

## Pupil Premium Strategy Statement – Elizabeth Woodville School

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our PPM pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Details	Data
School name	Elizabeth Woodville School
Number of pupils in school	1033 (1-11)
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2025-26</b> 2026-27 2027-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Emma Reed/ Hannah Jones, Heads of School
Pupil premium lead	Emma Reed/ Hannah Jones
Governor	Greg Godwin

### Funding overview

Details	Amount
Pupil premium funding allocation this academic year	£181,067
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£181,067</b>

## Part A: Pupil premium strategy plan

### Statement of intent

At Elizabeth Woodville School, we are committed to ensuring that every pupil, regardless of background or circumstance, has equal access to a high-quality education that enables them to thrive academically, socially, and personally. Our Pupil Premium strategy is underpinned by the belief that disadvantage should never be a barrier to success.

We recognise that disadvantaged pupils may face a range of challenges, including lower starting points, reduced access to enrichment opportunities, or wider social and emotional barriers. Our intent is to address these challenges through a strategic, evidence-informed approach that:

- Raises attainment and accelerates progress so that disadvantaged pupils achieve in line with, or better than, their peers.
- Closes gaps in literacy, numeracy, and subject knowledge to ensure all pupils can access the full curriculum.
- Removes barriers to learning by supporting pupils' wellbeing, attendance, behaviour, and readiness to learn.
- Provides high-quality teaching first, supplemented by targeted academic interventions and carefully planned wider strategies.
- Promotes aspiration, resilience, and ambition so disadvantaged pupils leave school well-prepared for future education, employment, and life.

Our approach is rooted in the Education Endowment Foundation (EEF) evidence base and built on three key pillars:

1. High-quality teaching – the most powerful lever for closing gaps.
2. Targeted academic support – using data and diagnostic assessment to personalise learning.
3. Wider strategies – tackling non-academic barriers such as attendance and enrichment.

"We will prioritise **Quality First Teaching** as our primary strategy, recognising that great teaching is the most powerful lever for closing disadvantage gaps (EEF, 2025). All interventions will supplement, not replace, excellent classroom teaching. We will use robust diagnostic assessment to identify specific needs and ensure our approach is responsive to individual pupils' starting points and barriers."

### Challenges

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

Challenge number	Detail of challenge
1	Progress 8 data shows our disadvantaged pupils achieved 2.0 below their non-disadvantaged peers in 2024-25 (A8: 2.49 vs 4.5 whole school). This gap is wider than the national average. Specific gaps exist in literacy and numeracy, with disadvantaged pupils entering Year 7 on average 8 months behind in reading age. We will prioritise closing vocabulary gaps and developing reading fluency across the curriculum.

2	Our disadvantaged pupils' attendance (83.9%) is significantly below both our non-disadvantaged pupils (93.2%) and the national FSM average (86.4%). This represents approximately 29 missed school days per year. Pupils who miss at least 1 day in the first week of term are more likely to be persistently absent later in the year so we will focus on early intervention and the critical 'first week' and transition periods.
3	National data shows that disadvantaged students continue to have higher rates of suspension than their peers. EWS will focus on carefully planned strategies and interventions to support pupil premium students using the pastoral care and Ethos support that exists within the school structures to reduce suspension rates.
4	Ensure disadvantaged students are fully included in enriching wider-curricular opportunities, broadening their horizons and strengthening their cultural capital.

### 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
The progress and attainment of disadvantaged students will improve to at least be in line with the National Average.	<p>The gap between DS and Non-DS students will close to be the same or better than National results. Progress data for Years 10 and 11 show a narrowing gap.</p> <p>The difference between DS KS3 student's attainment compared to targets is comparable to non-DS students.</p> <p>Progress 8 /Attainment 8 score of DS students to be in line with Non-DS students and match national trends.</p>
There will be sustained and improved attendance of DS students to be at least in line with the National Average.	Disadvantaged student attendance to be at least in line with the national average. Attendance gap to close.
There will be reduced suspensions for DS students	<p>Quality first teaching ensures that all students are planned for and supported in their learning.</p> <p>Attitudes to learning and class observations suggest disadvantaged students are more able to monitor and regulate their own learning and this supports a reduction in suspensions.</p> <p>Attitudes to learning and behaviour for learning improves through positive learning experiences.</p> <p>Targeted interventions and early help supports students in self-regulation and modifying their behaviours.</p> <p>There will be no gap in rates of suspension between disadvantaged pupils and their peers.</p>

Disadvantaged students to participate in a wider range of enrichment activities offered at EWS.	Tracking of extra-curricular activities used to prioritise and direct DS students to engage with enrichment activities. DS students will have socioeconomic barriers removed to support the development of skills essential for the curriculum on offer. DS students have excellent careers programmes including access to HE institutions/experiences.
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### Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year (2025-26)** to address the challenges listed above.

All activities funded by pupil premium align with the DfE's 'menu of approaches' (2025), organised across three tiers: high-quality teaching, targeted academic support, and wider strategies. We have identified a small number of priorities through diagnostic assessment and analysis of our specific context.

Budgeted cost: £92,344

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning development to focus on evidence-based strategies to support quality first teaching incorporated in the EWS Expert Teaching model.	<p>Our approach is grounded in robust, up-to-date evidence showing that embedding quality-first teaching through structured, evidence-based strategies enhances outcomes for disadvantaged pupils. Recent EEF-funded trials (launched in February 2025) include peer-to-peer coaching for secondary maths and professional development for early years practitioners—both rigorously evaluated interventions aimed at boosting attainment for socio-economically disadvantaged learners <a href="#">EEF</a>. Additionally, the QFT Series continues to provide a research-backed framework for refining teaching practices—from assessment to metacognition—with the latest volumes released as recently as early 2025 <a href="#">SENsible SENCO+1</a>.</p> <p>This is further supported by the <a href="#">EEF</a> toolkit that suggests that teaching and learning strategies, such as effective feedback, can significantly impact outcomes so this will continue to be a focus for us this year—with a sharp focus on our disadvantaged students.</p>	1,2,3
<p>CPD and T&amp;L briefings on the 5 pillars of our Expert Teaching. Focus on Adaptive Teaching and Students Practice.</p> <p>This follows on from previous work around feedback,</p>	Our CPD programme and teaching-and-learning briefings will be grounded in the latest evidence on effective professional development. The EEF's Effective Professional Development guidance and putting evidence into practice <a href="#">guidance</a> emphasises that successful CPD should “ <i>build knowledge, motivate staff, develop teaching techniques, and</i>	1,3

questioning, checking for understanding and retrieval practice.	<i>embed practice</i> ” -precisely aligned with our “five pillars” model. Moreover, the <a href="#">EEF–Gatsby evidence-informed CPD conference</a> (August 2025) underlined the importance of sustained, collaborative, research-grounded professional learning that directly enhances teaching quality.	
Senior Leader to oversee PPM strategy	Successful schools “have clear, responsive leadership.” DfE ‘Supporting the Attainment of Disadvantaged pupils: articulating success and good practice’ EEF Implementation Guide states that ‘school leaders play a central role in improving education practices through high-quality implementation’ by ‘defining both a vision for, and standards of, desirable implementation’.	3
QI led by ALT, LLs and Expert Teachers to provide developmental feedback, identify training needs and to share best practice	DfE teacher standards state that systems of appraisal and monitoring of teaching are necessary and can help to determine starting points for professional development. Collected teacher efficacy is highlighted by Hattie (2016) as the most effective influence on student achievement (+1.57) and therefore supports the strategy of sharing good practice . A robust cycle of developmental feedback, led by SLT, Heads of Subject, and Expert Teachers, mirrors the principles outlined in EEF’s guidance on <a href="#">A School’s Guide to Implementation</a> , which recommends well-designed monitoring and feedback systems to ensure evidence-based practices are enacted with fidelity. This intensifies accountability, supports professional growth, and ensures effective instruction is consistently shared and reinforced across the school.	1,2,3,4
Purchase and use of standardised diagnostic assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	1,3,4
Explicit vocabulary instruction across all subjects	The DfE’s ‘menu of approaches’ (2025) explicitly includes “targeted interventions to support language development, literacy and numeracy” The EEF’s 2025 guidance emphasises that vocabulary gaps are a primary barrier for disadvantaged pupils. Explicit teaching of tier 2 and tier 3 vocabulary, with multiple exposures and retrieval practice, can accelerate progress (+6 months, EEF 2025).	1,4

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

**Budgeted cost: £85,589**

Activity	Evidence that supports this approach	Challenge number(s) addressed
EWS reads to be utilised in tutor times per week in KS3 (Y7-9) to raise reading comprehension	<p>Reading Comprehension strategies (EEF +6 months) Oral language interventions (EEF +6 months)</p> <p>Reading Comprehension Strategies / EEF Small group tuition / EEF Embedding explicit <b>reading comprehension strategies</b>—such as inference, summarising, questioning, and self-monitoring—during KS3 tutor time is strongly backed by the EEF Toolkit, which reports that these approaches can yield, on average, <b>+6 months of additional progress</b>, particularly when tailored and regularly practised <a href="#">EEF</a>. Additionally, ongoing <b>EEF-supported trials of reading interventions</b> demonstrate both the feasibility and impact of structured literacy programmes in school contexts in 2025</p>	1,4
Online Education platforms (Sparx English, Maths, Science)	We have found that online platforms are an accessible way for our pupils to access resources easily at home. The effect of homework has been rated as having an impact of +5 months by the EEF toolkit.	1
Targeted in school KS3 Maths and English intervention in school	<p>Small group tuition (EEF +4 months) DfE, 'School Led Tutoring Guidance' (+4 months impact)</p> <p>Small group tuition / EEF</p>	1,4
Provision of specific revision material for examined year groups.	Where revision/homework requires specific revision materials this can be difficult for them to access the correct resources. Therefore, subsidising the cost has proven effective in increasing access to the necessary educational resources. The subsidising of revision guides supports our strategies relating to meta-cognition and self-regulation because our teachers instruct and teach pupils how to use them effectively, which in turn helps the pupils become more independent and lead their own learning.	1,3,4
High-dosage tutoring in small groups (1:3 ratio) for identified	The DfE's menu of approaches includes "1-to-1 and small group tuition" and "peer tutoring" . EEF	1

pupils	evidence (2025) shows that high-dosage tutoring (3+ sessions per week) delivered by trained staff can achieve +5 months progress. We will use diagnostic assessment to identify pupils and monitor impact half-termly.	
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £3,134

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased parental engagement through regular contact by form tutors. An active Friends of EWS. Opportunities throughout the year for parents to visit the school and embrace the community through various activities such as productions.	Parental Engagement (EEF +4 months)	2,3
Provide high quality pastoral care by pastoral support workers and Ethos team. Increase the number of support staff that deliver pastoral care. TLR positions for HOY to support and guide students	EEF toolkit states that 'Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.' 'Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies. School-level behaviour approaches are often related to improvements in attainment, but there is a lack of evidence to show that the improvements are actually caused by the behaviour interventions, rather than other school interventions happening at the same time.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a>  Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.'	1.2.3.4
One-to-one mentoring/coaching for all Year 11 DA students and a	Mentoring (EEF +2 months) Behaviour interventions (EEF +4 months) Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an	2,3,4



number of students in Y7-10 identified by their HOY and other key staff.	<p>effect size of 0.62 and specific interventions linked to needs, has an effect size of 0.77.</p> <p>Behaviour Interventions / EEF</p>	
Regular tutor meetings to identify student needs, concerns and signpost interventions	<p>Schools that monitor progress often use regular meeting structures (tutors, pastoral staff, SENCO etc) to flag issues early (attendance drops, behaviour, academic dips).</p> <p>The EEF guide for PP suggests diagnosing barriers via data (academic, attendance, behaviour) and using that to plan interventions. <a href="#">EEF+1</a></p> <p>Also, involving multiple stakeholders (teachers, pastoral, support) in data gathering increases fidelity and ensures more perspectives, making interventions more finely tuned. <a href="#">Research Schools Network+1</a></p> <p>Mentoring (EEF +2 months) Behaviour interventions (EEF +4 months) Effect sizes reported by Hattie (2016) show that behavioural intervention programmes have an effect size of 0.62 and specific interventions linked to need,s has an effect size of 0.77.</p>	2.3
Attendance officer and Family support worker to closely together to monitor the attendance of DA students, build relationships with families and implement support strategies where needed	<p>DFE (2016) found that the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. "Overall absence had a statistically negative link to attainment."</p> <p>Poor attendance is both a symptom and a cause of poorer educational outcomes, especially for disadvantaged pupils. Regular absence, especially unauthorised absence, has been shown to widen the attainment gap. <a href="#">The Guardian+2EEF+2</a></p> <p>EEF has specific guidance on "Supporting School Attendance" which suggests:</p> <p>Having a clear attendance strategy, roles/responsibilities established (often via a dedicated attendance officer or team). <a href="#">EEF</a></p> <p>Incentives and rewards <i>and</i> consequences. Recent reporting (NFER) shows that combining rewards with sanctions can improve engagement from pupils. <a href="#">The Guardian</a></p>	2
PPM hardship fund accessible through requests to prevent PPM students from being unable to access	<p>Arts Participation (EEF +3 months) Physical Activity (EEF +1 month)</p>	4



enrichment opportunities, have resources and equipment required for learning (e.g. uniform, food etc)		
Proactive attendance strategy focusing on 'cliff edges' and early intervention	<p>Research shows specific 'cliff edges' (transition points, post-holiday returns) and 'flashpoints' (specific days/times) when attendance drops. Intervening early, as soon as attendance issues start to emerge, is more effective than waiting until pupils reach persistent absence thresholds. We will implement targeted mentoring for pupils in the 5-15% absence band and make low-attendance days "irresistible" through curriculum planning and incentives.</p> <p>The earlier the better: gaps in attainment are already evident by age 5. A heavy body of research (e.g. from EPI) shows that many of the disadvantage gaps are established in early years. <a href="#">UK Parliament+2www2.local.gov.uk+2</a></p>	2
Designated Teacher collaboration with Virtual School Head	<p>Virtual School Heads manage pupil premium plus for looked after children. The designated teacher should work with the Virtual School Head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan and, Keeping Children Safe in Education. Our Designated Teacher will maintain termly contact with the VSH to ensure coordinated support.</p>	1, 2, 3, 4

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Attendance 2024-2025		
Pupil group	Attendance	National average
All pupils	91.8%	91.4%
Pupils with free school meals (FSM)	83.9%	86.4%
Pupils with no FSM	93.2%	93.4%

Examination results 2024-2025				
	A8	English Literature APS	English Language APS	Maths APS
A8 Whole School	45.2	4.7	4.5	4.4
Disadvantaged A8 Whole School	26.1	3.0	3.1	2.3
National A8	45.9			
National Disadvantaged A8	34.9			

#### Analysis of 2024-25 Outcomes:

##### Academic Progress:

- The A8 gap of 1.9 between disadvantaged and non-disadvantaged pupils is significantly wider than national averages
- Specific subject gaps are most pronounced in Maths (disadvantaged pupils achieving grade 2.3 vs whole school 4.4)
- This indicates our previous interventions were not sufficiently targeted or intensive

##### Attendance:

- Disadvantaged attendance (83.9%) is 9.3% below non-disadvantaged (93.2%)
- This represents approximately 18 additional missed days per year
- Our previous reactive approach was insufficient - we need earlier, more proactive intervention

**What worked:**

- Mentoring of targeted pupils
- Focus on boys' attainment.

**What didn't work:**

- Legacy issues impacted outcomes and attendance as several of the PP students were disengaged with education; the focus on Year 11 worked for some individuals but did not have the desired impact on the whole of the PP cohort. Our focus needs to be on early intervention lower down the school.

**Changes for 2025-26:**

- More intensive small-group tutoring with higher frequency
- Earlier attendance intervention at first signs of decline
- Stronger focus on vocabulary instruction across curriculum

**We will:**

- Use half-termly data drops to track progress of disadvantaged pupils against targets
- Analyse the impact of interventions using our pupil premium progress tracker, with RAG rating to indicate progress against age-related expectations
- Conduct learning walks focused specifically on disadvantaged pupils' engagement and progress
- Survey disadvantaged pupils and their families termly about barriers to learning
- Report to governors half-termly on progress towards intended outcomes
- Conduct CPD for staff with a focus on PP students and strategies to improve outcomes.