

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

| Detail | Data |
|---|-----------------------------------|
| School name | Wildern School |
| Number of pupils in school | 1784 |
| Proportion (%) of pupil premium eligible pupils | 18.4% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024/2025 to 2026/27 (Year 1) |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Ceri Oakley, Headteacher |
| Pupil premium lead | Natasha Cowan, Deputy Headteacher |
| Governor / Trustee lead | TBC |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £312,900 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £312,900 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges that they face, make good progress and attain highly across the curriculum in all subjects and achieve at least passes in English and Maths at GCSE. We believe that nurturing students to be the best that they can be in order to maximise their life chances is integral to our roles as educators.

The focus of our pupil premium strategy is to support all disadvantaged students in achieving this goal. At the heart of our provision, we aim to ensure that students reach their potential in all aspects of school life so that they enter adulthood as the best version of themselves. We will carefully consider the challenges faced by vulnerable students, such as those who have a social worker or are young carers. The activity outlined in this statement is intended to support the needs of all students, regardless of whether or not they are disadvantaged.

Central to our approach is a commitment to high quality teaching and learning and within this, we prioritise a focus on areas of school life where our pupil premium students require the most support. This is proven to have the greatest impact on diminishing the disadvantaged attainment gap and at the same time will also benefit non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We have based our strategy on an approach that responds to both common challenges and individual needs. Our response is based on robust, diagnostic assessment about the current students within our school community rather than generalised non-evidence based assumptions about the impact of disadvantage. We have carefully considered the most effective strategies to support our students both in terms of their academic progress and attainment, as well as their holistic pastoral well-being. For our school community, it is essential that all of our students leave us with the skills necessary to have the best possible life chances in order to be happy, successful adults and responsible members of society. To ensure this, we will:

- ensure that disadvantaged students are challenged with the work that they are set through high expectations
- closely monitor progress and anticipate needs in order to put in place early intervention
- adopt a whole school approach in which staff consistently and collectively take responsibility for disadvantaged students' outcomes and support them in fulfilling their potential both within their curriculum and pastoral aspects of their development

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are supported by several national studies. This has resulted in knowledge gaps resulting in students falling further behind age-related expectations and their peers, particularly in English, Maths and Science as well as affecting their attentiveness to learning.</p> |
| 2 | <p>Our Assessments, observations and discussions with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 3 years, on average 29% of our disadvantaged students arrive below age-related expectations compared to 15% of their peers. This gap is exacerbated for our SEND students who are also disadvantaged.</p> |
| 3 | <p>The maths attainment of disadvantaged students is generally lower than their peers and teacher diagnostic assessments suggest that many students struggle with problem solving tasks. Assessments on entry to Y7 in the last 3 years indicate that 28% of our disadvantaged students arrive below age related expectations compared with 18% of their peers. Subsequent internal assessments show that this gap widens for some students during their time at our school.</p> |
| 4 | <p>Whole school attendance data over the past 3 years indicates that attendance among disadvantaged students has been lower than for non-disadvantaged students.</p> |
| 5 | <p>Our observations suggest that many lower attaining disadvantaged students lack metacognitive / self-regulation strategies when faced with challenging tasks, notably when completing tasks that require resilience such as reasoning, evaluation and synthesis of ideas to justify an opinion.</p> |
| 6 | <p>Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged students, including their attainment and correlate with lower attendance and poor punctuality.</p> |

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 students across the curriculum</p> | <p>By the end of our current plan in 2026/27 more disadvantaged students will achieve a standard and strong pass in English and Maths at GCSE.</p> <p>2026/27 outcomes will demonstrate that the gap between disadvantaged and non-disadvantaged students achievement will be significantly reduced from the 2023/4 figures.</p> <p>2026/27 outcomes</p> <ul style="list-style-type: none"> ● a reduced gap between the average Attainment 8 score of disadvantaged and non-disadvantaged students ● a reduced gap between the Ebacc average point score of disadvantaged and non-disadvantaged students <p>a reduced gap between the percentage achieving standard and strong passes in English and Maths of disadvantaged and non-disadvantaged students</p> <p><u>2023/24 outcomes:</u></p> <p>2024 disadvantaged average Attainment 8 score: 38.5 2024 non-disadvantaged average Attainment 8 score : 51.78 (national 50) 2024 school gap : 13.28</p> <p>2024 disadvantaged progress 8 score : -0.55 2024 non-disadvantaged progress 8 score : 0.17 (national 0.16) 2024 school gap : 0.72</p> <p>2024 disadvantaged Ebacc average point score : 3.45 2024 non-disadvantaged Ebacc average point score: 4.71 (national 4.46) 2024 school gap : 1.26</p> <p>2024 disadvantaged standard pass in English and Maths : 49.1% 2024 non disadvantaged standard pass in English and Maths : 75.6% (national 72.7%) 2024 school gap : 26.5%</p> <p>2024 disadvantaged strong pass in English and Maths : 31.6% 2024 non disadvantaged strong pass in English and Maths : 52.3% (national 53.1%) 2024 school gap: 20.7%</p> |

| | |
|--|---|
| Improved reading and comprehension among disadvantaged students across KS3 | Reading and comprehension tests demonstrate improved comprehension skills among disadvantaged students and a diminished gap between them and their non disadvantaged peers. This should be evident through engagement in lessons and through assessed pieces of work. |
| Improved metacognitive and self-regulatory skills among disadvantaged students across the curriculum | Teacher reports and learning walks suggest that disadvantaged students are better able to monitor and regulate their own learning both in class and in home studies. |
| To achieve and sustain improved attendance for all students, especially our disadvantaged students | Sustained high attendance in 2026/27 by: <ul style="list-style-type: none"> ● the overall attendance rate for all students being no less than 96% and a reduction in the attendance gap between disadvantaged students and their non-disadvantaged peers ● the percentage of pupil premium students who are persistently absent is comparable to that of their peers |
| To achieve and sustain improved wellbeing for all students, including those who are disadvantaged | Sustained high levels of wellbeing in 2026/27 demonstrated by: <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations. ● a significant increase in participation in enrichment activities, particularly among disadvantaged students. ● engagement with embedded whole school approach to mental health and wellbeing ● adapting and developing the mental health and wellbeing policy and the behaviour policy to support disadvantaged students specific needs |

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: £50 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Developing metacognitive and self-regulation skills in all students through whole school CPD sessions. Thinking frames are being developed in curriculum lessons and morning registration sessions and pastoral assemblies include sessions on how students learn and self regulation.</p> | <p>Teaching metacognitive strategies to students can significantly aid their learning by enabling them to work more independently and problem solve.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> | <p>1, 2, 3, 5, 6</p> |
| <p>Improving literacy across the curriculum in line with recommendations in the EEF improving literacy in secondary schools guidance.</p> | <p>Acquiring and enhancing core literacy skills is crucial to student progress as an aid to learning and accessing the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Reading, comprehension and vocabulary as well as other literacy skills are significantly linked with attainment in all subjects, particularly English and Maths.</p> <p>https://www.oup.com.cn/test/word-gap.pdf</p> | <p>1, 2, 5, 6</p> |
| <p>Improving mathematics teaching and numeracy across the curriculum in line with DFE and EEF guidance, including teaching of financial literacy.</p> | <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>Having 'good maths' has been described as the gateway to lifelong financial stability and that a lack of financial education lessons is a key issue behind the lack of financial literacy in young adults.</p> <p>https://lordslibrary.parliament.uk/financial-education-in-schools/</p> | <p>1, 3, 5, 6</p> |

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

Budgeted cost: £78 500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Provide academic mentoring in English, Maths and Science through the use of CPAs will be used to provide interventions</p> | <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind. This is applicable both one to one and in small groups</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> | <p>1, 2, 3, 5, 6</p> |
| <p>Adopting a reading intervention programme for disadvantaged students who need help to comprehend texts and address vocabulary gaps</p> <p>Apollo Group for Y7 students with additional needs</p> <p>Wave 3 intervention programmes to support reading</p> | <p>Reading comprehension strategies can have a positive impact on students' ability to understand a text which helps them to access their learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> | <p>1, 2, 5, 6,</p> |
| <p>Intervention for specific students who require support in developing their study skills and the culture of learning at Wildern</p> | <p>Based on our prior experience we have identified a need to provide targeted support to students to develop their study skills in terms of understanding how they learn, organisation of time and tasks and ways to revise and overlearn.</p> | <p>1, 2, 3, 5, 6</p> |

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

Budgeted cost: £184 400

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Embedding principles of good practice set out in the DfE's guidance for working together to improve school attendance</p> <p>Attendance officer will specifically monitor and improve attendance</p> | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> | <p>1, 4, 6,</p> |
| <p>Intervention for specific students who require support in regulating their behaviour and emotions alongside their mental health and wellbeing</p> <p>This includes the funding of our:</p> <ul style="list-style-type: none"> -Student Services and Inclusion Team, -The Nest -School Counsellor -Young Carers' support group -ELSA support -Apollo Group -Additional transition for vulnerable Y6 students -Y10 and Y11 academic mentoring -Music enrichment and support -Lead Practitioners for Pupil Premium with oversight of interventions | <p>The EIF analysis of interventions that support the mental health and wellbeing of young people socially and emotionally provides some useful evidence on strategies that can reduce symptoms of anxiety and depression</p> <p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p> <p>https://www.gov.uk/guidance/senior-mental-health-lead-training</p> | <p>4, 6,</p> |
| <p>Contingency fund for acute issues</p> | <p>Based on our prior experience we have identified a need to set aside a small amount of funding in order to be able to respond quickly to needs that may not yet have arisen or been identified</p> | <p>4, 5, 6</p> |
| <p>Develop opportunities for student voice inform and support interventions</p> | <p>Based on student feedback, we have identified a need to provide opportunities to ensure we hear opinions and experiences from disadvantaged students so we can better target support to students.</p> | <p>4, 5, 6, 1,</p> |

Total budgeted cost: £312 900

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting*

disadvantaged pupils' performance, including attendance, behaviour and wellbeing

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Outcomes for disadvantaged Pupils

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

2023/24 outcomes:

2024 disadvantaged average Attainment 8 score: 38.5

2024 non-disadvantaged average Attainment 8 score : 51.78 (national 50)

2024 school gap : 13.28

2024 disadvantaged progress 8 score : -0.55

2024 non-disadvantaged progress 8 score : 0.17 (national 0.16)

2024 school gap : 0.72

2024 disadvantaged Ebacc average point score : 3.45

2024 non-disadvantaged Ebacc average point score: 4.71 (national 4.46)

2024 school gap : 1.26

2024 disadvantaged standard pass in English and Maths : 49.1%
2024 non disadvantaged standard pass in English and Maths : 75.6% (national 72.7%)
2024 school gap : 26.5%

2024 disadvantaged strong pass in English and Maths : 31.6%
2024 non disadvantaged strong pass in English and Maths : 52.3% (national 53.1%)
2024 school gap : 20.7%

Our disadvantaged students performed better in their GCSE examinations in 2024 than they had in the previous years since the pandemic.

We have been able to relaunch our pupil premium funded interventions, most notably targeted support and mentoring. High quality teaching and learning resources for our attending students has ensured that we have continued to provide students with access to a high quality curriculum but as a whole cohort, our disadvantaged students found the legacy of the partial closures harder than their peers.

Attendance overall in 2023/24 was in line with both the local and national average. However, the attendance of our disadvantaged students was lower than their peers (81.1% for FSM students in comparison to 90.27% for non-disadvantaged students). Persistent and severe absence among disadvantaged students was higher than their peers which is why attendance is a focus of our current plan.

As expected, the average attendance of our Pupil Premium students being lower than non-disadvantaged students has had an impact on their attainment. As evidenced nationally, the partial closures as a result of the pandemic had the most detrimental impact on our disadvantaged students and the legacy of this is still a focus as we support them in attending school. In 2024, Students who were in school 96% or more achieved on average progress of half a grade better in their GCSEs, showing the clear link between good attendance and high achievement.

Our internal assessments, monitoring and student voice evaluations have suggested that student wellbeing and mental health have been affected by the impact of the pandemic at key points in their development, both academically and in terms of learning and experience of assessments. This impact was particularly acute for disadvantaged students. As a result, we have used pupil premium funding to provide wellbeing support for all students including targeted intervention as and when required. This approach will continue in our new strategy 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

| Programme | Provider |
|-----------|----------|
| | |
| | |

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? | |
| What was the impact of that spending on service pupil premium eligible pupils? | |

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 students, particularly disadvantaged students.
- ensuring students 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 student anxiety.
- offering a wide range of high-quality co-curricular activities to boost wellbeing, cultural capital, 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 students 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 wanted.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged students. We also used the EEF's families of schools database to view the performance of disadvantaged students in school similar to ours and found similar patterns.

We looked at a number of 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 a number of studies about the impact of the pandemic on disadvantaged students.

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 students.