

Pupil Premium Strategy Statement 2025-2026– Wigston Academy

This statement outlines our school's use of pupil premium funding to support the improvement of attainment for our disadvantaged pupils.

It outlines 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	1310
Proportion (%) of pupil premium eligible pupils	26.3% (345)
Academic year/years that our current pupil premium strategy plan covers 1 year	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Pupil Premium Lead	Louise Claricoates
Governor / Trustee lead	Liz Coates Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025-2026)	£348,300

Part A: Pupil Premium Strategy Plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

We intend to provide a high-quality education to all our students, which prepares them for their next stage of education and for university and the world of work. We intend that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, including progress for those who are already high attainers. We focus our pupil premium funding on improving all aspects of provision for students. We adopt a strategic and targeted approach to provide opportunities to address academic, pastoral, attendance and cultural gaps. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and our expertise through knowing our community, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To achieve this, we aim to:

- To ensure that all PP students **participate in the academic and wider curriculum** to the same extent as their peers, reducing social and emotional barriers
- To ensure that PP students, on average, make increasingly **good progress** year on year, identifying gaps in knowledge
- To increasingly address and **remove the barriers** faced by our PP students, e.g. literacy, poor attendance, lack of social capital, etc.
- Address **poor attitudes to learning** demonstrated in some lessons
- For PP post 16 destination data to reflect an increasing number of students accessing **level 3 pathways**

How does our current pupil premium strategy plan work towards achieving these objectives?

To achieve these objectives, the school is adopting the tiered approach recommended by the EEF, which places the greatest focus on promoting high-quality teaching, supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this

three-year plan is the development of high-quality teaching CPD aided by the recruitment/ retention of high-quality teaching staff, especially in the core subjects.

However, internal data suggests that weak literacy is a substantial barrier for many of our students, especially PP (Disadvantaged) and therefore developing literacy in both KS 3 and 4 is core to this plan, alongside other specific interventions based on identified need.

Finally, there are both internal data and academic literature that highlight the need for high-quality pastoral support and attendance intervention to meet the needs of our PP students. Funding is directed to ensure that high-quality pastoral care is available to all students, including a specific specialist team to support all disadvantaged students.

What are the key principles of our strategy plan?

- Promote **equity** for our disadvantaged students that ensures every student has the support, resources and opportunities they need to narrow the achievement gap.
- Promote an ethos that promotes the school culture and **core values** of Responsibility, Ambition, Resilience, Engagement and Respect.
- Make evidence-based decisions and **interventions that are based on need, research and data**.
- Addressing disadvantage is through a strong focus on **excellent teaching and learning**, as advocated by the EEF.
- **Developing literacy** of students, especially where literacy is below chronological age, is essential so that students can access the wider curriculum.
- Providing high-quality **pastoral and CEIAG support** is essential to meet the wider needs of all students
- Using a **robust monitoring system**, focused on predictions and targets, to identify underachievement and barriers.
- **Attendance** of PP students is rigorously monitored and every effort is made to support students in getting to school.

Challenges

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

Challenge number	Details of the challenge
1	Achievement - PP students have lower levels of achievement than their peers on entry to the school and this gap continues to grow during KS 3 & 4
2	Attendance - PP students' attendance is lower than their peers
3	Literacy & Numeracy – On average, PP student ability is lower than their peers on entry to the school
4	Behaviour - PP students' attitude to learning is on average lower than their peers, which is reflected both in behaviour and effort. PP students receive a higher percentage of fixed-term suspensions than their peers.
5	Deprivation & Resources - PP students' home environment and social capital. Many students live in areas of significant deprivation, especially educational deprivation. PP students have reduced access to uniform, school kit and IT equipment and do not often have a quiet space to learn at home.
6	Parental engagement - Attendance at parents' evenings is on average, lower than their peers.
7	Aspiration . From Year 7, PP students express the desire to pursue careers that do not require higher education. A lower percentage of PP students choose the Level 3 pathway or apply for university places than non-PP students.

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		
	Year 1 - 2024-2025	Year 2 – 2025-2026	Year 3 – 2026-2027
Improve the quality of teaching and learning with “quality first teaching” in all classrooms	Learning walks, work scrutiny and department reviews identify that all students experience lessons that enable at least good progress to be made. Year 11 outcomes at GCSE are improved.	The end of KS4 Progress 8 gap is narrowed. Year 11 outcomes at GCSE are improved.	PP end of KS4 P8 scores are in line with non-PP students. Year 11 outcomes at GCSE are in line with National.
Improve the attendance of PP students	Regular parental meetings with PA students are embedded. Attendance for PP improved from the previous year by 2%.	Attendance for PP improved from the previous year by 2%. To narrow or close the gap between PP-funded students and Non-PP-funded students from the previous year.	Attendance for PP improved from the previous year by 2%. To narrow or close the gap between PP-funded students and Non-PP funded students from the previous year.
Improve the PP students' attitude to learning	To narrow the gap between ATL effort scores for PP and Non-PP. To reduce the number of B points issued. Data to follow	For the % of PP students who receive fixed-term suspensions and exclusions to fall from the previous year.	Fixed-term suspensions and exclusions are equivalent to their peers.
Ensure that all students experience a positive learning environment where all students feel challenged and confident to contribute and to ask questions.	Learning walks show that teachers know the students well and include PP students when using questioning to ensure understanding.	Learning walks show that PP students are actively engaged and included in activities and discussions. Teachers actively use student passports and profiles to plan and teach their lessons.	Student voice shows that students feel confident and happy to engage in question-and-answer sessions.

PP students engage in a wide range of enrichment activities at the same level as their Non-PP Peers	An effective system of tracking participation is put in place for extra-curricular, breakfast clubs, activities and interventions.	Levels of inclusion for PP students have increased from last year. Students are given the opportunity to work with a range of different age and social groups.	Levels of engagement in extra-curricular activities for PP students are in line with or exceed Non-PP students. To give students the opportunity to take part in real projects, build on community links and improve self-worth.
Ensure that all students are supported pastorally and feel safe and looked after in school.	Students are registered to track attendance at the Enhance centre. Activities and interventions are launched.	Regular activities and interventions are embedded at break times and lunch times.	All PP students use the Enhance centre for social time, activities or interventions during the year.
Provide high-quality CEIAG provision to all PP students.	Apprenticeship and college information events are provided to all year 11 students, with attendance of PP students in line with non-PP students. Ensure all PP students are provided with at least two meaningful encounters with a careers adviser while at the Academy.	Attendance of PP parents and students at Sixth Form/College open events is in line with Non-PP. To increase the number of PP students involved in enrichment and visits, such as The Skills Show. To widen experiences and to give students an insight into the wider world.	All Year 9-11 students to have 1 career-related trip/experience per school year. Improve access to further education paths into post-16 education.
Improve the literacy and numeracy skills of PP students through small group interventions across the school	To work with the literacy lead to develop interventions such as Book Clubs for KS3 students. Lesson drop-ins show that PP students are engaged in whole-school literacy initiatives.	To narrow the gap in reading ages of PP students and non-PP students.	Reading ages of PP students in KS3 to be in line with non-PP students.
Increase PP parental engagement with school	PP co-ordinator to make phone calls to parents to make parents' evening appointments.	Attendance at parents' evening for PP is improved from the previous year.	Attendance at parents' evening for PP is in line with their peers by July 2027.

Activity for this academic year 2025-2026

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: £370,875

Desired Outcome/Intent	Action/Implementation	Ensure it is implemented?	Challenge number(s) addressed	Staff lead	Evidence that supports this approach
To improve the general well-being, behaviour and attendance of PPF students	To employ specialist PP staff to oversee and monitor PP intervention and provision. To liaise with pupils, staff and parents.	Record intervention sessions. Phone calls home to improve communication. Interactions and provision are logged.	1-6	LCa	
Improve quality of teaching and results in EBAC subjects	Employ additional teaching staff in English and Maths to decrease class sizes and improve the teacher/ student ratio.	All students' data is monitored 3 times a year. Students who are falling behind are discussed in the Progress Improvement Team and interventions are put into place.	1,3	T&L Team	EEF Toolkit: Reducing class size +2 months EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Mastery Learning +5 months
Faculty Intervention	To provide resources and incentives for subject interventions for Year 11 students	Year 11 English, Maths and Science exam preparation sessions for PP students with poor attendance.	1,3,5	LCa/PCh	Focus on knowledge, exam content, answering exam questions, revision and recall skills.
To improve GCSE English, Maths and Science results.	To employ English, Maths and Science tutors to provide academic coaching sessions for PP students.	Oversee and target key groups for intervention by using teacher-predicted grades and targets. Provide homework sessions after school for students.	1	CSt/DDo	EEF Toolkit: Early Intervention +6 months, Mastery Learning +5 months

Development of effective quality-first teaching and interventions through differentiated CPD	Provide a comprehensive targeted CPD programme with a focus on Quality First Teaching , metacognition and catch-up strategies to increase results for PP students.	Focused walkthroughs based on CPD input, lesson observations and work Scrutinies.	1	Teaching and Learning Team	EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Meta-cognition and self-regulation +7 months
Accelerate the progress of the high-ability students	<p>More able University visits, workshops, sixth form taster days and peer mentoring from sixth form students.</p> <p>Quality first teaching. Differentiated homework.</p> <p>Motivational competitions and sprints. Rewards and prizes.</p>	Enhance Team to liaise with Careers and the Post 16 Team.	1,7	Careers Team Progress Leaders	EEF Toolkit: Homework +5 months EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Meta-cognition and self-regulation +7 months EEF Toolkit: Reading Comprehension strategies +6 months
Support Year 11 students with low literacy and revision skills	<p>Low-ability Literacy support sessions. SEND intervention (speech and language therapy, dyslexia screening etc.)</p> <p>Quality first teaching.</p> <p>Differentiated English homework.</p> <p>Motivational competitions and sprints. Rewards and prizes.</p> <p>English tutoring.</p>	<p>Lunchtime sessions – Language used in exam questions.</p> <p>SENDCO to oversee SEND interventions.</p> <p>Progress Team to monitor homework.</p> <p>Catch-up sessions</p>	1,3	Enhance Team / Academic Mentors / SEND	EEF Toolkit -Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.

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

Desired Outcome/Intent	Action/Implementation	Ensure it is implemented?	Challenge number(s) addressed	Staff lead	Evidence that supports this approach
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To improve GCSE English, Maths and Science results.	<p>Academic Coaching</p> <p>To provide academic coaching sessions for Year 11 PP students for English, Maths and Science.</p>	<p>Oversee target key groups for intervention by using teacher predictions and targets.</p> <p>Subject Champions, Progress Team and SLT to monitor.</p> <p>Across the year, all Year 11 PP students to receive tutoring in English, Maths and Science if working below target.</p>	1,3	Subject Champions, Enhance Team and SLT	EEF Toolkit: Early Intervention +6 months, Mastery Learning +5 months.
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<p>To improve performance and exam results across subject areas</p>	<p>Peer Mentoring 6th Form students will be trained as Peer Mentors as part of their enrichment time. This will be used to support KS3 and KS4 classes and to work with small groups or individuals to improve subject-specific skills.</p> <p>Subject Champions To ensure that each subject at GCSE has a Subject Champion to maintain that disadvantaged children remain at the top of the agenda. SCs to be identifiable as someone who will give extra support in that subject</p> <p>Mentoring SLT, Academic Tutors and the Enhancement Team to mentor Y11 PP students.</p> <p>Subject Intervention Resources To provide faculties with funding for a variety of PP interventions to be arranged by department teachers.</p> <p>This may be spent on resources (such as revision guides) or educational visits.</p>	<p>Paperwork for Peer Mentoring is to be completed, and all peer mentoring sessions must be signed off by the Subject Champion or supervising teacher. Mentoring to be recorded on the PP Intervention document.</p> <p>All requests for PP funding for interventions come through to Subject Champions. Subject Champion meetings to take place once a term to ensure quality and consistency.</p> <p>Data monitoring at each data point to determine the mentoring and tutoring programme. SLT and the Enhancement Team to record mentoring sessions and attendance to interventions.</p> <p>Lunch/Afterschool revision sessions are monitored.</p>	<p>1,3,5</p>	<p>Enhance Team</p>	<p>EEF Toolkit: Peer Mentoring +5 months Peer tutoring, on average, has a positive impact on both tutors and tutees and may be a cost-effective approach to delivering one to one or small group tuition in a school.</p> <p>This has been tried and tested successfully in previous years. Subject staff are invested in supporting PPF students and can implement subject expertise. This ensures that PP is always high on the agenda and acts as a 'go to' for any PP students who need specialist academic support.</p>
<p>Improve numeracy and literacy skills</p>	<p>Enhance Numeracy/Literacy Intervention Small group numeracy and Literacy sessions during lunchtime for Years 7 – 9.</p> <p>Book Club/reading intervention Lunchtime small group reading and comprehension intervention for students with low reading scores.</p>	<p>To be recorded on PP Intervention document</p> <p>To be recorded on PP Intervention document</p>	<p>1,3</p>	<p>PCh</p> <p>PCh</p>	<p>EEF Toolkit Reading comprehension Strategies + 6 Months progress</p>

	ERIC (Everyone Reading in Class) Maths and English Tutoring Tutoring sessions for Year 10-11			Academic Tutors	
Improve confidence results across performing arts and increase Cultural Capital for PP/LAC students	Music Lessons Peripatetic Music Lessons – 1:1 or group sessions to learn instruments. Performing Arts Experiences Drama workshops/Visits Moving Together Dance Theatre trips.	To be recorded on the intervention document. Monitoring of take-up data. Feedback from students and providers.	1	Enhance Team. Peripatetic Music teacher. KWa	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. EEF Toolkit +3 months
Improve revision quality and therefore results	Exam skills/revision Event. Year 11 PIE. Academic mentor delivery to Parents Year 11 Rewards Cards Give students the opportunity to claim vouchers for achieving targets, attending interventions etc.	Students'/parents' feedback. Monitoring of take-up data. Feedback from students and providers Enhance team, teachers and Progress Leaders to oversee.	1,3,5		
Improve access to revision materials for PP students	Revision/study materials and resources Provide revision guides. Provide internally produced revision materials for all subjects free to students. Bring in theatre groups as part of English and History revision. Provide calculators to Year 11 students. Provide calculators to Year 10 students. Allow students to have revision materials or equipment Provide laptops for students who do not have access to IT equipment at home	Enhance Team and Progress Leaders to oversee the provision of equipment	1,3,5	Enhance Team	The average impact of metacognition and self-regulation approaches is high (+8 months additional progress)
Improve exam results through providing additional revision sessions after school, weekends and in the holidays	Revision Sessions Lunch/Afterschool revision sessions. Holiday revision sessions	Attendance to be recorded on PP Intervention document. Student feedback Exam results	1,3,5	Teaching and Learning Team	Extending school time might lead to improved attainment through additional learning hours providing pupils with more exposure to teaching, more time to engage

					with content, and generally more learning. EEF Toolkit +3 months
Accelerate the progress of the High ability students	Aim Higher University visits, workshops, Sixth form taster days Peer mentoring from sixth form students	To be recorded on the intervention document. Monitoring of take-up data Feedback from students and providers.	1,7	Careers Team, Progress Leaders, Enhance Team, Sixth Form Head	

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

Desired Outcome/Intent	Action/Implementation	Ensure it is implemented?	Challenge number(s) addressed	Staff lead	Evidence that supports this approach
Improve attendance of PP students	<p>Attendance Meetings and Sanctions</p> <p>Robust monitoring of attendance data.</p> <p>The attendance procedure is clearly communicated and implemented.</p> <p>Daily absence calls.</p> <p>Meetings with EWO and Progress Leaders are fortnightly.</p> <p>Continue to run punctuality detentions each day</p> <p>Proactive rewards to encourage attendance</p> <p>The services of the counsellor will be maintained throughout the year, targeting pupils with a range of concerns, including mental health issues, who have high absence.</p>	<p>Attendance and punctuality data are discussed in fortnightly meetings with EWO</p> <p>Governors monitor attendance data in monthly meetings</p> <p>Attendance Lead to ensure that the attendance procedure is implemented correctly.</p> <p>Progress Team to ensure that timely letters are sent and student/parent meetings take place.</p> <p>Prosecution via EWO service</p>	2	LCa PCH Progress Leaders	EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Mentoring +2 months EEF Toolkit: Behaviour Interventions +4 months EEF Toolkit: Early Intervention +6 months

Improve behaviour	<p>Behaviour Strategies</p> <p>Strong whole school behaviour policy remains in place with the routine of the Short Stay Reflection Room now embedded</p> <p>Internal provision is provided for students who disrupt the culture of the school.</p> <p>CPD on behaviour management</p> <p>Train ECTs in behaviour management</p> <p>SLT/Progress Team on “walk” every lesson</p> <p>Enhance school rewards system</p> <p>Behaviour data monitored each week</p> <p>8am Behaviour meeting weekly</p> <p>Progress Leaders monitor data weekly direct interventions via the tutor/HoY/SLT Link or the SLIP Inclusion Referral Panel</p> <p>Walkthroughs</p> <p>PP students in ISR picked up for one-to-one support and coaching.</p> <p>Behaviour targets and rewards</p>	<p>Governor Student Disciplinary Panels</p> <p>Weekly monitoring of rewards data</p> <p>Weekly communication via email from Carisbrooke</p> <p>Daily attendance monitored via CLM EPS caseload directed by KSI.</p> <p>Group work to have impact measurements identified prior to group commencing</p>	4	Progress Team	EEF Toolkit: Mentoring +2 months EEF Toolkit: Behaviour Interventions +4 months EEF Toolkit: Early Intervention +6 months
Improve attendance and improve concentration	<p>Uniform Provision</p> <p>Provide uniform/ PE kit/food as required</p> <p>Breakfast Club</p> <p>Provide supervised daily breakfast club with free tea/toast/ceereal 8.00am – 8.30am daily</p> <p>Provide Y11 with free water/ceereal bar/banana prior to exams</p>	<p>Overview of breakfast club uptake by Enhance team.</p> <p>Enhance Team monitor number of students in inclusion for uniform issues.</p>	5	Enhance Staff	EEF Toolkit: School Uniform (very low or no impact for very low cost based on very limited evidence)
Improve the homework completion rates	<p>Homework Support</p> <p>Homework detentions</p> <p>Staffed Homework club runs Monday to Thursday</p> <p>Homework club now open every morning from 8 – 8.30 in Enhance.</p>	<p>Half-termly monitoring of the homework completion data by the Director of Learning – Inc Weekly monitoring by HoY</p>	5	Enhance Staff	EEF Toolkit: Homework +5 months EEF Toolkit: Extending school time +3 months

	Update IT facilities in enhance. Purchase 5 new computers to be used during intervention and homework club.				
Breaktime Support Check-in Sessions	General support and check -in on students who scored high on the disadvantage calculator	P Chapaneri/LCa	5	Enhance Staff	
Run extracurricular programme across the school to give students the opportunities to join clubs and develop skills/self-confidence	<p>Extra-Curricular and Arts Participation</p> <p>Publicise extra-curricular offer to students and parents</p> <p>Enter teams for competitions in Art/Sports/STEM etc. across the city and region.</p> <p>Analyse participation and target under-engaged groups</p> <p>Run Extra-curricular lunchtime clubs.</p> <p>Fund participation in Duke of Edinburgh Scheme</p> <p>Fund educational trips and visits.</p>	Monitoring of take-up data and use this to offer further opportunities	1		<p>EEF Toolkit: Extending school time +2 months EEF Toolkit: Arts participation +3 months EEF Toolkit: Sports participation +1 month</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. EEF Toolkit +3 months</p>
Embed Health and Wellbeing Strategy to improve physical and mental health of students and staff	<p>Health and Wellbeing strategies</p> <p>Wellbeing dog visit to Enhance</p> <p>The services of the counsellor will be maintained throughout the year targeting pupils with a range of concerns including mental health issues who have high absence</p> <p>Referral to LA Educational Psychology Service for formal assessments which may lead to an EHCP</p> <p>Local Authority Educational Psy-</p>	Progress Leader Enhance Team	2,4,5		<p>EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Social and Emotional Learning +4 months EEF Toolkit: Behaviour Interventions +4 months EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)</p>

	<p>chologist to complete assessments of individual students as required</p> <p>Referral to Early Help/MARF Information to GP/ Consultants/ outside agencies</p> <p>Boxing Sessions intervention for students who struggle with behaviour</p> <p>Teen-health Run by the Children and Family Wellbeing Service. Students referred by PLs</p> <p>Enhance - Mental Health First Aid Check-in breaktimes</p>				
Support Low-Income Families	<p>Food Bank Providing food, household and hygiene supplies for low-income families</p>	PCh	2,4,5		Food and toiletries were provided all year for low-income families.
Improve Self-Esteem	<p>Community Links To work with local community organisations and charities. To give students the opportunity to get involved with charities in their local community. To take part in fundraising activities. This will improve students' self-worth, self-esteem, and confidence.</p>	Enhance Team			
Improve Attendance	<p>Attendance Rewards Vouchers (X-Box/Amazon Etc.) for sustained improvement for Year 10/11 attendance KS3. Short-term rewards (toys/sweets etc.)</p> <p>Friday lunch reward time (cake and hot chocolate and X-Box time) 7&8 and 9&10 KS3/4 End of half term 2.30 early finish reward in Enhance</p>		2		
Increase parental understanding of exams/assessment system and skill them	<p>Parents Evenings Run Study Skills parents evening</p>	Record uptake numbers Parental feedback	6		EEF Toolkit: Parental Engagement +4 months

to be able to support their child	Phone call reminders to parents about parents evening/ arrange appointments for parents.				
Raise aspirations with a focus on life after school	<p>Next Steps</p> <p>Careers provision run by middle leader</p> <p>Connexions Advisor and Pathways Advisor</p> <p>Targeted students have careers support meetings</p> <p>Careers fairs</p> <p>P16 Providers fair</p> <p>Skills Show trip</p> <p>Mock interviews (Careers/Attendance)</p> <p>Aspire Programme</p> <p>Programme of HE visits/workshops</p> <p>Pathways Advisor delivering 1:1/assemblies /events</p> <p>Careers audit across the school based on the CDI framework and careers embedded into SoWs</p>	<p>Student Feedback following trips</p> <p>Monitoring of UCAS applications for suitability</p> <p>Feedback from Mentors</p> <p>Feedback from Interviewers</p> <p>Monitoring of positive steps@16 applications for suitability</p> <p>Monitoring of the curriculum by DoL/Assistant Principal</p>	7	Careers Lead	EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)

Part B: Review of the previous academic year

Some of the national data in this document is provisional

Headlines Analysis by Focus Group (Pupil Premium)

	2023				2024				2025				GAP PP Vs. Non PP					
	PP		Non-PP		PP		Non-PP		PP		Non-PP		2023		2024		2025	
	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.
APS (A8 only)	2.75	3.51	4.26	5.02	3.07	3.46	4.12	5.00	3.06		4.63		-1.51	-1.51	-1.05	-1.55	-1.57	0.00
APS (overall)	3.05	n/a	4.37	n/a	3.32	n/a	4.08	n/a	3.29		4.67		-1.32	n/a	-0.76	n/a	-1.38	n/a
Progress 8	-1.13	-0.56	-0.33	0.16	-0.74	-0.57	-0.59	0.16	n/a	n/a	n/a	n/a	-0.80	-0.72	-0.15	-0.73		
Attainment 8	27.53	35.10	42.61	50.20	30.72	34.56	41.19	50.01	30.59		46.29		-15.08	-15.10	-10.47	-15.45	-15.70	0.00
% EBacc Grade 5	4.50	7.50	7.20	20.30	0.00	8.00	9.20	21.60	1.75		13.33		-2.70	-12.80	-9.20	-13.60	-11.58	0.00
% of students gaining an English (Lang or Lit) and Maths	2023				2024				2025				GAP PP Vs. Non PP					
	PP		Non-PP		PP		Non-PP		PP		Non-PP		2023		2024		2025	
	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.
9 - 7	1.96	n/a	5.82	n/a	1.33	n/a	4.18	n/a	0.00		6.67		-3.86	n/a	-2.85	n/a	-6.67	
9 - 5 (High Pass)	9.10	25.50	33.50	52.20	10.00	25.80	29.20	53.10	12.28		37.95		-24.40	-26.70	-19.20	-27.30	-25.67	
9 - 4 (Standard Pass)	27.30	43.70	59.80	7.60	31.40	43.40	60.00	72.80	36.84		67.69		-32.50	-28.90	-28.60	-29.40	-30.85	

% of students gaining an English Language Qualification	2023				2024				2025				GAP PP Vs. Non PP					
	PP		Non-PP		PP		Non-PP		PP		Non-PP		2023		2024		2025	
	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	
9 - 7	2.40	5.00	11.50	21.10	1.50	9.60	6.28	21.80	0.00		9.84		-9.10	-16.10	-4.78	-12.20	-9.84	
9 - 5 (High Pass)	16.70	35.10	51.80	60.10	29.90	36.80	40.20	61.00	18.18		49.22		-35.10	-25.00	-10.30	-24.20	-31.04	
9 - 4 (Standard Pass)	38.10	52.10	69.40	76.50	41.80	52.90	59.80	76.80	38.18		73.58		-31.30	-24.40	-18.00	-23.90	-35.40	
% of students gaining an English Literature Qualification	2023				2024				2025				GAP PP Vs. Non PP					
	PP		Non-PP		PP		Non-PP		PP		Non-PP		2023		2024		2025	
	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	
9 - 7	2.40	10.40	8.90	22.20	1.50	10.50	4.71	21.80	0.00		8.81		-6.50	-11.80	-3.21	-11.30	-8.81	
9 - 5 (High Pass)	17.10	38.00	46.10	61.30	17.90	37.90	28.40	60.50	20.37		43.01		-29.00	-23.30	-10.50	-22.60	-22.64	
9 - 4 (Standard Pass)	39.00	55.40	62.80	77.90	37.30	55.90	56.20	77.90	35.19		70.47		-23.80	-22.50	-18.90	-22.00	-35.28	
% of students gaining a Math Qualification	2023				2024				2025				GAP PP Vs. Non PP					
	PP		Non-PP		PP		Non-PP		PP		Non-PP		2023		2024		2025	
	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	Nat.	WAT	
9 - 7	2.40	8.80	10.40	24.60	1.50	9.10	9.20	25.30	1.82		15.03		-8.00	-15.80	-7.70	-16.20	-13.21	
9 - 5 (High Pass)	14.30	30.90	39.90	59.20	11.80	31.80	36.65	60.40	18.18		47.15		-25.60	-28.30	-24.85	-28.60	-28.97	
9 - 4 (Standard Pass)	38.10	50.60	67.90	78.30	38.20	51.30	68.00	79.30	41.82		72.54		-29.80	-27.70	-29.80	-28.00	-30.72	

Commitment to Learning Scores Comparison 2023-24 to 2024-25

2023/24

Average PP	3.11
Average Non PP	3.36
Gap (Non PP - PP)	0.25

2024/25

Average PP	3.05
Average Non PP	3.30
Gap (Non PP - PP)	0.26

Attendance Comparison 2023-24 to 2024-25

	No. of Students	% Attendance	Difference	National
All Previous Year	1335	90.9		92.9
All 2024-2025	1300	91.28	0.38	93.1
Pupil Premium Previous Year	328	85.42		
Pupil Premium 2024-2025	326	85.82	0.4	
Not PP Previous Year	1007	92.81		
Not PP 2024-2025	974	93.05	0.24	
FSM Previous Year	296	84.28		89.0
FSM 2024-2025	311	85.3	1.02	89.4
Not FSM Previous Year	1039	92.89		94.2
Not FSM 2024-2025	898	93.07	0.18	94.6

FSM Vs Non FSM GAP

	No Of Students	Attendance GAP	Annual Improvement	National
2023-2024	296	8.61		5.2
2024-2025	311	7.77	0.84	5.2

Pathways

Year	Sixth Form College	Further Education	Apprenticeships	NEET
2023-2024	12	41	1	

2024-2025	10	46		1
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Activity in the last academic year (2024-2025)

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: £ 199,029

Desired Outcome/Intent	Action/Implementation	Ensure it is implemented?	Challenge number/s	Staff lead	Evidence of Impact	COST
To improve the general wellbeing, behaviour and attendance of PPF students	To employ specialist PP staff to oversee and monitor PP intervention and provision. To liaise with pupils, staff and parents.	To ensure that PP funding is being used to target the wellbeing, attendance and progress of our PP students.	1-6	LCa	Attendance for FSM students has improved by 1.2%	£136,000
Improve the quality of teaching and results in EBAC subjects	Employ additional teaching staff in English and Maths to decrease class sizes and improve teacher/ student ratio.	Whole school budget planning.	1,3	CEO/Head Teacher	APS for students in EBAC subjects improved by 0.08 PP students achieving Grade 5 in EBAC subjects has improved by 1.75%	£55,000
Faculty Intervention	To provide resources and incentives for subject interventions for Year 11 students	Attendance to sessions recorded. Phone calls home to ensure students attended.	1,3,5	LCa/PCh	All subjects at GCSE provided lunchtime, after school, half-term and/or Easter intervention. Walking Talking Mocks for PP students. Subject Champions, Peer Mentors.	£7,466
To improve GCSE English, Maths and Science results.	For English, Maths and Science tutors to provide academic coaching sessions for PP students.	Oversee and target key groups for intervention by using teacher-predicted grades and targets e.g. Walking-talking Mocks	1	ASh/CRo/SFe	Students who received Maths grades 9-4 improved by 3.62%. Students gaining a 9-4 English and Maths qualification improved by 5.44%	£50

Development of effective quality-first teaching and interventions through differentiated CPD.	Provide a comprehensive targeted CPD programme with a focus on Quality First Teaching , metacognition and catch-up strategies	Focused walkthroughs based on CPD input. Lesson observations. Work Scrutinies	1	Teaching and Learning Team	CPD was provided for all teachers. A catch-up provision was successfully provided for students after school Mon - Thurs.	£200
Accelerate the progress of the high-ability students	More able university visits, architecture careers workshop, sixth form taster days and peer mentoring from sixth form students	Enhance Team to liaise with Careers and the Post 16 Team	1,7	Careers Team	PP students who gained a high pass in Maths and English improved by 2.28%	£200
Support Year 11 students with low literacy and revision skills	Low-ability literacy support sessions	Lunchtime sessions – Language used in exam questions. Create revision placemats and revision materials.	1,3	Enhance Team / Academic Mentors / SEND	Additional 'Walking-Talking Mocks' were provided for Year 11 PP students	£113

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

Budgeted cost: £69,737

Desired Outcome/Intent	Action/Implementation	Ensure it is implemented?	Challenge number/s	Staff lead	Evidence of Impact	COST
To improve GCSE English, Maths and Science results.	<p>Academic Coaching and Tutoring</p> <p>To provide an academic coach for Year 11 PP students. To provide tutoring for English, Maths and Science.</p>	<p>Oversee target key groups for intervention by using teacher-predicted grades and targets . Subject Champions, Enhance Team and SLT</p> <p>Team and SLT to monitor across the year, all Year 11 PP students to receive tutoring in English, Maths and Science if working below target</p>	1,3	Subject Champions, Enhance Team and SLT	<p>Students who received Maths grades 9-4 improved by 3.62%.</p> <p>Students gaining a 9-4 English and Maths qualification improved by 5,44%</p> <p>PP students who gained a high pass in Maths and English improved by 2.28%</p>	£66,000

To improve performance and exam results across subject areas	<p>Peer Mentoring 6th Form students will be trained as Peer Mentors as part of their enrichment time. This will be used to support KS3 and KS4 classes and to work with small groups or individuals to improve subject-specific skills</p> <p>Subject Champions To ensure that each subject at GCSE has a Subject Champion to maintain that disadvantaged children remain at the top of the agenda. SCs to be identifiable as someone who will give extra support in that subject</p> <p>Mentoring SLT, Academic Tutors and Enhance Team to mentor Y11 PP students.</p> <p>Subject Intervention Resources To provide faculties with funding for a variety of PP interventions to be arranged by department teachers. This may be spent on resources (such as revision guides) or visits but should be linked to an intervention which is exclusive to PPF students e.g. materials that will be given to students who attend extra sessions after school and at lunchtimes.</p> <p>Additional Holiday Revision Sessions Providing additional revision sessions after school, weekends and in the holidays. Holiday revision sessions run in each subject</p>	<p>Paperwork for Peer Mentoring to be completed and all peer mentoring sessions be signed off by the Subject Champion or supervising teacher. Mentoring to be recorded on PP Intervention document.</p> <p>All requests for PP funding for interventions come through to Subject Champions. Subject Champion meetings to take place once a term to ensure quality and consistency.</p> <p>Data monitoring at each data point to determine the mentoring and tutoring programme. SLT and the Enhance Team to record Tutoring sessions and intervention attendance on the Intervention Record.</p> <p>Lunch/Afterschool revision sessions recorded on PP Intervention Record.</p>	1,3,5	Enhance Team	<p>Students who received Maths grades 9-4 improved by 3.62%.</p> <p>Students gaining a 9-4 English and Maths qualification improved by 5.44%</p> <p>PP students who gained a high pass in Maths and English improved by 2.28%</p>	<p>£0</p> <p>£0</p> <p>£0</p> <p>£350</p>
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	<p>Enhance Numeracy/Literacy Intervention Small group numeracy and Literacy sessions during lunchtime for Years 7 – 9.</p> <p>Book Club/reading intervention Lunchtime small group reading and comprehension intervention for students with low reading scores.</p>	<p>To be recorded on PP Intervention document</p> <p>To be recorded on PP Intervention document</p>	1,3	PCh Academic Tutors	<p>Students who received Maths grades 9-4 improved by 3.62%.</p> <p>Students gaining a 9-4 English and Maths qualification improved by 5.44%</p> <p>PP students who gained a high pass in Maths and English improved by 2.28%</p>	£120
Improve confidence results across performing arts and increase Cultural Capital for PP/LAC students	<p>Music Lessons Peripatetic Music Lessons – 1:1 or group sessions to learn instruments.</p> <p>Performing Arts Experiences Drama workshops/Trips and Visits, Moving Together Dance</p>	<p>To be recorded on the intervention document.</p> <p>Monitoring of take-up data</p> <p>Feedback from students and providers.</p>	1	Enhance Team. Peripatetic Music teacher. KWa	<p>Peripatetic music lessons were provided for 6 PP students.</p> <p>Theatre Visit to see Blood Brothers.</p>	£1497
Improve revision ability and therefore results	<p>Exam skills/revision Event. Year 11 PIE. Academic mentor delivery to Parents</p> <p>Year 11 Rewards Cards Give students the opportunity to claim vouchers for achieving targets, attending interventions etc.</p>	<p>Student/parents feedback.</p> <p>Monitoring of take-up data</p> <p>Feedback from students and providers</p> <p>Enhance team, teachers and Progress Leaders to oversee.</p>	1,3,5			£800
Improve access to revision materials for PP students	<p>Revision/study materials and resources Provide revision guides.</p> <p>Provide internally produced revision materials for all subjects free to students.</p> <p>Bring in theatre groups as part of English and History revision.</p> <p>Provide calculators to students Year 11.</p> <p>Provide calculators, revision materials and laptops.</p>	Enhance Team to oversee provision of equipment	1,3,5	Enhance Team	All Year 10 and Year 11 students were provided with revision guides.	£700
Improve exam results through	Revision Sessions	Attendance to be recorded on PP Intervention	1,3,5	Teaching and Learning Team	Year 11 students achieved higher marks for NEA	£300

providing additional revision sessions after school, weekends and in the holidays	Lunch/Afterschool revision/NEA sessions. Holiday revision sessions run in each subject	document. Student feedback Exam results			content compared to the previous year.	
Accelerate the progress of the High ability students	Aim Higher University visits, workshops, Sixth form taster days Peer mentoring from sixth form students	To be recorded on the intervention document. Monitoring of take-up data Feedback from students and providers.	1,7	Careers Team Heads of Year Enhance Team Sixth Form Head	All but one PP student secured a place at Sixth Form, Further Education or Apprenticeships.	£0

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

Budgeted cost: £75,132

Desired Outcome/Intent	Action/Implementation	Ensure it is implemented?	Challenge number/s	Staff lead	Evidence of Impact	COST
Improve attendance of PP students	Attendance Meetings and Sanctions Progress Leaders/Enhance staff/EWO to support students and to chase attendance and support behaviour Focus data onto PP students for Heads of Year Prosecution via EWO service Continue to text parents daily Attendance meetings with Head of school to focus on improving procedures Continue to run punctuality detentions each day Proactive rewards to encourage attendance	Attendance and punctuality data discussed in fortnightly meetings with EWO Governors monitor attendance data in monthly meetings Counsellor The services of the counsellor will be maintained throughout the year targeting pupils with a range of concerns including mental health issues who have high absence.	2	PCH PLs EWO	PP Attendance improved by 0.4% Student in receipt of free school meals improved attendance by 1.2%	£13,811

Improve behaviour	<p>Behaviour Strategies</p> <p>Strong whole school behaviour policy remains in place with the routine of the Short Stay Reflection Room and ISR now embedded</p> <p>CPD on behaviour management Train ECTs in behaviour management</p> <p>SLT/Progress Team on “walk” every lesson</p> <p>Enhance school rewards system Behaviour data monitored each week</p> <p>8am Behaviour meeting weekly HoY monitor data weekly direct interventions via the tutor/HoY/SLT Link or the SLIP Inclusion Referral Panel</p> <p>Walkthroughs</p> <p>PP students in ISR picked up for one-to-one support and coaching.</p> <p>Behaviour targets and rewards</p>	<p>Governor Student Disciplinary Panels</p> <p>Weekly monitoring of rewards data</p> <p>Weekly communication via email from Carisbrooke</p> <p>Daily attendance monitored via CLM EPS caseload directed by KSI.</p> <p>Group work to have impact measurements identified prior to group commencing</p>	4	Progress Team	<p>Commitment to Learning scores were very similar to the previous year. The gap between PP and Non-PP stayed the same.</p> <p>£500</p>	£300
Improve attendance and improve concentration	<p>Uniform Provision</p> <p>Provide uniform/ PE kit/food as required</p> <p>Breakfast Club</p> <p>Provide supervised daily breakfast club with free tea/toast/cereal 8.00am – 8.30am daily.</p> <p>Provide Y11 with free water/cereal bar/banana prior to exams</p>	<p>Overview of breakfast club uptake by Enhance team.</p> <p>Enhance Team monitor number of students in inclusion for uniform issues.</p>	5	Enhance Staff	<p>Breakfast club was well attended throughout the year.</p>	<p>£1000</p> <p>£1,251</p>
Improve the homework completion rates	<p>Homework Support</p> <p>Homework detentions</p> <p>Staffed Homework club runs</p> <p>Monday to Thursday</p> <p>Homework club open every morning from 8 – 8.30 in Enhance.</p> <p>Update IT facilities in enhance.</p> <p>Purchase 5 new computers to be used during intervention and homework club.</p>	<p>Half-termly monitoring of the homework completion data by Progress Team</p>	5	Enhance Staff	<p>Homework provision was available each morning as part of the breakfast club.</p>	<p>£5000</p>

Breaktime Support Check-in Sessions	General support and check -in on students who scored high on the disadvantage calculator	P Chapaneri/LCa	5	Enhance Staff	£0
Run extracurricular programme across the school to give students the opportunities to join clubs and develop skills/self-confidence	<p>Extra-Curricular</p> <p>Publicise extra-curricular offer to students and parents</p> <p>Enter teams for competitions in sports/STEM etc across the city and region</p> <p>Analyse participation and target under-engaged groups. Run Extra-curricular lunchtime clubs in Enhance</p> <p>Duke of Edinburgh</p> <p>Year 8 Camp</p> <p>Year 9 Birmingham Trip</p> <p>Year 11 Prom</p> <p>Year 8 Cadbury's World</p>	Monitoring of take-up data and use this to offer further opportunities	1	<p>Participation of PP students in extra-curricular activities and trips and visits was monitored carefully. Parents were called to remind them. Students were reminded and encouraged to take part. PP participation in trips was proportionate in all non-residential trips. Students were given £100 towards residential trips.</p>	<p>£6000</p> <p>£3,322</p>
Embed Health and Wellbeing Strategy to improve physical and mental health of students and staff	<p>Health and Wellbeing strategies</p> <p>Wellbeing dog visit once a week to Enhance</p> <p>The services of the counsellor will be maintained throughout the year targeting pupils with a range of concerns including mental health issues who have high absence</p> <p>Referral to LA Educational Psychology Service for formal assessments which may lead to an EHCP</p>	Progress Leader Enhance Team	2,4,5	<p>PP Attendance improved by 0.4%</p> <p>Student in receipt of free school meals improved attendance by 1.2%</p>	£42,148

	<p>Local Authority Educational Psychologist to complete assessments of individual students as required</p> <p>Referral to Early Help/MARF Information to GP/ Consultants/ outside agencies</p> <p>Boxing Sessions intervention for students who struggle with behaviour</p> <p>Teen-health Run by the Children and Family Wellbeing Service. Students referred by HOY</p> <p>Enhance - Mental Health First</p> <p>Aid Check-in breaktimes</p>				
Support Low-Income Families	<p>Food Bank Providing food, household and hygiene supplies for low-income families</p>	PCh	2,4,5		£0
Improve Self-Esteem	<p>Community Links To work with local community organisations and charities. To give students the opportunity to get involved with charities in their local community. Such as selling poppies for the armed forces charity. This will improve students' self-worth, self-esteem, and confidence.</p>	Enhance Team			£0
Improve Attendance	<p>Attendance Rewards Vouchers (X-Box/Amazon Etc.) for sustained improvement for Year 10/11 attendance KS3. Short-term rewards (toys/sweets etc.)</p> <p>Friday lunch reward time (cake and hot chocolate and X-Box time) 7&8 and 9&10 KS3/4 End of half term 2.30 early finish reward in Enhance</p>		2	PP Attendance improved by 0.4% Student in receipt of free school meals improved attendance by 1.2%	£800 £800
Increase parental understanding of exams/assessment system and skill	<p>Parents Evenings Run Study Skills parents evening</p> <p>Phone call reminders to parents about parents evening</p>	Record uptake numbers Parental feedback	6	PP Attendance to KS3 parents evenings improved by around 25% following appointment calls for KS3.	£200

them to be able to support their child					
Raise aspirations with a focus on life after school	<p>Next Steps</p> <p>Careers provision run by middle leader Connexions Advisor and Pathways Advisor</p> <p>Targeted students have careers support meetings</p> <p>Careers fairs</p> <p>P16 Providers fair</p> <p>Skills Show trip</p> <p>Mock interviews (Careers/Attendance)</p> <p>Aspire Programme</p> <p>Programme of HE visits/workshops</p> <p>Pathways Advisor delivering 1:1/assemblies /events</p> <p>Careers audit across the school based on the CDI framework</p> <p>and careers embedded into SoWs</p>	<p>Student Feedback following trips</p> <p>Monitoring of UCAS applications for suitability</p> <p>Feedback from Mentors</p> <p>Feedback from Interviewers</p> <p>Monitoring of positive steps@16 applications for suitability</p> <p>Monitoring of the curriculum by DoL/Assistant Principal</p>	7	Careers Lead	<p>Nearly all PP students in Year 11 were able to pursue their next steps. One student was undecided about what they wanted to do next.</p>

Total cost: £343,930

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Tutoring	K E Consultancy
Tutoring	TLC Live

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