

# Pupil premium strategy statement – Wadham Community School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	765
Proportion (%) of pupil premium eligible pupils	21.35% (171)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025/26 to 2028/29
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Richard Burgas <i>(Headteacher)</i>
Pupil premium lead	Alexandra Davidson <i>(Assistant Headteacher, SENDCo)</i> Jemma Henwood <i>(PFSA Lead, PP Co-Ordinator)</i>
Governor / Trustee lead	Theodora Woods

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,900
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£162,900

# 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 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**
- High quality **pastoral and CEIAG support** will be provided to meet the needs of all students, but will uplift those with multiple vulnerabilities in particular

## Challenges

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

Challenge number	Detail of challenge
1	Consistency across the school in embedding the learning cycle and High Quality Teaching to ensure the stretch and challenge of all students.
2	Progress and attainment gaps of disadvantages students in comparison to non-disadvantaged students exist in KS4 outcomes, particularly those with multiple vulnerabilities including SEMH.
3	KS3 disadvantaged students arrive with lower levels of reading ages in comparison with their non-disadvantaged peers. A greater proportion of disadvantaged pupils are below age-related expectations in their CATs upon entry in comparison with their peers.
4	Attendance data shows that disadvantaged students in comparison with their peers do not attend as regularly. Historically it has been difficult to get support and investment from disadvantaged students and their families in consistent attendance.
5	Data, observations and discussion based analysis has 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 of 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.

## 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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4 with a focus on English and Maths skills.	<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 through the use of High Quality Teaching and consistency of Learning Cycle implementation.</p> <p>All students including disadvantaged to achieve a positive progress 8 score by Summer 2028.</p> <p>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</p>

	September 2025/6 and ongoing to be 0%
Improved reading comprehension among disadvantaged pupils across KS3	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.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils	Attendance of PP students will improve. Attendance graduated response to be followed with high numbers of PP attendance meetings and positive rewards culture to support this.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged with High Quality CEIAG provision and attendance at enrichment activities.	Sustained high levels of wellbeing demonstrated by: Qualitative data from student voice, student and parent surveys and teacher observation. Quantitative data shows improvement too. (Boxall Profile, SEMH scales, professional reports etc) A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

## Activity in this academic year

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

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

Budgeted cost: £ 72,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
The school has invested in a strengthened leadership structure to enhance the quality of curriculum, teaching, and targeted support for disadvantaged pupils. This includes the appointment of a new Head of English, along with second-in-department roles in both	High quality teaching, assessment and a broad balanced curriculum that responds to the needs of pupils. <a href="#">Pupil-Premium-resource-evidencebrief.pdf</a>  Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. <a href="#">Improving literacy in secondary schools.pdf</a>	1, 2, 3



<p><b>Use of Data and Analytical Tools</b> Investment in SISRA, particularly at key data collection points, alongside the purchase of FFT Aspire, provides robust analytical tools to track progress, identify gaps and inform targeted interventions for disadvantaged pupils. This enhanced data capability supports timely, evidence-based decision-making to improve outcomes for Pupil Premium students.</p> <p>Funding of Revision Guides for PP students and teaching of metacognitive strategies to support effective use.</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>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> <a href="#">Metacognition and self-regulation   EEF</a></p>	<p>1, 2, 3</p> <p>1, 2, 3</p>
<p><b>Leadership and Pastoral Capacity to Support Pupil Premium Strategy</b> Additional AHOY capacity has been employed, with a particular focus on improving attendance for disadvantaged pupils. The continued employment of the Deputy SENDCo, along with the SEN and PFSA teams, ensures dedicated leadership and oversight of the Pupil Premium strategy. This enhanced staffing structure enables targeted monitoring, timely intervention and coordinated support to address barriers to learning for disadvantaged pupils.</p> <p>The school has also expanded its capacity to meet the needs of pupils with social, emotional, and mental health (SEMH) challenges through the employment of dedicated youth support workers. These staff members play a key role in running an on-site</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. 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</a></p> <p><a href="#">Perceptions - Best - 1999 - Pastoral Care in Education - Wiley Online Library</a> <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> <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</p>	<p>1, 2, 4, 5</p> <p>1, 2, 3, 4, 5</p>

<p>alternative provision designed to re-engage vulnerable learners, promote positive behaviour, and rebuild confidence. Additionally, targeted small-group English and Maths sessions are provided for pupils who struggle to access learning in a larger classroom environment, supporting improved engagement and progress.</p>	<p>disadvantaged students through the building of strong relationships with families.</p> <p><a href="#">Working together to improve school attendance</a></p> <p><a href="#">(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><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>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 64,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The school has implemented a range of targeted reading and literacy interventions to support disadvantaged pupils who require additional help with comprehension and vocabulary development. This includes the adoption of a structured reading programme designed to build decoding skills, deepen understanding of texts, and improve overall reading confidence. Further support is provided through a series of Teaching Assistant-led interventions, such as the use of reading pens,</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. 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. 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</p>	<p>1, 2, 3, 5</p>

<p>small-group English and phonics sessions, and tailored literacy support for pupils with specific learning needs. Exam access arrangements are put in place where appropriate, ensuring that disadvantaged pupils are not prevented from demonstrating their true ability. In addition, the school has introduced SPARX Reader to promote regular independent reading, strengthen comprehension skills, and reinforce key vocabulary through personalised, adaptive tasks. And a tutor time reading programme which applies to all year groups and encourages empathy, exposure to different experiences, and pushes cultural capital.</p>	<p>students how to read, write and communicate effectively in their subjects.</p> <p><a href="#">Effectiveness of Interventions that Foster Reading</a></p> <p><a href="#">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>Youth workers have been employed to respond to the rising levels of SEMH need across the school. Their role focuses on early identification and timely intervention, providing targeted support before concerns escalate. This proactive approach is designed to reduce the risk of SEMH crises, improve pupil wellbeing and ensure that vulnerable students are able to engage positively with their learning.</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, 4, 5</p>

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

Budgeted cost: £ 55,580

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</p> <p>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, 2, 4, 5</p>
<p>A variety of whole school and targeted strategies that include:</p> <ul style="list-style-type: none"> <li>• Exam invigilation</li> <li>• Leadership and pastoral leadership</li> <li>• Year 11 Extra English and Maths</li> <li>• REACH</li> <li>• SSPS</li> <li>• Level 3 Mental Health Training</li> <li>• MHST</li> <li>• PSHE programme</li> <li>• Music Lessons</li> <li>• Uniform</li> <li>• Access to technology</li> </ul>	<p>The widening of horizons through a broad and balanced curriculum</p> <p><a href="#">Non-cognitive skills literature review 1.pdf 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, 5</p>

<p><b>Breakfast Provision</b>  A daily breakfast club runs from 8:00–8:30 in the school canteen to ensure pupils, including those eligible for Pupil Premium, have access to a nutritious start to the day. Students receive a balanced meal deal rather than individual items, supporting healthy eating habits and improving readiness to learn.</p> <p>Contingency fund for acute issues</p>	<p>There is clear evidence linking a balanced diet with academic attainment.  <a href="#">Association between breakfast consumption and educational outcomes in 9–11-year-old children   Public Health Nutrition   Cambridge</a></p> <p><a href="#">Core</a>  <a href="#">The effects of breakfast on behavior and academic performance in children and adolescents - PMC</a>  <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>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>2, 4, 5</p> <p>1, 2, 3, 4, 5</p>
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**Total budgeted cost: £ 192,500**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Despite being on track during the first year of our previous Strategy, the outcomes we aimed to achieve by the end of this period were not fully realised in terms of academic attainment. We continue to work hard in the following areas to strategically support the progress of PP students.

Attainment: In the summer of 2025, our Pupil premium students in Year 11 achieved a Progress 8 score of -0.71. This follows a positive trend of steady improvement since 2019. There is a positive overall trend in the reduction of the attainment gap in the 2025 summer GCSE results. Improvements remain evident across key measures, and leaders continue to review targeted strategies and monitor teaching and learning to ensure support is both responsive and effective. This reflective approach enables ongoing refinement of interventions, strengthens classroom practice, and maintains a clear focus on further raising attainment for disadvantaged students.



#### KS4 – Progress 8 by Cohort Groups



Student Group	2019	2022	2023	2024	2025	Difference
Boys	-0.07	-0.80	-0.75	-0.28	-0.42	-0.14 ↓
Girls	0.14	-0.39	-0.58	-0.28	-0.17	0.11 ↑
Gender Gap	0.21	0.41	0.18	0.00	0.25	-0.25 ↓
Pupil Premium	-2.9	-1.1	-1.22	-0.54	-0.71	-0.17 ↓
SEN E	-0.21*	-1.5	-2.2	-0.95	-1.01	0.06 ↓
SEN K	-0.59	-1.7	-1.2	-0.56	-0.33	0.23 ↑
SEN N	0.23	-0.34	-0.65	-0.26	-0.24	0.02 ↑
High Prior Attainment	0.06	-0.43	-0.99	-0.87	0.24	1.01 ↑
Middle Prior Attainment	0.12	-0.62	-0.55	-0.30	-0.14	0.16 ↑
Low Prior Attainment	-0.16	-0.52	-0.62	-0.22	-0.86	-0.64 ↓
OVERALL P8	0.05	-0.56	-0.67	-0.28	-0.29	-0.01 ↓

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

Attendance: Although attendance overall in the previous year was lower than we had aimed for, it was in line with national trends and averages. The attendance gap for disadvantaged students was still too large, which is why attendance is a whole school focus and a new school procedure is being adopted this year to particularly target persistent absence. This includes a new attendance officer to support attendance.

SEMH and Wellbeing: The increasing SEMH needs of our PP and wider school community reflect a county and national level 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 students. The small nurturing groups allow students to feel safe, explore

learning without embarrassment and thus avoid the unnecessary suspensions and absence. The internal data we have collected show the positive e 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 student behaviour, well-being 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 students. We continue to use PP funding to provide well-being support for all pupils and targeted interventions where required.

## 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.*

<b>Programme</b>	<b>Provider</b>
REACH Youth Alternative Education Provision for SEMH	REACH
GCSE English and Maths 1:1	Prospero Tutoring
MHST	NHS/Somerset Council
Counsellors	Wadham School purchases counselling hours from private counsellors Kate Hooker and Emma Connelly
Prodigal bikes	Prodigal Bike