensure every pupil, particularly those who are disadvantaged or vulnerable, makes strong progress and achieves outcomes in line with their peers. Improve previous best in every subject and close the gaps.	Ensure disadvantaged and vulnerable pupils achieve parity through high-quality teaching, targeted support, and intelligent accountability.
<b>3. Deliver Sustainable Leadership and Systems</b> Build leadership capacity, accountability, and operational systems that secure consistent quality and long-term sustainability.	Secure consistent, evidence-informed practice and accountability to sustain improvement.

## Challenges / Barriers to Achievement (DfE Aligned)

At Woodchurch High School, we recognise that disadvantage can manifest in a range of complex and interconnected ways. While every pupil is known individually, key themes emerge across our disadvantaged cohort that inform our strategic priorities and targeted provision. These barriers are not viewed as deficits within pupils, but as challenges that the school (rooted in our Christian ethos of compassion, justice, and hope) works actively to remove.

Our understanding of disadvantage is shaped by ongoing pastoral and academic analysis, pupil voice, family engagement, and rigorous evaluation of outcomes. The following key barriers reflect the lived experience of many of our disadvantaged pupils and frame our commitment to ensuring equity, excellence, and belonging for all.

<b>1. Attendance</b> A small but significant proportion of disadvantaged pupils experience barriers that impact regular attendance.	<ul style="list-style-type: none"> <li>• Greater likelihood of persistent absence or irregular attendance.</li> <li>• Caring responsibilities, family pressures, or inconsistent routines at home.</li> <li>• Transport challenges or disrupted sleep patterns.</li> <li>• Illness or unmet health needs that are not consistently supported.</li> <li>• These factors can limit access to high-quality teaching and create wider gaps over time.</li> </ul>
<b>2. SEMH, ACEs and Neurodiversity</b> Disadvantaged pupils at Woodchurch are more likely to have experienced instability or adverse childhood experiences.	<ul style="list-style-type: none"> <li>• Lower confidence or academic self-belief, particularly in high-challenge environments.</li> <li>• Heightened anxiety, stress, or emotional dysregulation.</li> <li>• Difficulties forming healthy peer relationships or maintaining positive engagement in school life.</li> <li>• We know that strong relationships, consistency, and belonging are crucial to countering these barriers.</li> </ul>
<b>3. Lower Prior Attainment</b> On entry, a substantial proportion of disadvantaged pupils are below the expected standard for reading, writing and maths.	<ul style="list-style-type: none"> <li>• Limited exposure to early language development, enrichment, or reading habits.</li> <li>• Gaps in foundational knowledge, especially in literacy and numeracy.</li> <li>• Less familiarity with academic vocabulary, disciplinary language, or exam expectations.</li> <li>• These gaps can widen quickly without precise, high-quality teaching and targeted intervention</li> </ul>
<b>4. Aspiration, Exposure and Cultural Capital</b> Some pupils have reduced access to the networks, opportunities, and cultural capital that help to shape ambitious futures.	<ul style="list-style-type: none"> <li>• Limited awareness of post-16 pathways, careers, and aspirational role models.</li> <li>• Restrained confidence or belief in their ability to succeed academically or vocationally.</li> <li>• Increased risk of becoming NEET upon leaving Year 11.</li> <li>• Our work focuses on raising horizons, building self-belief, and ensuring every pupil sees a positive future for themselves.</li> </ul>
<b>5. Behaviour and Engagement Challenges</b>	<ul style="list-style-type: none"> <li>• Difficulty with concentration, organisation, or purposeful learning habits.</li> <li>• Inconsistent homework routines or limited access to quiet study spaces.</li> <li>• Lower participation in class discussions due to confidence gaps or fear of failure.</li> <li>• These challenges can affect progress, relationships, and long-term engagement if not carefully addressed.</li> </ul>

## Intended Outcomes

	Intended Outcomes	Success Criteria
Personal Development	To embed and strengthen the Christian ethos, vision and values so that they are consistently evident in the lived experience of all members of the school community.	<ul style="list-style-type: none"> <li>• Leadership models and aligns to ethos consistently</li> <li>• High-quality Collective Worship and spiritual reflection embedded</li> <li>• Common language of ethos and spirituality used across school</li> <li>• Pupils take ownership and demonstrate leadership in ethos initiatives</li> <li>• Strong community engagement and storytelling of values</li> <li>• Curriculum and wider school life reflect spiritual development</li> <li>• Regular monitoring and reflective evaluation of the impact on our school ethos</li> </ul>
	To enhance the school's provision for personal development to ensure pupils flourish as confident, compassionate and responsible citizens.	<ul style="list-style-type: none"> <li>• Inclusive and well-promoted enrichment opportunities for all pupils</li> <li>• PSHE/RSE curriculum is robust, responsive, and impactful</li> <li>• Active citizenship and British values are consistently promoted</li> <li>• Monitoring shows measurable impact on pupil development</li> <li>• Staff deliver personal development provision with confidence and consistency</li> </ul>
	To further enhance the school's provision of Careers Education, Information, Advice and Guidance and Work Related Learning & Enterprise Education to ensure pupils can engage positively with the world of work.	<ul style="list-style-type: none"> <li>• High-quality, impartial Careers Information, Advice and Guidance available to all pupils which is delivered via a stable, structured programme, explicitly backed by trustees</li> <li>• Timely and effective careers guidance is provided by an appropriately trained team, which is tailored to the needs of pupils</li> <li>• Interventions respond to pupils' post-16 pathways and choices and are sequenced appropriately</li> <li>• Resilience is developed as a key life skill</li> <li>• Employer encounters are meaningful, relevant, and integrated into learning and pupils have meaningful experiences of the workplace</li> <li>• Pupils experience meaningful encounters with providers from a full range of learning opportunities, including sixth forms, colleges, universities and ITPs</li> </ul>
Behaviour & Culture	To strengthen the culture of high expectations, mutual respect, and pupil wellbeing through a consistent and strategic approach to behaviour and attitudes.	<ul style="list-style-type: none"> <li>• Use of sustained and longer term destination data to evaluate effectiveness of exposure to a diverse range of role models, which challenges stereotypical thinking and misconceptions</li> <li>• Rewards and sanctions flowcharts to be launched and remain live, ensuring good decision making and communication.</li> <li>• Clear guidelines for all Pastoral Team on thresholds and the level of support needed so they feel empowered to communicate effectively.</li> <li>• Strategic implementation plan, term on term, which advances standards and responds to need. Monitor and evaluate to inform planning.</li> <li>• Lead rewards calendar and continue to embed SHINE 1 and SHINE 2.</li> <li>• Ask WESS/Live and external agencies as required, as well as regular pupil voice to improve provision.</li> </ul>

<b>Quality of Education</b>	<p>To strengthen curriculum planning and delivery to secure high quality teaching and learning.</p> <ul style="list-style-type: none"> <li>• Establish clear mental models to communicate through, support understanding with and empower staff to target gap closing.</li> <li>• Implement a robust reading plan which ensures impactful intervention and ensures all pupils are reading widely, often and for pleasure.</li> <li>• Ensure learning activities consistently enable pupils to remember and apply knowledge over time.</li> <li>• Lesson planning reflects the ambition and depth of the curriculum in every subject.</li> <li>• Ongoing curriculum audit and refinement, particularly through the development of a robust assessment strategy.</li> <li>• Embed Learning Programme Review process into the wider Subject Quality Assurance Process with an assessment-informs-planning focus.</li> <li>• Establish a clear delivery model of CPD to further develop T&amp;L.</li> </ul>
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## Activity in this Academic year

### Tiered Approach: Core Strategies

#### Tier 1

Activity	Evidence to Support this Approach	Challenges
<p>Curriculum and T&amp;L School Improvement Objective prioritizing 'Teach to the Top' with Signature Strategies:</p> <ul style="list-style-type: none"> <li>• Retrieval Practice</li> <li>• Independent Deliberate Practice</li> <li>• Inclusive, Equitable Classrooms</li> <li>• 6 Mental Models for Closing Gaps</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Teaching and Learning Toolkit</li> <li>• EEF Cognitive Science in the Classroom: A Review of the Evidence</li> <li>• EEF guidance reports</li> <li>• EEF Improving Literacy in Secondary Schools</li> </ul>	1, 2, 3, 4, 5
<p>Teaching Assistants Targeted, strategic deployment, use of structured programmes, regular communication, part of curriculum teams.</p>	<ul style="list-style-type: none"> <li>• EEF "Making Best Use of Teaching Assistants"</li> <li>• DISS Project (Blatchford et al.)</li> </ul>	2, 3, 5
<p>Subject Sites Our high-quality online complimentary curriculum offer has a significant impact for disadvantaged pupils, particularly when it allows them to revisit key learning "in their own place, at their own pace, and in their own space" enabling:</p> <ul style="list-style-type: none"> <li>• Improved Retention and Understanding</li> <li>• Increased Equity and Access</li> <li>• Greater Independence and Confidence</li> <li>• Reduces the Impact of Absence or Disruption</li> <li>• Supports Targeted Gap Closing</li> </ul>	<ul style="list-style-type: none"> <li>• EEF Metacognition and Self Regulation Guidance Report</li> <li>• EEF Teaching and Learning Toolkit</li> <li>• EEF Cognitive Science in the Classroom: A Review of the Evidence</li> <li>• EEF Improving Literacy in Secondary Schools</li> <li>• Sweller's Cognitive Load Theory - practice reduces intrinsic load.</li> <li>• Hattie &amp; Timperley (2007) - feedback as one of the highest-impact influences on learning.</li> <li>• EEF Feedback Report - feedback during independent tasks can accelerate progress.</li> </ul>	1, 2, 3, 5
<p>CPD Our CPD activities with the strongest potential to improve teaching for</p>	<ul style="list-style-type: none"> <li>• EEF, Improving Teaching and Learning Through CPD (2021)</li> <li>• Hattie, Visible Learning for</li> </ul>	1, 2, 3, 4, 5



disadvantaged learners: <ul style="list-style-type: none"> <li>• Practice Sessions</li> <li>• Collaborative Planning Meetings</li> <li>• Instructional Coaching</li> <li>• Early Career Teachers' Programme</li> <li>• Aspiring Leadership Programmes</li> <li>• Targeted SEND provision</li> <li>• NPQs at middle and senior level</li> </ul>	Teachers (2012) <ul style="list-style-type: none"> <li>• EEF (2021) - targeted CPD improves pupil outcome</li> <li>• EEF (2021) - targeted CPD improves pupil outcomes</li> <li>• Timperley et al. (2007) - linking CPD to learner outcomes maximises impact</li> <li>• Cordingley et al. (2005), The Impact of Collaborative CPD on Classroom Teaching and Learning</li> </ul>	
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**Cost Budgeted £299,770**

## Tier 2

Activity	Evidence	Challenges
National Year of Reading implementation	<ul style="list-style-type: none"> <li>DfE National Year of Reading; EEF Improving Literacy in Secondary Schools guidance; whole-school reading culture and disciplinary literacy</li> </ul>	1, 2, 3, 4, 5
Implement Reading and spelling Intervention Programmes <ul style="list-style-type: none"> <li>Fresh Start Phonics</li> <li>Catch Up Literacy</li> <li>Guided Reading</li> <li>Peer Mentoring</li> <li>Tutor Time Reading</li> <li>Extended Reading Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>EEF Small group tuition (+4 months)</li> <li>EEF Oral language interventions</li> <li>EEF Reading comprehension strategies</li> <li>EEF Phonics (+ 5 months)</li> <li>EEF One-to-one tutoring (+6 months)</li> </ul>	1, 2, 3
Extended School Day	<ul style="list-style-type: none"> <li>EEF Extending school time</li> </ul>	1, 2, 3, 4, 5
Targeted Top 20 Programmes	<ul style="list-style-type: none"> <li>EEF Metacognition and Self Regulation Guidance Report</li> <li>EEF Feedback (written and oral)</li> <li>EEF Mentoring</li> <li>EEF Aspiration interventions</li> <li>EEF Parental Engagement</li> </ul>	1, 2, 3, 4, 5
English and Maths Plus - targeted support <ul style="list-style-type: none"> <li>Plus Sessions</li> <li>Intervention</li> <li>Residential</li> </ul>	<ul style="list-style-type: none"> <li>EEF Small group tuition (+4 months)</li> <li>EEF One-to-one tutoring (+6 months)</li> </ul>	1, 2, 3
CLA 1:1 Tutoring	<ul style="list-style-type: none"> <li>EEF Small group tuition (+4 months)</li> <li>EEF One-to-one tutoring (+6 months)</li> </ul>	1, 2, 3, 4, 5
Year 11 Mentoring Programme	<ul style="list-style-type: none"> <li>EEF Mentoring</li> </ul>	1, 2, 3, 4, 5

**Cost Budgeted £149,885**

## Tier 3

Activity	Evidence	Challenges
Full Behaviour Curriculum including Shining Lights Programme	<ul style="list-style-type: none"> <li>DfE Behaviour in Schools guidance</li> <li>DfE Improving School Attendance (2024)</li> </ul>	1, 5
SEMH counselling, pastoral mentoring	<ul style="list-style-type: none"> <li>EEF Social &amp; Emotional Learning (+4 months)</li> </ul>	1, 2, 3, 4, 5
Family support, trauma-informed practice	<ul style="list-style-type: none"> <li>EEF Social &amp; Emotional Learning (+4 months)</li> </ul>	1, 2, 3,

Careers IAG & work-related learning	<ul style="list-style-type: none"> <li>• EEF Social &amp; Emotional Learning (+4 months)</li> </ul>	1, 2, 3, 4, 5
Comprehensive enrichment pathway	<ul style="list-style-type: none"> <li>• EEF Arts Participation (+3 months);</li> <li>• EEF Physical Activity (+1 month); research on belonging, motivation and character development</li> </ul>	1, 4, 5
Behaviour Curriculum	<ul style="list-style-type: none"> <li>• DfE Behaviour in Schools guidance</li> </ul>	1, 2, 5
Tiered Attendance Strategy (below)	<ul style="list-style-type: none"> <li>• DfE Improving School Attendance (2024)</li> </ul>	1, 5

**Cost Budgeted £149,885**

## **Attendance Strategy (DfE 2024-Aligned)**

### **1. Universal Attendance Strategy**

- High expectations communicated continually.
- First-day response for all absences.
- Weekly attendance dashboards by cohort and group.
- Subject Sites access to support learning continuity.

### **2. Targeted Support (At Risk of PA)**

- Attendance action plans.
- Pastoral check-ins and mentoring.
- Priority seating, homework club, reading interventions.

### **3. Intensive Support (PA & Severe PA)**

- Home visits (weekly/fortnightly).
- Multi-agency plans via WESS/Live.
- Transport support where appropriate.
- Reduced curriculum packages only where necessary.
- Half-termly governor scrutiny.

## Part B: Review of outcomes in the previous academic year

### Priority: Attendance

#### Attendance 2024 -2025

24/25 PA	No of PA pupils	No of PA PP Pupils	No of PA Non PP	% of PP with PA	% of PP with non PA
Year 7	52	37	15	28.5%	9.6%
Year 8	88	62	26	45.6%	16.7%
Year 9	107	65	42	50.4%	25.8%
Year 10	116	74	42	53.6%	26.8%
Year 11	205	77	128	76.2%	71.4%
Whole School	568	317	251	49.7%	30.9%

**Table – Attendance of 2023-24 Persistence Absence.**

24/25 Attendance	No of PP Pupils	PP Attendance	No of Non PP Pupils	Attendance Non PP
Year 7	130	90.4%	157	94.9%
Year 8	136	85.6%	156	93.4%
Year 9	128	81.7%	164	91.1%
Year 10	138	80.6%	157	91.2%
Year 11	101	72.8%	182	82.3%
Whole School	633	82.7%	816	90.5%

### Priority: Academic Outcomes

#### Disadvantaged pupil performance overview for last academic year

	2024-25	2023-24	2022-23	2021-22	2020-21*	2019-20*
Progress 8	-0.67	-0.49	-0.43	-0.32	-0.22	-0.25
EBacc entry	28.00%	35.70%	34.70%	24.80%	40%	36.40%
Attainment 8	31.19	32.4	32.6	36.7	40.9	39.36
% of Grade 5+ in E&M	17%	20%	14.90%	24.80%	22.50%	25.50%

<b>% of Grade 4+ in E&amp;M</b>	36.00%	39.10%	37%	45.30%	55.90%	49.10%
<b>Maths P8</b>	-0.64	-0.45	-0.47	-0.41	-0.34	-0.42
<b>English P8</b>	-0.8	-0.51	-0.53	-0.17	-	-
<b>2x 9-4 Science</b>	40%	33%	34%	49%	-	-
<b>Attendance</b>	78.70%	83.70%	87.50%	90.01%	89.40%	92.90%
<b>Ave EBacc Pts Score</b>	2.56	2.67	2.56	2.92	-	-

<b>Headline Figures</b>	<b>All 2024-2025</b>	<b>Pupil Premium</b>	<b>Non Pupil Premium</b>	<b>2021-22 Gap</b>	<b>2022-23 Gap</b>	<b>2023-24 Gap</b>	<b>2024-25 Gap</b>
<b>En &amp; Ma Overall 5+</b>	28%	17%	34%	3%	10%	3%	<b>17%</b>
<b>English 5+</b>	48%	36%	55%	0%	20%	9%	<b>19%</b>
<b>Maths 5+</b>	32%	19%	39%	4%	14%	1%	<b>20%</b>
<b>En &amp; Ma Overall 4+</b>	52%	36%	60%	6%	8%	12%	<b>24%</b>
<b>English 4+</b>	68%	52%	76%	2%	13%	14%	<b>24%</b>
<b>Maths 4+</b>	55%	43%	61%	5%	5%	13%	<b>18%</b>
<b>EBacc (26) 5+</b>	9%	6%	11%	4%	3%	3%	<b>5%</b>
<b>EBacc (55) 4+</b>	20%	12%	24%	6%	0%	11%	<b>12%</b>
<b>EBacc APS</b>	3.24	2.56	3.61	0.52	0.75	0.64	<b>1.05</b>
<b>No in Cohort</b>	281	100	181				
<b>Progress 8 Scores</b>	-0.28	-0.67	-0.06	0.6	0.55	0.07	<b>0.61</b>

### Headline Measure Comparisons 2025-26

	<b>A8 All</b>	<b>A8 Non Dis</b>	<b>A8 Dis</b>	<b>P8 All</b>	<b>P8 Non Dis</b>	<b>P8 Dis</b>	<b>9-4 EM All</b>	<b>9-4 EM Non Dis</b>	<b>9-4 EM Dis</b>
<b>Woodchurch</b>	37.93	41.66	31.19	-0.28	-0.06	-0.67	51.60%	60.20%	36%
<b>Wirral</b>									
<b>National</b>									

## **Narrative Evaluation**

### **Attendance**

Disadvantaged attendance remains significantly below peers, particularly in Years 9-11. While early intervention systems improved response time, impact was inconsistent. Strengths include improved monitoring and better communication with families. The next stage requires deeper partnership work, strengthened accountability, and earlier targeted intervention.

### **Academic Outcomes**

Progress for PP pupils declined in 2024–25 (P8 –0.67). Key drivers include: post-pandemic recovery plateauing, literacy gaps, and persistent absence. English outcomes show relative stability, while Maths remains an area requiring sustained focus. Interventions such as English/Maths Plus showed promise but lacked consistency.

### **SEMH & Behaviour**

High demand for SEMH support continued. Trauma-informed approaches had a positive impact, but staffing capacity limited reach. Behaviour systems improved clarity but required stronger consistency.

### **What Worked Well**

- Practice Sessions
- Instructional Coaching
- Leadership Programmes
- Digital curriculum access via Subject Sites
- English reading interventions

### **What Must Improve**

- Attendance at scale
- Structured and consistent intervention timetables
- PP literacy gaps on entry
- Targeted use of TAs