

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) funding to help improve the attainment of our disadvantaged students.

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	1671
Proportion (%) of pupil premium eligible pupils	17.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2026/27 (Year 2)
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
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	£334,325
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	£334,325

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	Attainment and Knowledge Gaps Assessments and discussions with students show that disadvantaged students start secondary school with lower attainment in literacy; specifically reading, and maths. This limits access to the curriculum and impacts attainment, in all curriculum areas. Without targeted intervention, these gaps widen over time.
2	Attendance Across all year groups, attendance among disadvantaged students is consistently lower than for their peers.
3	Metacognitive and Self-Regulation Skills Many disadvantaged students lack effective learning strategies such as planning, monitoring and evaluating their work. They struggle to work independently, persevere with challenging tasks and organise work effectively. This limits their confidence, resilience and progress.
4	Social, Emotional and Mental Health (SEMH) Some disadvantaged students experience social and emotional difficulties such as anxiety, low self-esteem or difficulty managing stress. These challenges can affect concentration, attendance and engagement, creating additional barriers to learning and progress.

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 students across the curriculum	<p>Attainment and Knowledge Gaps</p> <p>By the end of our current plan in 2026/27 disadvantaged students will achieve higher APS scores across their qualifications than in 2023/24, as well as a higher proportion achieving a standard or 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 reduced from the 2023/4 figures.</p> <p>The progress of pupil premium students in 2026/27 will be more in line with non-pupil premium students in comparison to the gap of 0.72 in 2023/24.</p>
Improved skills in reading and comprehension among disadvantaged students across KS3	<p>Attainment and Knowledge Gaps</p> <p>An improvement in reading age when reassessed at the end of KS3 which will lead to being able to access more across all curriculum areas. Improvement in WAD CLP demonstrates progress made across KS3.</p>
Improved skills in maths among disadvantaged students across KS3	<p>Attainment and Knowledge Gaps</p> <p>Improvement in WAD CLP demonstrates progress made across KS3.</p>
To achieve and sustain improved attendance and punctuality for disadvantaged students	<p>Attendance</p> <p>Sustained higher attendance in 2026/27 by:</p> <ul style="list-style-type: none"> the overall attendance rate for disadvantaged students being above 89% showing an increase on 2023/24 of 83.9%. a reduction in the attendance gap between disadvantaged students and their non-disadvantaged peers in comparison to 11.4% in 2023/24 the proportion of pupil premium students who are persistently absent is comparable to that of their peers A reduction in punctuality concerns for disadvantaged students in comparison to 3.12% in 2023/24
Improved metacognitive and self-regulatory skills among disadvantaged students across the curriculum	<p>Metacognitive and Self-Regulation Skills</p> <p>Myself As a Learner surveys (MALs) demonstrate an improvement in factors. Students identify that they are more able to monitor and regulate their own learning both in class and in home studies.</p> <p>Eref data for 2026/27 in comparison to 2025/26 shows more eRefs given for determination, curiosity and reflection. (NB eRef categories were changed from 2024/25 to 2025/26 so comparison to previous data cannot be made).</p> <p>Evidence of metacognitive skills in learning seen in book looks.</p> <p>Eref data for 2026/27 in comparison to 2025/26 shows less negative eRefs given for inappropriate or disruptive behaviour / not following instructions showing students are more able to regulate themselves. (NB eRef categories were changed from 2024/25 to 2025/26 so comparison to previous data cannot be made).</p>

<p>To achieve and sustain improved social, emotional and mental health and wellbeing</p>	<p>Social, Emotional and Mental Health (SEMH)</p> <p>Sustained high levels of wellbeing in 2026/27 are demonstrated by:</p> <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities in 2026/27 in comparison to 2025/26 (new tracking system introduced in September 2025 so cannot compare to previous years) • qualitative data from student voice and student, parent and teacher surveys • Eref data for 2026/27 in comparison to 2025/26 shows more eRefs given for pride and kindness. (NB eRef categories were changed from 2024/25 to 2025/26 so comparison to previous data cannot be made).
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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: £70 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching CPD a priority:</p> <p>External:</p> <ul style="list-style-type: none"> Thinking Matters (final yr) Solent Maths Hub <p>Internal:</p> <ul style="list-style-type: none"> Drive teams (6 hrs) CPD days (22.5 hrs) Staff meetings / Twilights (12 hrs) Middle leader workshops (17 hrs) Curriculum workshops (up to 12 hrs) <p>Focused on</p> <ul style="list-style-type: none"> AFL Feedback Creativity Metacognition Ordinarily Available Provision (OAP) Questioning Cultural Capital opportunities Literacy & reading strategies Teaching to the top Curriculum sequence and toolkit Expectations Quality assurance (across all levels) Dept specific CPD eg Maths Mastery teaching, English Literature marking, Examination specification training 	<p>EEF Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> Metacognition and self regulation Reading Strategies Mastery Teaching Feedback <p>Why closing the word gap matters</p> <p>Improving literacy in schools</p> <p>Financial Education in Schools</p> <p>EEF Special Educational Needs in Mainstream Schools</p> <p>Ordinarily Available Provision</p> <p>Metacognition and Self-Regulated Learning</p>	1 & 3
<p>Recruitment & retention:</p> <p>High focus and importance placed on staff wellbeing:</p> <ul style="list-style-type: none"> #WeAreWildern Drive team CPD and development opportunities Thank you Thursdays Staff discount for Leisure centre Years of service Wonder Kind Buddy Menopause Cafe 	<p>EEF Press Release: Three takeaways from the evidence on improving teacher recruitment and retention</p> <p>Ofsted Summary and recommendations: teacher well-being research report</p>	1 & 3

<ul style="list-style-type: none"> • Bumps, babies and brew • Open door to speak about wellbeing • Raise a Hand Day • Day given to exam markers • Considerate timetable for a variety of classes/spread of PPA • Staff not teaching at full allocation, allowing additional PPA time (on average this is around 15% PPA instead 10% PPA) 	School and college staff wellbeing: evidence from England, the UK and comparable sectors Teacher wellbeing index	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £88 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources & support: <ul style="list-style-type: none"> • Stationary packs • Art and Photography packs • Revision guides • Materials (Food, Design) • Music lessons / provision of instruments 	<p>During the pandemic the Sutton Trust and others documented that providing devices and stationery/curriculum packs was one of the most-used, practical ways schools reduced inequality in home-learning. We continue to supply the basic requirements for learning at both home and school to reduce inequality.</p>	1
Reading support: <ul style="list-style-type: none"> • Rapid readers • Reading ambassadors • Book Buzz • Turn the Page together events 	<p>EEF: reading comprehension strategies</p> <p>EEF: Why focus on reading fluency?</p>	1 & 3
Study support: <ul style="list-style-type: none"> • Exam Skills Practise sessions (ESPs) • Subject clinics • Academic mentoring in English, Maths and Science • Apollo (targeted SEN & PP curriculum teaching group) 	<p>EEF: One to one tuition</p> <p>EEF: Small group tuition</p> <p>EEF: Special educational needs in mainstream schools</p>	1 & 3

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

Budgeted cost: £185 825

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Student support services:</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 • R&R room • The Nest • ASCEND Programme • School Counsellor • Young Carers' support group • ELSA support • Safeguarding officer • Additional transition for vulnerable Y6 students • Team led by SLPP 	<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>EEF: Self Regulation Strategies</p>	2, 3 & 4
<p>Attendance:</p> <p>Embedding principles of good practice set out in the DfE's guidance for working together to improve school attendance</p> <ul style="list-style-type: none"> • Attendance officer appointed • Attendance led by AHT • Attendance report challenges • CHAMPS • Additional attendance updates sent to PP parents by text message • Attendance and Engagement Hub • Inclusion Spaces Task and Finish Group 	<p>DfE: Working together to improve school attendance</p> <p>EEF: Texting parents about the number of school days their child has missed can lead to small improvements in attendance</p>	1 & 2
<p>Intervention groups:</p> <p>Plethora of intervention groups to support the wider development of student wellbeing, behaviour, attendance and skills including:</p> <ul style="list-style-type: none"> • Odyssey mentoring • Friday football group • Explore PP group • Quest PP group • Discover PP group • Pioneer PP group • Navigate PP group • Fit for Life • KCC mentoring 	<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>	1, 2 & 4

<ul style="list-style-type: none"> ● St Lukes Church Mentors ● SNT ● PAACES ● ELSA ● Level up ● Wellbeing Changemakers ● #wearewildern Changemakers ● Kindness Changemakers 		
Careers provision: <ul style="list-style-type: none"> ● Additional support for pathway choices ● Prioritised for meetings with Careers Advisor ● Additional support for work experience opportunities ● Prioritised speakers at our events to engage and raise aspirations ● Careers Advisor drop-in sessions at breaktime ● Prioritised for college taster selections 	EEF: Poorer young people more likely to have career aspirations that don't match their educational goals.	1, 2 & 4
Breakfast Club: <ul style="list-style-type: none"> ● Provides breakfast for PP students ● Check in with MOS ● Build sense of belonging to support attendance & attainment 	EEF Breakfast clubs found to boost primary pupils' reading writing and maths results. Whilst this specific evidence is primary school related we believe, based on initial trials, it also benefits both KS3 and KS4 students in making a positive start to the day in turn positively impacting progress throughout the day. IFS: Breakfast clubs work their magic in disadvantaged English Schools - Breakfast clubs do more than provide food — they provide a safe, social space early in the day, potentially helping children build trust with adults and peers. The IFS/Magic Breakfast research suggests that <i>relationships in a relaxed breakfast environment</i> may partly drive the benefit, not just nutrition.	2 & 4
Cultural Capital: <ul style="list-style-type: none"> ● PP focused day trips for cultural experiences ● Co-curricular activities targeting PP students ● Seasonal workshops for PP students 	The Brilliant Club conducted an “Art & Society” after-school programme focused on cultural awareness and critical thinking , explicitly aimed at building cultural capital in disadvantaged students. Conclusion: increasing cultural capital (through exposure / discussion) would improve <i>critical thinking, engagement, wellbeing and attainment</i> . (page 14) Research School: Cultural Capital	1, 2 & 4

Financial Support: <ul style="list-style-type: none"> ● Fully funded day trips ● Uniform support ● Dance/Pe Kit support ● Individual needs 	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	1 & 2
Pupil Premium leaders: <ul style="list-style-type: none"> ● DHT lead ● LP - PP coordinator ● LP - PP lead 	EEF Guide to the Pupil Premium Strategy DFE Pupil Premium guidance for School Leaders	1, 2, 3 & 4
Parent Engagement: <ul style="list-style-type: none"> ● Wildern Parent Community Group ● Quiz & chips events ● Communication by text or push notifications ● Postcards sent instead of letters/emails ● Turn the pages evenings ● Bookbuzz book collection evening 	EEF Parental Engagement	1, 2, 3 & 4

Total budgeted cost: £334 325

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.

Attainment and Knowledge Gaps - GCSE results

	2023/24		2024/25		2025/26		2026/27	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
A8	38.5	51.78	36.76	51.26				
P8	-0.55	0.17						
4+ in En/Ma	49.1%	75.6%	52.1%	75.0%				
5+ in En/Ma	31.6%	52.3%	27.4%	56.5%				

More of our disadvantaged students achieved a standard pass in English and Maths in their GCSE examinations in 2025 than they had in the previous years since the pandemic. The gap between

disadvantaged and non-disadvantaged students for this has narrowed here and shows pleasing improvement and that we are on track to achieve our intended outcomes. However, too many students are still not acquiring these qualifications which will affect their future career paths.

Attainment and Knowledge Gaps - Reading

		Cohort 24-29	Cohort 23-28	Cohort 22-27	Cohort 21-26
KS2 Reading Scaled Score	PP	102.13	102.86	101.70	101.05
	Non-PP	106.44	106.54	106.43	104.34
Reading age on entry	PP	12.25	12.43	12.20	12.28
	Non-PP	13.58	13.44	13.64	13.41
Reading age after interventions	PP	12.72	12.69	13.60	13.15
	Non-PP	13.94	13.73	14.51	13.77

Students are identified for reading interventions based on their reading age on entry. The three interventions used have shown to be effective and students (both disadvantaged and non-disadvantaged) have made good progress from these, the impact of which can be seen in the higher reading ages after. We will continue to look at ways to narrow the gap on reading ability on entry to support student learning holistically. We will also continue to raise the profile of reading for purpose and pleasure across the curriculum to further support our disadvantaged students. We are currently making some progress but not enough in this field. We will be launching 2026 as the Year of Reading as part of our whole school literacy programme.

Attainment and Knowledge Gaps - Maths

		Cohort 24-29	Cohort 23-28	Cohort 22-27	Cohort 21-26	Cohort 20-25	Cohort 19-24
KS2 Maths	PP	103.2	102.0	100.5	100.4	102.1	102
	Non-PP	105.5	105.6	105.4	103.1	104.2	106
Year 7 (steps)	PP	1.50 (11.51)	2.04 (13.11)	1.75 (12.25)	1.78 (12.35)	1.95 (12.86)	1.79 (12.36)
	Non-PP	1.98 (12.94)	2.54 (14.63)	2.45 (14.36)	2.30 (13.89)	2.39 (14.16)	2.50 (14.51)
Year 8 (steps)	PP	(25-26)	2.26 (13.79)	2.4 (14.2)	2.27 (13.80)	2.33 (13.98)	2.34 (14.03)
	Non-PP	(25-26)	2.91	3.09	2.87	2.82	3.12

			(15.74)	(16.26)	(15.60)	(15.46)	(16.35)
Year 9	PP	(26-27)	(25-26)	2.35	2.43	2.56	2.59
	Non-PP	(26-27)	(25-26)	3	3.18	3.3	3.37
Year 10	PP	-	(26-27)	(25-26)	2.98	3.01	3.02
	Non-PP	-	(26-27)	(25-26)	3.77	3.97	3.95
Year 11	PP	-	-	(26-27)	(25-26)	3.94	3.77
	Non-PP	-	-	(26-27)	(25-26)	5.2	5.17

The data shows that we are not closing the gap between disadvantaged and non-disadvantaged students' maths skills and therefore not currently on track to achieve our intended outcomes. We have begun to track the CLP of students' maths in this way and are currently implementing a mastery teaching approach with re-teach weeks built into the curriculum. Staff CPD is being provided through the Solent Maths Hub into assessment in the classroom to enable staff to identify student misconceptions and whether they understand a concept to a deep enough level before moving on in the topic. This will support our disadvantaged students particularly, ensuring that they develop a good understanding of the fundamental concepts in mathematics.

Attendance

	2023/24		2024/25		2025/26		2026/27	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
Attendance	83.38%	92.42%	85.26%	93.5%				
PA	48.04%	19.05%	40.55%	14.33%				
SA	8.11%	1.83%	7.77%	1.39%				

Attendance overall in 2024/25 was generally in line, and at times, slightly above both the local and national average. However, the attendance of our disadvantaged students was lower than their peers. Persistent and severe absence among disadvantaged students was higher than their peers which is why attendance is a focus of our current plan, however, the attendance of students receiving FSM improved overall by nearly 2% on the previous year which was a greater increase than non-disadvantaged students. The proportion of PP who are persistently absent or severely absent is extremely high in comparison to their peers, but early indications are that these are reducing. We are on track to achieve our intended outcomes for attendance.

Metacognitive and Self-Regulation Skills

We are in the early stages of embedding whole school routines to strengthen students' metacognitive and self-regulatory skills. Staff CPD has led to greater confidence and

understanding in how to integrate these approaches into lessons. Book looks and learning walks show that some classes are proactively and successfully using metacognitive tools such as Thinking Frames to plan, monitor and evaluate their learning. They have also highlighted that continued CPD and staff support are essential to sustaining this practice more consistently across the school - we will continue to provide staff CPD this academic year to support all staff. The Myself as a Learner survey was trialled in The Nest and the Ascend Programme during the summer term, with students surveyed at the beginning and end of the term. Results showed positive progress for all students involved and supported the development of targeted strategies to strengthen self-belief and self-regulation. Moving into the coming academic year, we will continue to use the survey with a wider range of student groups to further extend its impact.

Social, Emotional and Mental Health (SEMH)

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
None	

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?	

