

Pupil Premium Strategy Statement 2025-2026– Wigston Academy

To be reviewed October 2026

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	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	October 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?

At Wigston Academy, over 75% of students in receipt of PP are White British. Aside from students specifically in receipt of PP, the IDACI for the academy places it 258th out of 275 schools in Leicestershire for Income Deprivation Affecting Childhood Indicators, and 260th out of 275 for the Education and Skills of parents. The proportion of students who are White British, is significantly higher than national averages. This means that in addition to poverty related challenges to educational success, there are also cultural ones, including a lack of aspiration; parental attitudes to the importance of education and low levels of literacy.

The overlay of poverty and ethnicity is recognised as a significant challenge nationally. The recent Public First Inquiry has found that in this group, only 18.6% of students achieve a good pass (5+) in both English and Maths. Moreover, only 32% of parents of white working-class families believe that qualifications are important. Nearly half of parents are 'deeply disillusioned' with school by the time their children are in Year 11.

We intend to use additional PP funding to ensure that the wider strategies which the school is deploying, to increase ambition and attainment for all students, have even more impact for students who receive PP funding.

Key strategies which have been introduced for all are as follows:

A clear focus on outcomes/attainment, recognising that success through attainment can actively promote well-being, confidence, and self-belief.

- Simplifying progress data and increasing visibility and regularity of reporting
- White working-class parents are less invested in results for many reasons, including DFE changes to performance tables. Parents do not understand the 9-1 scale as compared with A* to G. They also do not understand P8. This means that often, performance data is not understood or engaged with.

- We found that by simplifying the data shared with parents and sharing it physically rather than via an app or online, has brought an increased engagement. Performance data is sent home in the post in a brightly coloured envelope. Dates for sharing tracking are shared at the start of the year. There is a clear uptick in engagement with data for both students and parents.
- Additionally, progress data is given a high profile in our assemblies programme and is used to drive weekly messaging about progress. Progress data is communicated and updated regularly throughout the year.

Communicating for progress

- We use progress and learning to underpin EVERY conversation; decision making is consistently focussed on how it can optimise progress.
- We run progress meetings, where parents are invited in to discuss how to improve GCSE performance. This replaces inviting parents in to discuss poor behaviour; attendance; attitude to learning. By moving away from a deficit model of communicating, we enjoy significantly higher parental buy in.
- We discuss two versions of a student: you now (immediate gratification) and the future you. *'We recognise that you now probably want to go home without doing the work but future you will be pleased you did. We get it, we have all been 14. We, as the adults, have your back and will invest to make sure you have choices and a more successful life.'*
- By using regular assemblies to discuss tracking and progress data, students are increasingly seen academically first and foremost: rather than being 'known' for poor attendance, behaviour or attitude to learning.

Delivering inclusion and belonging through NEAs

- By running intensive catch ups at the end of every half term, students are clear that they remain in the game. This enables students to experience academic success which is then used to motivate through to exams.
- Persistently absent students (PAs) are motivated to attend focussed classes in school to catch up with NEA work, thereby communicating that they are seen academically and not written off. For a significant minority of this group, success in NEAs increases motivation to attend to succeed in examined components.

Simplifying access to key messages – removing access steps

- We send important information home in the post, rather than signposting to an app or website. Where communities are disillusioned with school, it is highly unlikely that they will actively take steps to access information via apps, requiring log in details, etc. All of these are challenges to communication if there is a resistance in the first place.

Training for all teaching staff to promote belonging and inclusion within a classroom space

- Specifically, we have focussed training on 3 key principles for all classrooms: they should have a 'warm classroom climate; the lesson content should be gripping; and all students should feel 'seen'.
- This has been introduced specifically to ensure that PP students are best placed to make progress within a classroom

It is our aim to ensure that students in receipt of PP, experience **even more** direct benefit from these strategies and use our additional resource to target this impact on a student-by-student basis. All staff understand the need to prioritise our resource to the most vulnerable. This means that PP students are **considered first** in any planned intervention, at every level from class teacher, through to the leader for Raising Attainment.

The Senior Leader for PP QAs all school-based strategies to ensure this decision-making process is in place and having impact. Our response is rooted in data tracking of students' performance, attainment and attendance so that planned intervention is extremely focussed and purposeful. The PP team provides additional resource to increase the impact directly for students in receipt of PP by ensuring students are prioritised, rigorously challenged and actively participating in academic pursuits and the wider school community.

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, promoting a powerful sense of belonging so that students feel they are part of the school community and reducing social and emotional challenges
 - To ensure that PP students, on average, make **good progress** year on year, enabling them to experience success and therefore increase their sense of self-confidence, positivity and agency
- To increasingly address and **remove the challenges** 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. Additional funding through PP leadership is used to ensure that PP students benefit even more from whole school strategies.

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 challenges.
- **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/engagement - 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/investment in education - 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.
8	Wider School Curriculum PP students are less likely to engage in the wider school curriculum and enrichment activities.

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 - 2025-2026	Year 2 – 2026-2027	Year 3 – 2027-2028
Improve the quality of teaching and learning with “quality first teaching” in all classrooms	<p>Ensure regular learning walks to identify the key areas of ‘warm and gripping’ lessons, with all children being ‘seen’.</p> <p>To introduce the STEP LAB platform for quality assurance.</p>	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	<p>To revise our attendance procedure to ensure that all students are aware of how their current attendance is impacting on their progress and choices for the future.</p> <p>To ensure that we have a process that actions appropriately at all levels of absence.</p> <p>That our students and families’ individual needs are ‘seen’ and supported appropriately.</p>	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	<p>To create a positive school culture with the emphasis on progress rather than behaviour.</p> <p>To use language in classrooms and around school that supports this. To focus on ‘serving your future self’ rather than behaving for others.</p> <p>To provide Internal Provision for students with complex behavioural needs that provides expert teaching, support, and bespoke intervention.</p>	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	To promote a positive school culture where lessons are ‘warm and gripping’	Learning walks show that PP students are actively engaged	Student voice shows that students feel confident and

students feel challenged and confident to contribute and to ask questions.	To provide positive and friendly lessons, where students feel safe to ask questions and are praised for contributions in class.	and included in activities and discussions. Teachers actively use student passports and profiles to plan and teach their lessons.	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	To monitor student involvement with extra-curricular activities and ensure that PP students are represented and engaged.	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.
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 be aware of all literacy challenges that individual students face and ensure that teachers are aware and structure lessons appropriately. To ensure that high-grade intervention is implemented through a targeted and strategic programme. Literacy and Numeracy Leads, to work closely with PP and SEND staff to ensure engagement and track progress.	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.

<p>Increase PP parental engagement with school</p>	<p>PP co-ordinator to make phone calls to parents to make parents' evening appointments.</p> <p>The Progress Team and the Raising Attainment Team are held to account for regular and meaningful contact and communication with parents and carers.</p>	<p>Attendance at parents' evening for PP is improved from the previous year.</p>	<p>Attendance at parents' evening for PP is in line with their peers by July 2027.</p>
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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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of teaching and learning with “quality first teaching” in all classrooms.</p> <p>Regular and in-depth training for all staff on effective strategies for teaching all students; including supporting PP and SEND and students effectively within the classroom.</p> <p>Ensure regular learning walks to identify the key areas of ‘warm and gripping’ lessons, with all children being ‘seen.’</p> <p>Training, development and support for all staff to deliver warm, gripping, lessons.</p>	<p>Training empowers teachers to use "familiar but powerful" strategies such as scaffolding, explicit instruction, and metacognitive techniques, which the EEF identifies as critical levers for improving SEND pupil outcomes.</p> <p>EEF Toolkit: Effective Feedback (+6 months). Strong classroom relationships and clear feedback improve engagement, motivation, and academic outcomes, particularly for disadvantaged pupils.</p>	<p>1,3</p>
<p>To create a positive school culture with the emphasis on progress rather than behaviour.</p> <p>To use language in classrooms and around school that supports this. To focus on ‘serving your future self’ rather than behaving for others.</p>	<p>EEF Toolkit: Effective Feedback (+6 months). Strong classroom relationships and clear feedback improve engagement, motivation, and academic outcomes, particularly for disadvantaged pupils</p>	<p>1,2,4</p>

<p>All staff have a mature understanding of the most common challenges to progress for PP students, and what to do about them</p> <p>Through one-to-one conversations, PP staff identify individual challenges for all Year 7 PP students to support challenges to learning.</p> <p>Challenges for students are recorded on Pupil Passports and CPOMS.</p> <p>Training and development for staff on nature of PP students.</p> <p>Progress Leaders and PP staff have regular communication with parent/carers to identify challenges. Challenges are shared with staff promptly.</p>	<p>EEF guidance on Pupil Premium stresses that improving staff understanding of disadvantage and challenges to learning is essential for effective targeting of support and closing attainment gaps.</p>	<p>1, 3, 4, 5, 6</p>
<p>Ensure that all students experience a positive learning environment where all students are challenged and confident to contribute and to ask questions.</p> <p>To promote a positive school culture where lessons are 'warm and gripping'</p> <p>To provide positive and friendly lessons, where students feel safe to ask questions and are praised for contributions in class.</p>	<p>EEF Toolkit: Effective Feedback (+6 months). Strong classroom relationships and clear feedback improve engagement, motivation, and academic outcomes, particularly for disadvantaged pupils</p>	<p>1,2,4</p>
<p>PP students' needs are being met very well in their classrooms</p> <p>QA process by PP lead and Teaching and Learning team to focus on students in situ, to ensure that they are making great progress in lessons.</p> <p>Effective feedback is given to class teachers to optimise inclusion and belonging for the individual needs of PP students in their class.</p>	<p>EEF - Providing feedback is a well-evidenced and has a high impact on learning outcomes.</p>	<p>1, 3, 4, 5</p>
<p>Improve quality of teaching and results in EBAC subjects</p> <p>Employ additional teaching staff in English and Maths to decrease class sizes and improve the teacher/ student ratio.</p>	<p>EEF Toolkit: Reducing class size +2 months EEF Toolkit: Effective Feedback +6 months EEF Toolkit: Mastery Learning +5 months</p>	<p>1,3</p>
<p>To improve GCSE English, Maths and Science results</p> <p>Employ additional teaching staff in English and Maths to decrease class sizes and improve the teacher/ student ratio.</p>	<p>EEF Toolkit: Early Intervention +6 months, Mastery Learning +5 months</p>	<p>1</p>

<p>Accelerate the progress of the high-ability students.</p> <p>University visitors, 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>	<p>EPPI-Centre systematic review. University of London.</p> <p>Differentiation for high-ability students within mixed-ability classes works when there is a positive classroom climate and high-quality teacher-led structuring of tasks and interactions.</p>	<p>1,7</p>
<p>To improve parental Engagement</p> <p>Parents and carers are supported in making appointments for evening events such as Parents' Evening, Progress Evening, Options Evenings, Open Evening. Appointment booking phone calls are made to parents who have not used the online system.</p>	<p>Uptake to parents evening has increased by up to 50% in some Year groups.</p>	<p>6</p>

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

Action/Implementation	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide appropriate environments that promote inclusion, support and maintain academic learning and progress.</p> <p>To provide bespoke, tailored teaching for individual needs.</p> <p>To provides expert teaching, support, and bespoke intervention.</p>	<p>Teach First & University of Nottingham (2024): Inclusion improves engagement and belonging</p>	<p>1,4</p>
<p>PP/SEND students with lower levels of literacy and numeracy, are identified quickly and supported to improve their skills.</p> <p>Reading and numeracy data is gathered and analysed. From this, students are targeted for additional literacy support.</p> <p>This takes place regularly and the PP Lead works with the Literacy and Numeracy Lead to regularly review data and student progress.</p> <p>To ensure that high-grade intervention is implemented through a targeted and strategic programme</p> <p>If needed, Abington House supports students outside of lessons with Literacy and Numeracy. PP students with SEND are supported to integrate back into the mainstream curriculum when ready.</p> <p>Staff are trained as Quality First Teachers to support students with poor literacy and numeracy in the classroom.</p> <p>Literacy and Numeracy intervention also takes place during lunch time and after school in the form of Book Clubs.</p>	<p>EEF Toolkit Reading comprehension Strategies + 6 Months progress.</p> <p>EEF - Structured one-to-one numeracy intervention delivered by trained TAs led to +3 months of additional progress compared with standard provision.</p>	<p>1,3</p>

<p>KS3 Engagement and Progress</p> <p>PP students receive regular Commitment to Learning reports showing their engagement in each subject. The Progress team analyses this data, and PP staff then meet with students to review it and create plans to remove challenges and improve engagement.</p> <p>The PP Lead ensures that the assemblies programme is devised to optimise levels of engagement for all students, and especially the most vulnerable.</p>	<p>Education Scotland - Effective Use of Data: Evidence shows that effective data use can lead to improved educational outcomes, as it helps educators make informed decisions and set high expectations for student learning.</p>	<p>3</p>
<p>There is precision about the progress and attainment of KS4 PP students, which all leaders are aware of.</p> <p>PP students receive a regular tracking report, that compares target grades with predictions. This data is analysed and shared with leaders at all levels.</p>	<p>EEF Toolkit: Targeted Academic Support (+4 months). Regular review of pupil needs and responsive intervention improves outcomes when support is closely matched to identified challenges</p>	<p>1,4</p>
<p>PP students benefit even more from Maths/English and Science strategy to improve learning through homework and sprints.</p> <p>The PP team analyse the weekly Year 10 and 11 Maths, English, and Science homework paper.</p> <p>They use this data to ensure that PP students have completed the papers and are improving their marks. Where PP students are not, they ensure they are ahead for the following week, using after school slots to support this.</p>	<p>Department for Education (DfE) research identified time spent on homework as one of the strongest predictors of attainment at KS4.</p>	<p>1,4,5</p>
<p>NEAs strategy</p> <p>The PP team reviews progress in all NEA subjects at KS4. Using a 'Not Leaving Till' approach. Target groups of PP students are supported to ensure that they are up to date in all NEA content and working at one grade above their target in terms of quality.</p>	<p>Research by Qualifications Wales- NEA can make up a substantial proportion of the qualification; in some subjects it has <i>increased noticeably</i>, directly influencing overall grade weighting.</p>	<p>1,3,4,5</p>

<p>Peer Mentoring 6th Form students are trained as Peer Mentors as part of their enrichment time. This is used to support KS3 and KS4 classes and to work with small groups or individuals to improve subject-specific skills.</p> <p>Mentoring SLT, Academic Tutors and the Enhancement Team to mentor Y11 PP students.</p> <p>Subject resources such as revision guides) or educational visits.</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>	1,3,5
<p>Improve confidence results across performing arts and increase Cultural Capital for PP/LAC students. Peripatetic Music Lessons – 1:1 or group sessions to learn instruments. Performing Arts Experiences Drama workshops/Visits, Moving Together, Dance and Theatre trips.</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. EEF Toolkit +3 months</p>	1
<p>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</p>	<p>The average impact of metacognition and self-regulation approaches is high (+8 months additional progress)</p>	1,3,5
<p>Revision Sessions Lunch/Afterschool revision sessions. Easter revision sessions</p>	<p>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 more learning. EEF Toolkit +3 months</p>	1,3,5

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

Action/Implementation	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance of PP students with robust monitoring of attendance data.</p> <p>Training is provided to teachers to position lessons as a 'reason to come to school,' strategies to promote belonging in a classroom are used wherever possible.</p> <p>Our students and families' individual needs are 'seen' and supported appropriately through our attendance procedure.</p> <p>To ensure that all students are aware of how their current attendance is impacting on their progress and choices for the future.</p> <p>The C2L programme at KS3 targets enjoyment of school and particularly focusses on ensuring PP students are at the centre of this. Assemblies are planned to optimise engagement</p> <p>Student voice data is used to promote inclusion and enjoyment of school. PP students are specifically engaged through a variety of forums, e.g. Estates panel; Music panel; social media panel, so that they feel increasingly, that this school is for them. The PP Lead tracks this to ensure that the most vulnerable PP students benefit directly from this.</p> <p>Daily absence calls.</p> <p>Meetings with EWO and Progress Leaders are fortnightly.</p> <p>Proactive rewards to encourage attendance.</p>	<p>UK research — especially from the Department for Education (DfE) — provides very robust, recent evidence that attendance has a direct and measurable impact on academic achievement at both Key Stage 2 and Key Stage 4. Below are the key findings.</p> <p>Higher attendance is consistently associated with higher academic performance across all pupil groups. [gov.uk]</p> <p>After controlling for other factors (prior attainment, FSM status, SEND, gender, etc.), attendance remains a strong independent predictor of whether pupils achieve expected grades.</p>	<p>1,2,3,4,7</p>

<p>Commitment to Learning expectations are in place with the routine of the Short Stay Reflection Room and our internal provision for students who struggle with the culture of the school and need additional support.</p> <p>C2L data is analysed each term. From this, PP students are prioritised for progress meetings to promote engagement and inclusion in classrooms.</p> <p>SLT/Progress Team on “walk” every lesson to ensure students are committed to learning.</p> <p>PP students in the Reflection Room and IP are picked up for one-to-one support and coaching.</p>	<p>EEF Toolkit: Mentoring +2 months EEF Toolkit: Behaviour Interventions +4 months EEF Toolkit: Early Intervention +6 months.</p>	<p>1,4,7</p>
<p>Provide uniform/ PE kit/food as required</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>Public Health England’s review - Nutrition affects student behaviour and development, with poor diets linked to increased behavioural and mental health problems.</p> <p>Studies of nutritious school meals show they can reduce disruptive behaviour, improve concentration, and enhance pupils’ willingness to engage in tasks.</p>	<p>5</p>
<p>Homework is supported through staffed Homework club which runs Monday to Thursday</p>	<p>EEF Toolkit: Homework +5 months EEF Toolkit: Extending school time +3 months</p>	<p>5</p>
<p>The services of the counsellor have been secured for this year to support pupils with a range of concerns including mental health issues who have high absence.</p> <p>Teen-health sessions are provided by the Children and Family Wellbeing Service. Students are referred by PLs</p> <p>Mental Health check-ins are provided by the PP team</p>	<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>2,4,5</p>
<p>Our food Bank provides food, household, and hygiene supplies for low-income families</p>	<p>(2023) study published in Behavioural Sciences- Research shows self-esteem influences motivation, which in turn improves metacognitive engagement, such as planning, monitoring, and self-regulating learning.”</p>	

<p>Improve self-esteem. We recognise that students' self-esteem grows when they feel a sense of agency. We promote this through regular student voice activities that give students influence over aspects of school life.</p> <p>Student feedback also informs our student rewards, and we share the impact with students so they can clearly see their progress (e.g., Maths Weeklies, NEA strategy).</p> <p>The PP team monitor the outcomes closely to ensure PP students benefit directly from these approaches.</p> <p>We work with local community organisations and charities to give students the opportunity to get involved with charities in their local community. Such as taking part in fundraising activities such as the 'Colour Run.' This will improve students' self-worth, self-esteem, and confidence.</p>	<p>(2023) study published in Behavioural Sciences- Research shows self-esteem influences motivation, which in turn improves metacognitive engagement, such as planning, monitoring, and self-regulating learning.”</p> <p>IDSR Data PP GCSE Results in 2025 showed that...</p> <p>% of PP Students achieving 9-4 in English and Maths increased by 6.1%</p> <p>% of PP Students achieving 9-5 in English and Maths increased by 2.5%</p> <p>% of PP Students achieving 9-4 in Maths increased by 4%</p> <p>% of PP Students achieving 9-5 in Maths increased by 6.5 %</p> <p>% of PP Students achieving 9-5 in English Lit increased by 2.47%</p> <p>Progress 8 Data is not available for the 2025 cohort, however 2024 P8 data showed an improvement of 0.8 from the previous year, suggesting an upward trend. Additionally, performance data for 2026 indicates that disadvantaged students and those with SEND, make strong progress from their starting points, because of the supportive interventions which are covered within 'Inclusion'.</p>	
<p>Raising aspirations with a focus on life after school.</p> <p>Ensure all PP students are provided with at least two meaningful encounters with a careers adviser while at the Academy.</p> <p>Connexions advisor one-to-one meetings with Yr 10 LAC students.</p> <p>Careers fairs</p> <p>P16 Providers fair</p> <p>Year 10 Work Experience</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>EEF Toolkit: Aspiration interventions (low impact based on very limited evidence)</p>	<p>7</p>

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) ^{OBJ}

	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	3.08	3.49	4.63	5.04	-1.51	-1.51	-1.05	-1.55	-1.55	-1.55
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	
Progress 8	-1.13	-0.56	-0.33	0.16	-0.74	-0.57	-0.59	0.16										
Attainment 8	27.53	35.10	42.61	50.20	30.72	34.56	41.19	50.01	30.80	34.90	46.29	50.40	-15.08	-15.1	-10.47	-15.45	-16.21	-15.50
% EBacc Grade 5	4.50	7.50	7.20	20.30	0.00	8.00	9.20	21.60	1.80	8.60	13.33	22.60	-2.70	-12.8	-9.20	-13.6	-11.53	-14.00
% of students gaining 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 - 5	9.10	25.50	33.50	52.20	10.00	25.80	29.20	53.10	12.5	25.8	37.8	53.1	-24.4	-26.7	-19.2	-27.3	-25.3	-27.3
9 - 4	27.30	43.70	59.80	7.60	31.40	43.40	60.00	72.80	37.5	43.8	67.3	73.1	-32.5	-28.9	-28.6	-29.4	-29.8	-29.3

IDSR Data PP GCSE Results in 2025 showed that...

% of PP Students achieving 9-4 in English and Maths increased by 6.1%

% of PP Students achieving 9-5 in English and Maths increased by 2.5%

% of PP Students achieving 9-4 in Maths increased by 4%

% of PP Students achieving 9-5 in Maths increased by 6.5 %

% of PP Students achieving 9-5 in English Lit increased by 2.47%

Progress 8 Data is not available for the 2025 cohort, however 2024 P8 data showed an improvement of 0.8 from the previous year, suggesting an upward trend.

Additionally, performance data for 2026 indicates that disadvantaged students and those with SEND, make strong progress from their starting points, because of the supportive interventions which are covered within 'Inclusion'.

	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.	
% of students gaining an English Language Qualification																			
9 - 7	2.4	5	11.5	21.1	1.5	9.6	6.28	21.8	0	10	9.84	23	-9.1	-16.1	-4.78	-12.2	-9.84	-13	
9 - 5 (High Pass)	16.7	35.1	51.8	60.1	29.9	36.8	40.2	61	18.2	35.9	48.7	60.3	-35.1	-25	-10.3	-24.2	-30.5	-24.4	
9 - 4 (Standard Pass)	38.1	52.1	69.4	76.5	41.8	52.9	59.8	76.8	38.2	52.9	72.8	77.1	-31.3	-24.4	-18	-23.9	-34.6	-24.2	
% 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	Nat.	
9 - 7	2.4	10.4	8.9	22.2	1.5	10.5	4.71	21.8	0	11	8.81	22.5	-6.5	-11.8	-3.21	-11.3	-8.81	-11.5	
9 - 5 (High Pass)	17.1	38	46.1	61.3	17.9	37.9	28.4	60.5	20.4	39.7	42.8	62.8	-29	-23.3	-10.5	-22.6	-22.4	-23.1	
9 - 4 (Standard Pass)	39	55.4	62.8	77.9	37.3	55.9	56.2	77.9	35.2	57	70.1	79.1	-23.8	-22.5	-18.9	-22	-34.9	-22.1	
% 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	Nat.	
9 - 7	2.4	8.8	10.4	24.6	1.5	9.1	9.2	25.3	1.82	10.2	14.8	26	-8	-15.8	-7.7	-16.2	-13	-15.8	
9 - 5 (High Pass)	14.3	30.9	39.9	59.2	11.8	31.8	36.65	60.4	17.9	30.9	46.7	59.1	-25.6	-28.3	-24.9	-28.6	-28.8	-28.2	
9 - 4 (Standard Pass)	38.1	50.6	67.9	78.3	38.2	51.3	68	79.3	41.1	49.7	71.8	77.7	-29.8	-27.7	-29.8	-28	-30.7	-28	

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		89.9
Pupil Premium 2024-2025	326	85.82	0.4	90.6
Not PP Previous Year	1007	92.81		94.0
Not PP 2024-2025	974	93.05	0.24	94.2
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

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

Action/Implementation	Evidence of Impact	Challenge number/s
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.	Attendance for FSM students has improved by 1.2%	1-6
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.	APS for students in EBAC subjects improved by 0.08 PP students achieving Grade 5 in EBAC subjects has improved by 1.75%	1,3
Faculty Intervention- To provide resources and incentives for subject interventions for Year 11 students.	All subjects at GCSE provided lunchtime, after school, half-term, and/or Easter intervention. Walking Talking Mocks for PP students. Subject Champions, Peer Mentors.	1,3,5
To improve the quality of teaching and results in EBAC subjects. To improve GCSE English, Maths and Science results. For English, Maths and Science tutors to provide academic coaching sessions for PP students.	Students who received Maths grades 9-4 improved by 3.62%. Students gaining a 9-4 English and Maths qualification improved by 5.44%	1
Provide a comprehensive targeted CPD programme with a focus on Quality First Teaching , metacognition, and catch-up strategies	CPD was provided for all teachers. A catch-up provision was successfully provided for students after school Mon -Thurs.	1
University visits for more able students, architecture careers workshop, sixth form taster days and peer mentoring from sixth form students	PP students who gained a high pass in Maths and English improved by 2.28%	1,7

Support Year 11 students with low literacy and revision skills by providing literacy support sessions.	Additional 'Walking-Talking Mocks' were provided for Year 11 PP students	1,3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £69,737

Action/Implementation	Evidence of Impact	Challenge number/s
<p>To improve GCSE English, Maths and Science results.</p> <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>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>	1,3
<p>Peer Mentoring</p> <p>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</p> <p>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</p> <p>SLT, Academic Tutors and Enhance Team to mentor Y11 PP students.</p> <p>To provide faculties with funding for a variety of PP interventions to be arranged by department teachers. This may be spent on resources</p>	<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>	1,3,5

<p>(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>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>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>	1,3
<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>Peripatetic music lessons were provided for 6 PP students.</p> <p>Theatre Visit to see Blood Brothers.</p>	1
<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>		1,3,5
<p>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 students Year 11. Provide calculators, revision materials, and laptops.</p>	All Year 10 and Year 11 students were provided with revision guides.	1,3,5
<p>Revision Sessions Lunch/Afterschool revision/NEA sessions. Holiday revision sessions run in some subjects.</p>	Year 11 students achieved higher marks for NEA content compared to the previous year.	1,3,5

More able students University visits, workshops, Sixth form taster days Peer mentoring from sixth form students	All but one PP student secured a place at Sixth Form, Further Education or Apprenticeships.	1,7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £75,132

Action/Implementation	Evidence of Impact	Challenge number/s
Attendance Meetings and Sanctions Progress Leaders/Enhance staff/EWO to support students and to chase attendance and support behaviour. Focussed data on 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	PP Attendance improved by 0.4% Student in receipt of free school meals improved attendance by 1.2%	2

<p>Behaviour Strategies Strong whole school behaviour policy remains in place with the routine of the Short Stay Reflection Room and ISR now embedded CPD on behaviour management Train ECTs in behaviour management SLT/Progress Team on “walk” every lesson Enhance school rewards system. Behaviour data monitored each week 8am Behaviour meeting weekly HoY monitor data weekly direct interventions via the tutor/HoY/SLT Link or the SLIP Inclusion Referral Panel Walkthroughs PP students in ISR picked up for one-to-one support and coaching. Behaviour targets and rewards</p>	<p>Commitment to Learning scores were very similar to the previous year. The gap between PP and Non-PP stayed the same.</p>	<p>4</p>
<p>Uniform Provision Provide uniform/ PE kit/food as required Breakfast Club Provide supervised daily breakfast club with free tea/toast/cereal 8.00am – 8.30am daily. Provide Y11 with free water/cereal bar/banana prior to exams</p>	<p>Breakfast club was well attended throughout the year.</p>	<p>5</p>
<p>Homework Support Homework detentions Staffed Homework club runs Monday to Thursday Homework club opened every morning from 8 – 8.30 in Enhance. Update IT facilities in enhance. Purchase 5 new computers to be used during intervention and homework club.</p>	<p>Homework provision was available each morning as part of the breakfast club.</p>	<p>5</p>
<p>General support and check -in on students who scored high on the disadvantage calculator</p>		<p>5</p>
<p>Extra-Curricular Publicise extra-curricular offer to students and parents Enter teams for competitions in sports/STEM etc across the city and region</p>	<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</p>	<p>1</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>	<p>proportionate in all non-residential trips. Students were given £100 towards residential trips.</p>	
<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> <p>Local Authority Educational Psychologist to complete assessments of individual students as required</p> <p>Referral to Early Help/MARF</p> <p>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 Aid Check-in breaktimes</p>	<p>PP Attendance improved by 0.4%</p> <p>Student in receipt of free school meals improved attendance by 1.2%</p>	<p>2,4,5</p>
<p>Food Bank</p> <p>Providing food, household and hygiene supplies for low-income families</p>		<p>2,4,5</p>
<p>Community Links</p> <p>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>		
<p>Attendance Rewards</p> <p>Vouchers (X-Box/Amazon Etc.) for sustained improvement for Year 10/11 attendance</p> <p>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</p> <p>KS3/4 End of half term 2.30 early finish reward in Enhance</p>	<p>PP Attendance improved by 0.4%</p> <p>Student in receipt of free school meals improved attendance by 1.2%</p>	<p>2</p>

<p>Parents Evenings Run Study Skills parents evening Phone call reminders to parents about parents evening</p>	<p>PP Attendance to KS3 parents evenings improved by around 25% following appointment calls for KS3.</p>	<p>6</p>
<p>Next Steps Careers provision run by middle leader Connexions Advisor and Pathways Advisor Targeted students have careers support meetings Careers fairs P16 Providers fair Skills Show trip Mock interviews (Careers/Attendance) Aspire Programme Programme of HE visits/workshops Pathways Advisor delivering 1:1/assemblies /events Careers audit across the school based on the CDI framework and careers embedded into SoWs</p>	<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>	<p>7</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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