

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Wadham School
Number of pupils in school	771
Proportion (%) of pupil premium eligible pupils	(164) 21.27%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2022/23 to 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Richard Burgas Headteacher
Pupil premium lead	Alexandra Davidson Assistant Headteacher, SENDCo Jemma Henwood PFSA Lead, PP
Governor	Theodora Woods

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,660
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£157,660

# Part A: Pupil premium strategy plan

## Statement of intent

Wadham's ethos and values are that we are a learning community where all young people are supported and encouraged to achieve their potential. Our curriculum inspires students to want **to know more, understand more and be able to do more.**

**The design of the curriculum reflects this through the challenge and rigour which is adapted to ensure that subject and disciplinary knowledge is accessible by all.**

In this way, we aim to equip young people with the personal attributes, knowledge and skills to be respectful and successful members of the community and live 'Life in all its fullness'. The guidance and support of dedicated teachers and staff help them to be the best they can be.

Within this, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum. We aim to enable all pupils from all backgrounds to better access further education, training and employment.

Our vision for Pupil Premium funding is **strategic**, and considers the **evidence of research** into which strategies will have the most **impact on academic and pastoral outcomes** for the students. We consider the challenges of vulnerable students, including those who have a social worker or are young carers. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our approach will be **responsive** to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

We plan strategically to ensure our most disadvantaged students are successful. To ensure this is effective we will:

- Guarantee **High Quality Teaching** is at the heart of all we do
- Ensure disadvantaged students are **challenged** appropriately
- Adapt a **whole school approach** in which all **staff take responsibility** for disadvantaged pupils' outcomes and raise expectations of what they can achieve by prioritising disadvantaged students with Red Folders and the Marking and Feedback Policy

- All colleagues are skilled and able to identify then **intervene early** when there is a lack of knowledge within in a sequence of learning (which is supported by our Teaching and Learning policy)
- Underachievement is identified and addressed through our Assessment Cycle, and monitored by Heads of Department, Pastoral and SEN leaders, and SLT
- In all areas those students that have multiple vulnerabilities or complex needs will be **prioritised for interventions and support**

## Challenges

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

Challenge number	Detail of challenge
1	Progress and attainment gaps of disadvantaged students in comparison to non-disadvantaged students exist in KS4 outcomes, particularly those with multiple vulnerabilities including SEMH.
2	KS3 disadvantaged students arrive with lower levels of reading comprehension and below their expected reading age in comparison with their non-disadvantaged peers. A greater proportion of disadvantaged pupils are below age-related expectations in their CATs in comparison with non-disadvantaged pupils.
3	Attendance data shows that disadvantaged students in comparison with non-disadvantaged students don't attend as regularly as non-disadvantaged students. Particularly those who have multiple vulnerabilities such as SEMH.

4	<p>Data, observations and discussions have identified high levels of SEMH needs for many disadvantaged pupils which impacts their attainment, and can result in referrals to the safeguarding team for emotional and wellbeing support. Early intervention is required to support students with their SEMH needs and remove barriers to their accessing learning and achieving positive attainment. This has a significant crossover with behaviour data, which shows that the number of disadvantaged students who receive suspensions is disproportionate to non-disadvantaged students.</p>
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## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improved attainment among disadvantaged pupils across the curriculum at the end of KS4 with a focus on English and Maths skills</p>	<p>Progress shown in English and Maths at assessment points throughout the year, with disadvantaged pupils progress at least as good as non-disadvantaged pupils. All students including disadvantaged to achieve a positive progress 8 score by Summer 2025. To continue to achieve 100% of Year 11 disadvantaged students moving onto college and further education as we have for this academic year. For the NEETs in September 2024 to be 0%</p>
<p>Improved reading comprehension among disadvantaged pupils across KS3</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects</p>	<p>Teachers reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p>

<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observation. Quantitative data shows improvement too. (SDQ scores, SMEH scales, professional reports etc)</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils</p>	<p>Sustained high attendance demonstrated by:</p> <p>The overall absence rate for all pupils being no more than 5% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%</p> <p>The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</p>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 44,727

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of Head of English (£6725). To drive whole school Strategies, to develop and embed literacy skills across all years, including raising the achievement of disadvantaged pupils through broad and balanced curriculum.</p> <p>Librarian appointed (Driving e-readers, access to books for all etc (£3585).</p> <p>Purchase of a book for every PP student from the Book Fair to encourage Reading for Pleasure, and embed the culture of reading in the school (£1,045).</p> <p>September-June- Employment of an English teacher for 4hrs a week to teach phonics targeting pupils with largest gaps including those disadvantaged students (£11,364).</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.</p> <p><a href="#">Improving literacy in secondary schools.pdf</a> <a href="#">EEF KS3 KS4 LITERACY GUIDANCE.pdf</a></p> <p>High quality teaching, assessment and a broad balanced curriculum that responds to the needs of pupils. <a href="#">Pupil-Premium-resource-evidence-brief.pdf</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English and other subjects on the curriculum. <a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a></p> <p>Research suggests that the role of librarians in schools in the United Kingdom is complex and evolving, and that they have a valuable literacy supportive role to play in their school libraries. <a href="#">What is the literacy supportive role of the school librarian in the United Kingdom? - Margaret K. Merga, 2021</a></p> <p>The EEF Literacy Guidance and Report for Improving Literacy in Secondary Schools states that schools should provide high quality literacy interventions for struggling students. <a href="#">EEF KS3 KS4 LITERACY GUIDANCE.pdf</a></p> <p><a href="#">Phonics   EEF</a></p>	<p>1, 2, 3</p>

<p>Employment of additional AHOY (particular focus on attendance) and continued employment of Deputy SENDCo (£20,823) SEN and PFSA team to have responsibility for managing PP strategy.</p> <p>Lead PFSA employed with additional responsibility for PP to support in robust review and tracking of procedures. To liaise with PP Lead to ensure opportunities are made available to PP students and barriers to access these are removed. (£3325)</p>	<p>Pupil voice shows the positive impact of additional pastoral staff on access the learning, meeting the needs of pupil’s social, emotional and mental health and supporting attendance of disadvantaged students. These pastoral staff members support students through ensuring they have the right resources to fully engage in their learning and to improvement their attainment.</p> <p>Fostering Resilience in Children - <a href="#">ED386327.pdf</a></p> <p><a href="#">The Impact of a Decade of Educational Change on Pastoral Care and PSE: A Survey of Teacher Perceptions - Best - 1999 - Pastoral Care in Education - Wiley Online Library</a></p> <p><a href="#">Pastoral care: a whole-school approach to creating the ethos of wellbeing that culminates in better engagement and improved academic achievement of learners   BERA</a></p> <p><a href="#">Full article: The future of pastoral care in schools: exploring whole-school trauma-informed approaches</a></p> <p>Guidance from the EEF shows pupils who are persistently absent from school are less likely to achieve well academically. Pastoral staff support the attendance of disadvantaged students through the building of strong relationships with families.</p> <p><a href="#">Working together to improve school attendance (applies from 19 August 2024)</a></p> <p><a href="#">Supporting Pupils Mental Health and attendance.pdf</a></p> <p>Communication with parents leads to improved attendance.</p> <p><a href="#">Attendance-REA-report.pdf</a></p>	<p>1, 2, 3, 4</p>
<p>Use of SISRA (£1715) especially at key data drop points and purchase of FFT Aspire (£1282)</p>	<p>Tracking of progress and consequent interrogation of data should lead to improved first quality teaching and improved intervention once poor progress has been identified.</p>	<p>1, 2</p>

<p>Funding of Revision Guides for PP students and teaching of metacognitive strategies to support effective use. (£2325)</p> <p>Appointment of staff to launch Wadham's AP provision that provides targeted small group English Maths and SEMH interventions for those struggling to engage at times in class.</p>	<p>Metacognition and the provision of revision guides to support PP students is a low cost, high impact way to support disadvantaged students.</p> <p><a href="#">How can schools and universities work in partnership to raise attainment for less advantaged students? - The Brilliant Club</a></p> <p><a href="#">Metacognition and self-regulation   EEF</a></p> <p>“International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations”</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups.</p> <p><a href="#">Reducing class size   EEF</a></p> <p><a href="#">Social and emotional learning   EEF</a></p> <p><a href="#">Understanding the use of internal alternative provision for...   EEF</a></p> <p><a href="#">Small group tuition   EEF</a></p> <p><a href="#">One to one tuition   EEF</a></p>	<p>1, 2, 3, 4</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 51,706

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reading programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary. TA interventions such as reading pens, English interventions, phonics interventions, exam concessions and adoption of SPARX Reader. (£13,572)</p>	<p>The research shows that too many disadvantaged students make the transition from primary to secondary school below the expected standard for reading. If interventions are not put in place to address this, the educational prospects for this group are grave.</p> <p>Reading comprehension strategies have a positive impact on pupil's ability to understand a text, and targeted intervention is shown to have a positive impact on progress and achievement</p> <p>Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.</p> <p><a href="#">Effectiveness of Interventions that Foster Reading Motivation: a Meta-analysis   Educational Psychology Review</a></p> <p><a href="#">Reading comprehension strategies   EEF EEF KS3 KS4 LITERACY GUIDANCE.pdf</a></p>	<p>1, 2, 3, 4</p>
<p>In house Alternative Provision providing extra English and maths and SEMH interventions. (£25,594)</p> <p>Yr. 11 English and Maths interventions. Small group English and Maths classes through Alternative Provision for most vulnerable and at risk of low or no progress. (£12,540)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups.</p> <p><a href="#">Reducing class size   EEF</a></p> <p><a href="#">Social and emotional learning   EEF</a></p> <p><a href="#">Understanding the use of internal alternative provision for...   EEF</a></p> <p><a href="#">Small group tuition   EEF</a></p> <p><a href="#">One to one tuition   EEF</a></p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £87,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of Social and Emotional mentoring for specific pupils who require support regulating their behaviour and emotions. This includes training for school staff, collaboration with school counsellor, mental health school team, and teacher release time. This also includes appointment of Mental Health Lead.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups. SEMH support through pastoral staff 1:1s, small groups and whole school approaches can support attainment and reduce attainment gaps for disadvantaged students.</p> <p><a href="#">Reducing class size   EEF</a>  <a href="#">Social and emotional learning   EEF</a>  <a href="#">Understanding the use of internal alternative provision for...   EEF</a>  <a href="#">Supporting pupils in school with social, emotional and mental health needs: a scoping review of the literature: Emotional and Behavioural Difficulties: Vol 23 , No 3 - Get Access</a></p>	<p>1, 3, 4</p>
<p>A variety of whole school and targeted strategies that include:</p> <ul style="list-style-type: none"> <li>▪ Exam invigilation</li> <li>▪ ARK D of E</li> <li>▪ Leadership and Pastoral Leadership</li> <li>▪ Year 11 extra English and Maths</li> <li>▪ REACH</li> <li>▪ SSPS</li> <li>▪ Counsellor</li> <li>▪ MHST</li> <li>▪ PHSE Programme</li> <li>▪ Music lessons</li> <li>▪ Uniform</li> <li>▪ Computers</li> </ul>	<p>The widening of horizons through a broad and balanced curriculum</p> <p><a href="#">Non-cognitive skills literature review 1.pdf</a>  <a href="#">EEF   Personal Social and Emotional Development</a>  <a href="#">EEF SPECTRUM Guidance Document Conceptual mapping.pdf</a>  <a href="#">(PDF) Effects of Extracurricular Activities on Students</a>  <a href="#">(PDF) The Relationship of Extracurricular Activities with Students' Character Education and Influencing Factors: A Systematic Literature Review</a>  <a href="#">EJ1230758.pdf</a></p>	<p>1, 2, 3, 4</p>

<p>Breakfast club 8.00-8.30 every morning in the canteen.</p> <p>Students having to have a meal deal not individual items to ensure a balanced healthy option is had.</p>	<p>There is clear evidence linking a balanced diet with academic attainment.</p> <p><a href="#">Association between breakfast consumption and educational outcomes in 9–11-year-old children   Public Health Nutrition   Cambridge Core</a></p> <p><a href="#">The effects of breakfast on behavior and academic performance in children and adolescents - PMC</a></p> <p><a href="#">HT_briefing_layoutvFINALvii.pdf (PDF) Diet, a factor for academic performance in school-aged children: systematic review of recent studies</a></p>	<p>1, 3, 4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1, 2, 3, 4</p>

**Total budgeted cost: £183,513.**

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

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Despite being on track during the first year (2018/19) the outcomes we aimed to achieve in our previous strategy by the end of 2023 were not fully realised. We continue to work hard in the following areas to strategically support the progress of PP students.

Attainment: In the summer of 2024, our Pupil Premium students in Year 11 achieved a Progress 8 score of -0.54, which is a 0.68 positive increase in P8 on the year before and follows a positive trend of steady improvement since 2019, when our PP students achieved a P8 score of -2.9. Our Progress 8 score for the whole school in 2024 was -0.28, which had improved by 0.39 on the previous year. The gap between PP students and non-PP students is closing, and we are seeing a trend of positive growth in P8, however PP students are obtaining approximately a third of a grade below than those non-PP students.



### KS4 – Progress 8 by Cohort Groups



Student Group	2019	2022	2023	2024	Difference
Boys	-0.07	-0.77	-0.76	<b>-0.28</b>	<b>0.48</b> ↑
Girls	0.14	-0.36	-0.58	<b>-0.28</b>	<b>0.30</b> ↑
Gender Gap	0.21	0.41	0.18	<b>0.00</b>	<b>0.18</b> ↑
Pupil Premium	-2.9	-1.1	-1.22	<b>-0.54</b>	<b>0.68</b> ↑
SEN E	-0.21*	-1.5	-2.2	<b>-0.95</b>	<b>1.25</b> ↑
SEN K	-0.59	-1.7	-1.2	<b>-0.56</b>	<b>0.64</b> ↑
SEN N	0.23	-0.34	-0.65	<b>-0.26</b>	<b>0.39</b> ↑
High Prior Attainment	0.06	-0.43	-0.99	<b>-0.74</b>	<b>0.25</b> ↑
Middle Prior Attainment	0.12	-0.62	-0.55	<b>-0.20</b>	<b>0.35</b> ↑
Low Prior Attainment	-0.16	-0.52	-0.62	<b>-0.14</b>	<b>0.58</b> ↑
OVERALL P8	0.05	-0.56	-0.67	<b>-0.28</b>	<b>0.39</b> ↑

Internal and external assessments suggest the performance of disadvantaged pupils is still lower than the rest of their peers. The key areas to support remain the Core Subjects. The gap is noticeable in options, however some key options areas and subjects saw PP students perform on par nationally or slightly above.

Attendance: Although overall attendance in 2023/2024 was lower than we had aimed for, it was in line with national trends and averages. The attendance gap for disadvantages students was still too large, which is why attendance is a whole school focus and a new school

procedure is being adopted this academic year to particularly target persistent absence. This includes a new Attendance Officer to support strategic oversight of trends in attendance and to ensure early intervention is put in place to support attendance.

SEMH and Wellbeing: The increasing SEMH needs of our PP and wider school community reflect a county and national trend. In response to this we have a comprehensive level of SEMH support to help students access learning, and to include our most vulnerable and disadvantaged pupils. The small nurturing groups allow students to feel safe, explore learning without embarrassment and thus avoid unnecessary suspensions and absence. The internal data we have collected show the positive impact of our internal Alternative Provision, with clear qualitative and quantitative data collected showing this improvement. We are building on this approach to ensure the gap is closed between all groups of students. Our assessments demonstrated that pupil behaviour, wellbeing and mental health continue to be a key area for support for students having not fully returned to pre-pandemic levels. The impact was particularly acute for disadvantaged pupils. We are continuing to use pupil premium funding to provide well-being support for all pupils and targeted interventions where required. We are continuing to build on that approach in our new plan.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
REACH Youth alternative education provider- SEMH	REACH
GCSE English and Maths 1:1	Chard Learning Centre Prospero Tutoring
ARK D of E	Somerset Works
MHST	Public Health
Counsellors	Wadham school purchases counselling hours from private counsellor Kate Hooker and Emma Connelly

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>We have set up after school clubs enrichment activities such as music lessons and cultural visits and encouraged service children to attend. This supports friendships between service pupils. Regular check in with key worker</p> <p>A dedicated member of staff is available to support service pupils with anxiety and loss when a family member is deployed.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>All service children attended a class visit or an educational experience offered. Teachers observed improvements in friendships/relationships through these trips and experiences.</p>

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers, CPD, professional conversations to identify the challenges faced by disadvantaged pupils.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies and attended CPD opportunities about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

We are following the EEF'S tiered approach to pupil premium spending and support by considering the three core pillars in our above strategy:

- Improving teaching: This might include professional development, training and support for early career teachers, as well as teacher recruitment and retention.
- Targeted academic support: Evidence consistently shows the impact that one-to-one and small group interventions can have on pupils who are falling behind.

- Wider strategies: This might include strategies to boost attendance, improve behaviour or provide social and emotional support.