



WODENSBOROUGH ORMISTON ACADEMY

PUPIL PREMIUM STRATEGY STATEMENT

2025/26

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wodensborough Ormiston Academy
Number of pupils in school	1126
Proportion (%) of pupil premium eligible pupils	566 PP (553 FSM)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	14/11/2025
Date on which it will be reviewed	August 2026 (1/2 termly)
Statement authorised by	Leigh Moore, Principal
Pupil premium lead	Salma Khan, AAP
Governor / Trustee lead	Sally Satchwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£576,452.09
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£576,452.09

Part A: Pupil premium strategy plan

Statement of intent

At Wodensborough Ormiston Academy, we are ambitious for every one of our pupils. We are a highly inclusive school, and we are incredibly proud to serve our local community. We believe that every child has the potential to achieve and go on to succeed in life regardless of their background or starting point. We understand that for disadvantaged students there may be additional challenges which can hinder engagement and achievement, and we realise that for many young people, the impact of the global pandemic and the cost-of-living crisis has exacerbated this. Thus, the primary aim of the pupil premium funding at WOA is to identify and overcome barriers to engagement and learning, so that our pupils are supported to achieve their full potential. We are here to change lives.

Our ultimate objectives for disadvantaged pupils at WOA:

- **Quality First Teaching:** Research tells us that quality first teaching can have a disproportionately positive impact on pupils from low-income backgrounds in helping them to make positive progress. We expect to demonstrate the highest quality teaching in every classroom so that all pupils can access the best learning opportunities regardless of background (ADP Priority 3).
- **Attend to Achieve:** We know that if pupils are in school, they are safe and they can learn. We want all disadvantaged pupils to attend school, on time every day (ADP Priority 5).
- **Behaviour for Learning:** We understand that some disadvantaged pupils have additional needs in relation to behaviour and engagement and this can form an additional barrier to academic achievement. We are an inclusive school and aim to ensure that all pupils have access to early intervention and the targeted support they need to be able to engage fully in their learning (ADP Priority 1).
- **We Care:** We know that for many disadvantaged young people, their social, emotional, mental health and well-being is a barrier to engagement and achievement. We intend for every child to have the additional support and guidance they need to be able to thrive (ADP Priority: Golden Thread).
- **Gaining Ground:** The continued impact of the global pandemic has had a significant and adverse effect on the learning and progress of disadvantaged pupils. For this reason, we aim to provide additional resources and targeted academic support to ensure that pupils can gain any lost ground in relation to their learning, with a specific focus on the basic skills of literacy and numeracy (ADP Priority 2).
- **Raising Achievement:** Evidence shows that for disadvantaged pupils; it can be more difficult to achieve academic success. At WOA we strive to ensure that every child has equality of opportunity in relation to high quality teaching and additional targeted intervention and they have access to high quality reading support and intervention (ADP Priority 4).
- **Aspirations & Careers:** Evidence shows that for disadvantaged pupils; it can be more difficult to achieve academic success. Therefore, we believe in investing heavily in raising aspirations and ensuring the Designated Careers Leader is pivotal in pupil pathways and experiences. (ADP Priority 4 & 6).
- **Overcoming Deprivation & Accessing Enhanced Pastoral Care:** There is a strong and consistent link between poverty and lower educational achievement for children, and it undoubtedly has an impact on behaviour and engagement. The significant challenges surrounding home circumstances for many of our pupils can have detrimental effect on a number of factors such as confidence, self-esteem, mental health, aspirational ambition and safety. We believe in changing lives and therefore provide the highest levels of pastoral care (ADP Priority 1-6).
- **The Pledge:** We believe that every child has the right to an enriched curriculum. We provide additional opportunities for all disadvantaged students within, and outside of, the core curriculum so that they can all experience first-hand a visit to a site of historical, geographical, spiritual and cultural significance during their time at WOA (ADP Priority 6).

Challenges

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

Challenge number	Detail of challenge
1	Overcoming Deprivation: WOA is located in the top 10% (IDACI rank 10) of the most deprived areas in England, with the majority of our pupils living in this decile – 31.8% of children in Friar Park live within the most deprived households in Sandwell and 26.8% of children experience fuel poverty. In addition, and above Sandwell and national rates, 10.5% of residents provide unpaid care and 25.2% of residents are registered as disabled under the Equalities act. This, combined with additional pressures such as the cost-of-living crisis, affects the lives and experiences of our pupils – our children and their families are facing enormous challenges.
2	Underperformance & Low Aspirations: In Friar Park, the unemployment rate is 4.3% and this has increased rapidly since 2021. There are 43.2% economically inactive citizens in Friar Park compared to 41.7% in Sandwell. Furthermore, 33% of adults have no qualifications. Our pupils can lack confidence in their own abilities, and they are not aware of their options or opportunities surrounding them. This can directly impact upon our pupils' ambition and motivation to succeed academically.
3	Self-esteem & Mental Health: A significant number of our pupils face multiple disadvantages. In addition to those who are eligible for Pupil Premium funding and Free School Meals, we have more than 70 pupils who are Young Carers and 25 who are affected by offending. Furthermore, we have also identified our pupils with multiple vulnerabilities – 272 pupils have been identified as belonging to our Vulnerable 1 cohort (V1) because they are currently, recently or historically have been known to social care. We have also identified 333 pupils who are our Vulnerable 2 cohort (V2) as they have faced significant trauma or live in households where domestic abuse, substance abuse or adult mental health difficulties are present (221 pupils fall into both V1 and V2 categories). These significant challenges surrounding home circumstances impact on a number of factors for our pupils such as confidence, self-esteem, mental health and well-being.
4	Attendance & Persistent Absence: For some disadvantaged pupil's attendance is a significant barrier to engagement and learning – this is a national priority as well as a WOA priority.
5	Behaviour: Some disadvantaged pupils can display challenging behaviour, and this can result in poor engagement rates; they are more susceptible to fixed-term exclusion. Some disadvantaged pupils also have additional vulnerabilities which are additional barriers to positive behaviour and engagement – 510 of the 523 pupils eligible for Pupil Premium funding are also FSM, 182 are in our V1 cohort, 230 are in our V2 cohort and 170 of these pupils are PP, V1 and V2. In addition, 279 pupils at our school are both PP and have SEND needs.
6	Literacy levels: We know that there is a profound link between socio-economic disadvantage and lower rates of literacy. 27% of pupils leave primary school with weak reading skills and this increases to 38% of children from disadvantaged backgrounds. Many of our pupils arrive at WOA not secondary ready and are below national expectations in reading and writing.
7	Gaps in learning: There is a significantly higher proportion of disadvantaged pupils with a loss of learning historically, because of the partial school closure periods, compared to non-disadvantaged pupils (this is due to inequalities in access to remote learning and significantly reduced availability of services to provide additional support both at school and local level). Furthermore, many of our pupils join us in Year 7 already operating at levels below national expectation in relation to reading, writing and numeracy. Weaknesses in relation to basic skills and gaps in learning create additional challenges and barriers for our pupils and they require additional support and intervention to regain lost ground.

8	Contextual Safeguarding & Community Issues: Crime rates for Wednesbury are significantly higher than the national average – 6% of crime in Friar Park is anti-social behaviour (compared to the Sandwell average of 5.1%; and criminal damage and arson is 9.1% against a Sandwell average of 7.7%. Violence and sexual offences account for 48.5% of all crimes (compared to the Sandwell average of 44.2%) and in 2024, Sandwell recorded 36.2 domestic abuse incidents/crimes per 1,000 population which is significantly higher than the West Midlands average of 26.21. Furthermore, in 2024, we lost one of our pupils to knife crime within the community.
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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
Quality First Teaching in all classrooms	- Quality assurance will demonstrate that staff are consistently following our learning routines. - Adaptive teaching will be evident in all classrooms. - Impact of CPD will be measured through feedback, QA and outcomes. - Progress and outcomes at KS3 and KS4 will continue to improve year-on-year and in relation to national averages.
Targeted academic support and intervention	- All pupils who require additional support will receive it. - Additional academic support will result in reduced gaps in learning and improvements in reading and writing. - Progress and outcomes at KS3 and KS4 will continue to improve year-on-year and in relation to national averages.
Good levels of attendance / reduced levels of persistent absence.	- Good levels of attendance / reduced levels of persistent absence in line with targets and NA% - Year-on-year improvement in overall attendance (and above NA%) - Year-on-year reduction in PA (and above NA%) - Friday 'Wheel of Wonder' and other attendance incentives – increased number of pupils eligible. - Study Centre in school for those who struggle to attend for a variety of reasons (SEMH) – SA and PA reduced. - Improved academic outcomes – Attend to Achieve.
All pupils who need additional support for behaviour and engagement to be identified and to receive it.	- Additional pastoral and curriculum support will be used to support pupil behaviour and engagement. - All identified pupils to have access to targeted and timely intervention. - The impact of intervention will result in improved attendance, behaviour, and outcomes.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects at KS3.	Behaviour data will be rigorously scrutinised to showcase and celebrate positives and to identify and

	respond to negatives. The ratio of positive to negative points will be increased. • Learning routines embedded and monitored across the whole academy after extensive staff CPD to focus on quality teaching and learning and consistency within classrooms • Behaviour curriculum delivered as bootcamp half termly, as well as weekly in smart start. • Securely embedded learning routines QA'd by QUAD walks and monitored/actioned on Steplab.
To achieve and sustain improved well-being for all pupils, including those who are disadvantaged.	Sustained elevated levels of well-being demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations and PASS surveys; • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils; • a continued upwards trend in relation to Destinations Data and Sustained Destinations Data.
All pupils who need additional support for SEMH to be identified and to receive it.	• All pupils identified (i.e. SDQ testing). • All identified pupils to have access to targeted and timely intervention. • The impact of intervention will result in improved attendance, behaviour, and outcomes. • SLA in place for Black Country Women's Targeted Intervention for children who have been exposed to trauma / domestic abuse. 100% participation rate. • Box Clever. 100% participation rate. • West Bromwich Albion Foundation coaching and mentoring. 95% participation rate. • Improved attendance/PA, behaviour, and outcomes of target pupils. • Study Centre/Hub support will evidence positive impact.
All pupils who need additional support to gain lost ground as a result of gaps in learning.	• All pupils identified (i.e. diagnostic / summative / formative assessment). • All identified pupils to have access to targeted and timely intervention. • The impact of intervention will result in improved attendance, behaviour, and outcomes. • Gaining Ground strategy to be fully embedded and to yield measurable impact in relation to attendance, engagement, behaviour, and outcomes
All disadvantaged pupils to have full access to an enrichment entitlement.	• All disadvantaged pupils to have experienced first-hand a visit to a site of historical, geographical, spiritual, and cultural significance.

	• Session 6 offer for year 11 to include enrichment opportunities, increased lunchtime and after school enrichment clubs, monitored on Evolve. • Participation rates will increase in relation to pupil leadership opportunities and organised clubs (i.e. cadets & DofE).
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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: **£154,625**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subject specific CPD for staff.	The quality of teaching is one of the most crucial factors in improving outcomes for disadvantaged pupils – disadvantaged pupils are disproportionately affected by the quality of teaching and yet can make up to 1.4 years of progress when teaching is effective (Sutton Trust 2011).	1, 2, 6, 7
Support staff CPD (including Fresh Start Reading and Lexonic). Weekly Lexonic training (for in-class follow-up and shared techniques)	The quality of teaching is one of the most crucial factors in improving outcomes for disadvantaged pupils – disadvantaged pupils are disproportionately affected by the quality of teaching and yet can make up to 0.4 months of progress when benefitting from targeted LSA support (EEF Toolkit).	1, 2, 6, 7
Further enhancement of our maths teaching and curriculum.	The quality of teaching is one of the most crucial factors in improving outcomes for disadvantaged pupils – disadvantaged pupils are disproportionately affected by the quality of teaching and yet can make up to 1.4 years of progress when teaching is effective (Sutton Trust 2011).	1, 2, 6, 7
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund CPD and provide additional interventions for all pupils who are identified as needing at following GL Assessment Testing.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn) A 2021 OECD report stating that PISA data consistently shows that engagement in	1, 2, 3, 6, 7

Reading in form time, with form tutor modelling fluent reading: Y7-9. KS3 – All disadvantaged pupils in Year 7-9 will have received Lexonic intervention by July 2026. KS4 – All disadvantaged pupils in Year 10 and 11 will have received Lexonic intervention by June 2026.	reading is strongly linked to progress. Research by the Institute of Education has also found that the benefits of reading continue as children get older, with the combined effect on children's progress at 16 of regularly reading books and newspapers and visiting the library “four times greater than the advantage children gained from having a parent with a degree. Reading can lessen or even eliminate the impact of early life disadvantage.	
Additional leadership capacity to develop teaching and learning for disadvantaged pupils: - AAP PP/RA - AAP SENDCO - Designated Careers Leader - Designated Teacher for YC - Disadvantage Champions x 2 (V1 and V2)	The quality of teaching is one of the most crucial factors in improving outcomes for disadvantaged pupils – disadvantaged pupils are disproportionately affected by the quality of teaching and yet can make up to 1.4 years of progress when teaching is effective (Sutton Trust 2011). Additional mentoring and support can have a positive impact for the achievement of Disadvantaged pupils and consistently yields a positive impact on attendance on attendance and behaviour (EEF).	ALL

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

Budgeted cost: £83,566

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expanded our targeted support for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. This also includes the provision of Lexonic. This will be in Years 7-11	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	6, 7
Additional Reading Coaches x2 Additional learning support in Year 9 classes where literacy is identified as a weakness.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive. We are operating a small group tuition model rather than a one-to-one model as the evidence KS3: 100 pupils.	6, 7

	On average, reading comprehension approaches deliver an additional six months' progress. Phonics has a positive impact overall (+5 months) with very extensive evidence and is a vital component in the development of early reading skills, particularly for children from disadvantaged backgrounds.	
Expansion to Gaining Ground Team: 2 x Gaining Ground Teachers 2 X Gaining Ground Coaches 1 x maths coach English & maths intervention teachers (Smart Start) Humanities intervention teachers (Smart Start) Year 9 LSA support (additional)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3, 6, 7
Extending School Time – targeted revision and resources for identified students: Smart Start intervention Exam Crams (Session 0) Session 6/Saturday School/Holiday School	The average impact of extending school time is approx. +3 months' progress over the course of a year. The average impact is influenced by the targeted use of before and after school programmes, which have higher impacts on average.	1, 2, 3, 4, 6, 7

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

Budgeted cost: £605,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attend to Achieve Strategy: - Development of an Attendance Hub (Attendance & Engagement Manager, Attendance Officer, AP Manager) - Family Liaison Manager - EWO Service - Attend to Achieve Coach/es -TLR for Year 8 AWE Project	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. This entry covers interventions aimed at reducing a variety of behaviours, from low-level disruption to aggression, violence, bullying, substance abuse and general anti-social activities. Targeted behaviour interventions can result in +4 months progress. Social Emotional and Learning Interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school, with on average 4 months additional progress on attainment.	1, 2, 3, 4, 5, 8
SEMH Intervention: - Hub Coach x 3 (inc. a person trained to deliver targeted interventions) - Hub Manager - Study Centre Manager + 1 - SLA for Inclusion Support CPD		
We Care Team - targeted intervention: - School Counsellor		

- Therapeutic Mentor - Early Help Manager - SALT - MHST Service		
West Bromwich Albion Foundation Coach / Mentor		
Black Country Women's Aid – SLA for Trauma Support		
Boxclever Mentoring Programme		
The Pledge – enrichment entitlement for disadvantaged students. - Visits / trips - Student leadership – Cadets Funded DofE programme (Y9)	It is widely recognised that disadvantaged pupils have less access to opportunities which can enrich their lives and broaden their horizons. At WOA we aim to ensure that no child is disadvantaged when it comes to opportunities for enrichment and cultural capital.	1, 2, 3, 4, 5, 8
Parental Engagement: - Parent Forum - SAFL - Leader / LPPA	The EEF toolkit says that parental engagement is consistently associated with pupils' success at school, but evidence about how to improve attainment by increasing parental engagement is less conclusive. There is on average 2-3 months positive impact when we increase parental engagement.	1, 2, 3, 4, 5, 8
Raising Aspirations programme led by Designated Leader for Careers: - CEIAG - Extended WEX opportunities - WRL / WeWill / Eco-Team - Smart Start - Positively You	The EEF Toolkit says that aspiration programmes will raise attainment if additional academic support is also present. It goes on to say that the underachievement results not from low aspiration but from a gap between aspirations and the knowledge, skills and characteristics required to achieve them. We have therefore focused on ensuring that students have the knowledge and skills to progress towards their aspirations rather than intervene to change the aspirations themselves. We have also ensured that this is not something we look at in isolation, but alongside academic interventions.	1, 2, 3, 4, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	ALL

Total budgeted cost: £843,641

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Achievement

In 2024/5, outcomes for Disadvantaged pupils improved at a faster rate than national.

- Basics 4+ increased by 8.9%
- Basics 5+ increased by 7.1%
- Basics for pupils who were PP & SEND increased by 11.6% in 4+ and 7.4% for 5+
- Basics for pupils who were PP & YC increased by 14.2% in 4+ and 5.1% in 5+
- 4+ maths improved by 14.9% and 5+ by 12.6%
- 4+ English Lit improved by 18.1% and 5+ by 8.7%
- A8 improved by 0.3
- The rate of Disadvantaged pupils remaining in sustained education, employment or training is increasing year-on-year

Attendance

In 2024/5, FSM attendance increased by 3.2% which is both more than for non-FSM (which was 2.25%) and more than the national rate of improvement which was 0.3.

Persistent absence has reduced year-on-year by more than 1%.

Behaviour

In 2024/5, overall suspensions were below the national average (15.13% compared to 22.61% nationally). Suspensions for our Disadvantaged pupils were close to the national average for all pupils (23.43%) – this is positive given that Disadvantaged pupils are more vulnerable to suspension. Our suspension rate for Disadvantaged pupils is also below the national rate for this group (23.43% compared to 27.55%).

Reading

As a result of a range of interventions, reading ages of Disadvantaged pupils are improving:

	Below Expected RA	At Expected RA	Above Expected RA
2024/25 Disadvantaged	60%	22%	18%
2025/26 Disadvantaged	55%	24% (↑2%)	21% (↑3%)

	Below Expected RA	At Expected RA	Above Expected RA
2024/25 DA/NDA GAP	-21%	-1%	-20%
2025/26 DA/NDA GAP	-11%	+4%	-15%
Difference	Reduced by 10%	Increased by 5% (4% above NDA)	Reduced by 5%

Externally provided programmes

Programme	Provider
Mentoring Therapeutic programmes	West Bromwich Albion Foundation My Bro Mentoring Black Country Women's Aid Kaleidoscope Reflexions Box Clever The Girls' Network Murray Hall Malachi - 'Ambitious Lives' Krunch

