

Pupil premium strategy statement – The Wellington Academy

This statement details our school's use of pupil premium (and recovery 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 (Y7 to Y11)	1159
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	28/01/2025
Date on which it will be reviewed	05/12/2026
Statement authorised by	
Pupil premium lead at that time	Ms S Hawkins (Deputy Headteacher)
Governor / Trustee lead	Mrs J Lord (Governor Lead)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£251,435
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£251,435
<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>	

Part A: Pupil premium strategy plan

Statement of intent

Aim:

To close the gap in attainment between disadvantaged pupils within the academy and their peers. The aim is to ensure that all pupils regardless of socio-economic factors are supported to achieve and excel, given access to academic and enrichment opportunities and resources; and are supported to develop higher aspirations through a series of strategic, evidence-based actions:

Develop and continuously improve the quality of teaching within the academy to ensure the engagement of students. Review and develop curriculum and assessment policies so that students are constantly challenged and supported to meet the challenge.

Provide bespoke targeted interventions matched to the specific needs of our disadvantaged students within the classroom, ensuring that all staff are intentionally working to develop strategies to ensure equity rather than equality. Developing a culture in which staff take responsibility for the progress and attainment of disadvantaged students and actively seek to eliminate barriers to learning.

Develop whole school and specific strategies to improve attendance and behaviour, monitoring and analysing the data to identify gaps and ensure early intervention.

Work with all stakeholders to develop a school environment that makes school unmissable for all. This will support engagement in education, enrichment, and community activities and enable us to work with staff, students, and families to remove barriers to learning. Positive relationships that value individuals will raise expectations and challenge the academy and the students to reach their full potential; working collaboratively to utilise resources and guarantee equity in the education of our students.

Challenges

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

Challenge number	Detail of challenge
1	Lower literacy and maths attainment at KS2 for disadvantaged students translates into lower attainment at KS4 and KS5 across all subjects and less progress. The gap widens throughout KS3 and KS4.
2	Behaviour of disadvantaged students is not as positive as for their non-disadvantaged peers with suspension rates for disadvantaged students significantly above national average and showing a significant increase. (Nat Ave 16.57% compared to academy average of 24.07%)
3	Persistently absent (below 90% attendance) rates are higher for disadvantaged learners than for their non-disadvantaged peers. With 38.2% of disadvantaged learners as PA.
4	Low parental engagement throughout the academy correlates with lower academic aspiration in the local area which is a barrier to achievement. This is more pronounced in our disadvantaged learners. The Wessex Inspiration Network recognises our catchment area as having significantly lower participation in Higher Education, given GCSE attainment levels.
5	Levels of deprivation in the area suggest that students within the catchment shouldn't struggle to access and engage in education. However, the barriers to services and housing suggest that it falls in the bottom 25% showing that the socio-economic factors will have a large impact on the students. Whilst crime, environment and employment statistics show little deprivation – the inability of families to access services and quality housing will have an impact on the ability of students to fully engage in their learning. Additionally, whilst there is very low unemployment in the area, this is in a large part down to the army as a primary employer and its' associated employment sectors many of which do not encourage academic or career aspiration.

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 and progress for disadvantaged students at the end of KS4 and KS5.	Attainment is on a positive 3 year trend upwards and whilst the gap is narrowing it is still persistent. The gap as it exists at KS4 between the A8 of disadvantaged students and their peers is 7.5. A 2.5 point reduction each year of this plan will eliminate the gap if the non-disadvantaged cohort do not continue to improve. However in order to maintain the progress of the whole academy we will need to aim for a 4 point reduction in each year.
Improved attendance for disadvantaged students and a reduction in the number of disadvantaged PA students.	PA statistics for disadvantaged students improve – whole school PA statistics are at 22.1% whilst disadvantaged students are at 38.2%. Whilst this gap is largely in line with national statistics it cannot support the progress of students. By reducing the PA attendance of disadvantaged students by 5% each year, the figure will be largely in line with national averages for PA (21.9%).
Negative behaviour of disadvantaged students will decrease ensuring that they have better access to learning by remaining in lessons and in school.	Suspension numbers for disadvantaged students will reduce to match numbers over the last 3 years and be closer to national average. An 8 percentage point reduction over the next 3 years will ensure that suspensions of the disadvantaged students is in line with national average.
Improved engagement in enrichment activities, academic interventions, PSHE and careers programme will increase aspiration and engagement with education at all levels.	Student surveys show more engagement with school and more satisfaction at school. Engagement with enrichment increases and destination data shows more students going into tertiary education and studying at KS5.
Parental engagement increases and ensures that the academy is working with families to support better educational outcomes.	Attendance to parents evenings. Attendance to detentions. Engagement with enrichment and school activities improves.

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: £129,110.56

Activity	Evidence that supports this approach	Challenge number(s) addressed
CATS and GL testing in year 7 and for all new starters.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Diagnose your pupils' needs EEF	1 and 2
Regular assessment calendar that builds in both high stakes and low stakes assessments enabling quality feedback from teachers and preparation for public exams.	Coping with exam pressure - a guide for students - GOV.UK Feedback EEF	1 and 2
Bespoke, targeted induction program for all new staff that ensures quality work with students	The EEF Guide to the Pupil Premium EEF Equipping our staff to succeed in the classroom and ensuring that they have all of the tools and support network required will enable clear in class intervention for disadvantaged students.	1 and 2

<p>Coaching programme – trained group of coaches to work with staff to develop their classroom practice.</p>	<p>The EEF Guide to the Pupil Premium EEF</p> <p>Equipping our staff to succeed in the classroom and ensuring that they have all of the tools and support network required will enable clear in class intervention for disadvantaged students.</p>	<p>1 and 2</p>
<p>Leadership coaching for subject leaders to enable them to work more effectively to analyse data and develop strategies, interventions and review their curriculum to support the progress of students.</p>	<p>Teaching and Learning Toolkit EEF</p> <p>Enabling leaders to work on and develop strategies that work to support students within their departments.</p>	<p>1 and 2</p>
<p>Department time to allow subjects to develop their curriculum and staff to work effectively with students and develop their own teaching. This will also enable time for staff to embed and use PiXL strategies and resources.</p>	<p>Teaching and Learning Toolkit EEF</p> <p>PiXL Members Area</p> <p>By enabling our department leaders to work within the academy framework to develop subject specific CPD and development plans we can ensure that students are being given the chance to excel within each subject and stretch themselves to reach their full potential. This will also ensure that subject leaders and classroom teachers are taking responsibility for the progress of their students.</p>	<p>1, 2 and 3</p>
<p>Literacy development across the curriculum led by a literacy champion.</p> <p>The strategy aims to prioritise disciplinary literacy, provide targeted vocabulary instruction, develop reading comprehension, break down complex writing tasks, and provide the opportunity for structured</p>	<p>The EEF provides guidance on improving literacy across the curriculum, based on research and evidence. Elements of this such as reading comprehension strategies have been shown to have a benefit of 6 months additional progress per year.</p> <p>Improving Literacy in Secondary Schools EEF</p>	<p>1 and 2</p>

<p>talk enabling students to speak like subject experts and feel more able to succeed.</p>		
<p>Develop maths curriculum to ensure that students can succeed and that gaps from KS2 knowledge are filled.</p>	<p>Login White Rose Education</p> <p>By buying a bespoke curriculum, the maths department are able to focus on effective instruction and pedagogy.</p>	<p>1 and 2</p>
<p>Continued professional development to improve the quality of teaching for all sits at the heart of the academy teaching and learning strategy.</p> <p>Through whole staff training and feedback, curriculum review meetings and the effective use of step lab and the QA cycle staff and constantly working on their own practice.</p>	<p>Department for Education -</p> <p>The above document outlines the best ways to support teacher development – being explicit about how it is an ongoing process and requires a ‘sustained, coherent programme which includes structured, collaborative in-school activities for teachers to refine ideas and embed approaches’.</p>	<p>1 and 2</p>
<p>Retention and recruitment of staff.</p> <p>Investment in a cover team to ensure that staff ‘rarely cover’ and improve staff wellbeing. Regular surveys to monitor staff wellbeing and act accordingly. Department ownership of feedback and marking to reduce workload.</p>	<p>Workload reduction toolkit - Improve workload and wellbeing for school staff</p> <p>The DfE’s ‘Reducing School Workload Collection’ makes it clear that reducing teacher workload is a key factor in staff retention.</p> <p>We pay particular attention to ‘Eliminating unnecessary workload around marking’ and ‘Eliminating unnecessary workload associated with data management’.</p> <p>The 2019 DfE publication ‘Teacher</p>	<p>1, 2, 3 and 4</p>

	<p>recruitment and retention strategy' highlights the importance of 'more supportive school cultures and reduced workload'.</p> <p>The EEF highlights that 'boosting retention via high quality professional development' may be a practical approach and we take account of their 'Effective Professional Development' guidance report to ensure we are doing this.</p>	
<p>Additional online resources to support students' development of skills. Subscriptions to Sparx Maths and English, The Day.</p>	<p>Specific homework tasks focus on consolidation of knowledge and repeated practice. Online resources offer instant feedback to learners to support their improvement and enable them to take ownership of their learning.</p> <p><u>Teacher Feedback to Improve Pupil Learning EEF</u></p>	<p>1, 2, 3, 4 and 5</p>

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

Budgeted cost: £29, 666.96

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths and English intervention tutor groups.</p> <p>Students chosen to support their academic progress.</p>	<p>By selecting small groups to work on specific areas of weakness and receive instant feedback student progress will be accelerated.</p> <p><u>Teacher Feedback to Improve Pupil Learning EEF</u></p> <p><u>Teaching and Learning Toolkit EEF</u></p>	<p>1 and 2</p>

<p>Raising Standards tutor group to focus on developing independent learning skills.</p>	<p>By selecting small groups to work on learning skills and independence student progress will be accelerated.</p> <p>Teacher Feedback to Improve Pupil Learning EEF</p> <p>Teaching and Learning Toolkit EEF</p>	<p>1 and 2</p>
<p>Disadvantaged champion to work towards engaging students and families in enrichment, parents' evenings and attendance of school.</p>	<p>By encouraging and supporting students to attend school and enrichment activities, they will develop a greater sense of belonging and be more equipped to succeed.</p> <p>Working with Parents to Support Children's Learning EEF</p> <p>The EEF Guide to the Pupil Premium EEF</p>	<p>1, 2, 3, 4 and 5</p>
<p>Raising standards academic mentor</p>	<p>By working with students to overcome barriers to learning we can develop a sense of belonging, a better attitude towards learning and academic attainment.</p> <p>Working with Parents to Support Children's Learning EEF</p> <p>The EEF Guide to the Pupil Premium EEF</p>	<p>1, 2, 3, 4 and 5</p>
<p>Enhanced transition.</p> <p>Vulnerable Year 6 pupils to be identified and additional support prior to and at transition to be provided through our enhanced transition HLTA and the member of SLT responsible for transition.</p>	<p>Supporting pupils through transitions allows for barriers to be identified earlier and support put in place.</p> <p>EEF Blog: Supporting pupils through transitions – a trio of... EEF</p> <p>Transition_tool.pdf</p>	<p>1, 2, 3, 4 and 5</p>

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

Budgeted cost: £ 92,657.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <p>Attendance rates are carefully tracked for all pupils and data is live for all staff. We have clear systems for challenging poor attendance and rewarding good attendance as overseen by our Attendance Officer. The attendance team also work closely with families and students to improve attendance.</p>	<p>There are wider benefits for pupils in terms of attendance at school, behaviour and relationships with peers. Attendance and punctuality is clearly linked to pupil progress.</p> <p>The DfE recognises that attendance nationally is lower for disadvantaged pupils than their peers. Attendance has been shown through evidence to have a direct correlation with attainment and progress.</p> <p>Toolkit for schools: communicating with families to support attendance - GOV.UK</p> <p>Working together to improve school attendance (applies from 19 August 2024)</p>	3, 4 and 5
<p>PSHE co-ordinator to develop and manage a robust curriculum.</p>	<p>Classroom wellbeing toolkit Anna Freud</p> <p>The delivery of the curriculum through tutor time will support the building of positive relationships and enable students to feel positively about themselves and school.</p> <p>The curriculum also provides the space for students to talk about the issues affecting them and learn about the wider world.</p> <p>Careers are built into this to ensure that we are encouraging aspiration and giving students the knowledge required to plan their future.</p> <p>Teaching and Learning Toolkit EEF</p>	2, 3, 4 and 5

<p>Behaviour support</p> <p>A small number of pupils who have been deemed at risk of exclusion due to their behaviour have bespoke timetables which includes a combination of regular timetabled lessons, one to one teaching, ELSA interventions and anger management support.</p> <p>All pupils will benefit from the promotion of a positive school ethos through Conduct Cards' which all pupils are expected to carry on them at all times. These outline expectations of positive conduct around the Academy.</p> <p>Each year group has a year leader and head of KS to support behaviour and identify barriers to learning.</p>	<p>By creating situations for students in which expectation are clear and appropriate support is offered we can more effectively reduce barriers to learning and encourage students to attend school and engage in their learning.</p> <p>Improving behaviour in schools</p>	<p>1 and 2</p>
<p>Revision guides are purchased and distributed to KS4 disadvantaged learners and their parents</p>	<p>Students may not have access to additional curriculum materials that will support their independent learning.</p>	<p>1, 4 and 5</p>
<p>Raising Standards meetings for subject leaders and classroom teachers.</p>	<p>Targeted meetings to focus on progress and attainment of students following the completion of data analysis sheets. Classroom teachers will identify disadvantaged students in their class who are underachieving – working to put in strategies to support them.</p> <p>Teaching and Learning Toolkit EEF</p>	<p>1, 2, and 4</p>
<p>Parental Engagement – the disadvantaged champion will begin work with parentkind to develop</p>	<p>Welcome to Parentkind Parentkind</p> <p>Working with Parents to Support Children's Learning EEF</p>	<p>1, 2, 3, 4 and 5</p>

positive working relationships. Parents' evenings will open to disadvantaged families first and tutors will make contact with the families of their disadvantaged students.	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps	
Development of a tracker to identify disadvantaged students and track interventions.	The tracker will be used to ensure that no student is able to fall through the gaps and that their needs are identified early. Deliver and monitor your strategy EEF The EEF Guide to the Pupil Premium EEF	2, 3 and 5
Pupil information sheets – all staff to receive an information sheet regarding the disadvantaged students in their classes – this will enable them to work more effectively to intervene with their students.	Teaching and Learning Toolkit EEF Diagnose your pupils' needs EEF	1, 2 and 5
Participation to increase cultural capital. The curriculum has been developed to include a range of artistic and creative subjects dedicated curriculum time for music, dance, drama, art and food and cookery at KS3. Pupils also benefit from the opportunity to learn a foreign language and gain cultural insight from the study of Religious Studies.	Participation in sports and the arts has been shown by the EEF to contribute to an additional 2 months of progress over an academic year. An increase in curriculum time for the learning of artistic and creative activities has been linked to improved attainment in English, Maths and Science and in some cases a greater impact has been shown for disadvantaged learners. EEF also cites evidence that participation in artistic and creative activities improve well-being and positive attitudes to learning. Teaching and Learning Toolkit EEF Diversifying the curriculum to increase representation Anna Freud	1, 2 and 5
There is also funding to supplement costs of extra- curricular provision, music lessons and school trips to enhance the cultural	Teaching and Learning Toolkit EEF	

capital of our pupils. This includes KS3 residential trips and rewards trips.		
General support fund including: academic resources, uniform, equipment and hardship. This can provide resources and equipment as needed to ensure all pupils have access to them regardless of economic disadvantage.	Removing barriers to academic attainment that result from economic disadvantage will without doubt be needed to enable other aspects of the strategy to have a positive impact.	
Raising aspiration and opening future opportunities. A dedicated Careers Advisor is heavily involved in raising pupil aspiration and ensuring that all pupils receive 1:1 careers advice and guidance. Disadvantaged students are prioritised.	Evidence on aspiration interventions by the EEF is limited. We however strongly believe that our pupils need support in reaching their aspirations. Our dedicated careers advisor is in place to oversee the achievement of the 'Gatsby Benchmarks'.	

Total budgeted cost: £251,435

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As an Academy we identified 5 key challenges that needed addressing:

- 1 Literacy skills for disadvantaged learners are lower than their non-disadvantaged peers (as evidenced through reading age and academic data).
- 2 The achievement of boys is below that of girls. For disadvantaged learners, this is most notable in English.
- 3 Readiness to learn/behaviour of disadvantaged learners is not as good as their non-disadvantaged peer (on average).
- 4 Persistently absent (below 90% attendance) rates are higher for disadvantaged learners than for their non-disadvantaged peers.
- 5 Low academic aspiration in the local area is a barrier to achievement for our disadvantaged learners. The Wessex Inspiration Network recognises our catchment area as having significantly lower participation in Higher Education, given GCSE attainment levels.

Alongside these challenges, we identified a series of success criteria:

A significant reduction in the percentage gap between pupils with below chronological reading ages that are disadvantaged and those who are not. The gap between Disadvantaged Learners and their non-disadvantaged peers will reduce to at least 0% and overall numbers of those with below chronological reading ages will significantly reduce for all pupils.

Reading interventions completed by the SEN department in the first two years of the strategy showed rapid improvement for all readers. The groups were predominantly made up of disadvantaged learners. However, the gaps remain between the students:

Apr-25	Year	Disadvantaged	Non Disadvantaged
Average Reading Age (Years/Months)	7	10 Years 4 months	11 Years 5 months
	8	11 Years 1 month	12 Years 7 months
	9	11 Years 1 month	12 Years 11 months

The achievement of our disadvantaged boys will be in line with national outcomes for non-disadvantaged boys. The national Progress 8 score for non-disadvantaged boys was -0.17 in 2023. This is the benchmark for measuring the success of our actions.

Whilst the APS for the whole cohort is up and the progress of the whole cohort is up, boys continue to underachieve and therefore the performance of our male disadvantaged cohort is an improvement from last year but the gap is persisting. Both the gender and disadvantaged gap for A8 is above 9 points. Whilst the internal progress measures suggest that the gap is widening with the gender gap at -0.59 and the disadvantaged gap at -1.37.

There will be no gap in readiness to learn/behaviour data between disadvantaged learners and their non-disadvantaged peers. This will be measured by the percentage of pupils who have been sent to the 'Reset Room' due to disruption to learning. Past evidence shows that 40% of Reset Room occurrences relate to disadvantaged learners. There is at least no gap, if not a positive gap, between the occurrences of Reset Room referrals for disadvantaged learners and their non-disadvantaged peers. The gap has been reduced by 8% since the

first year of this strategy.

Behaviour continues to be a challenge, 74% of negative behaviours were related to our disadvantaged pupils. Reset room referrals have increased for disadvantaged learners and suspension figures show that our percentage of disadvantaged learners who receive suspensions is now significantly above national average last year having been largely in line over the preceding 2 years. Whilst all suspension figures have risen this year, our disadvantaged students received 24.07% of suspensions whilst only making up 22.08% of our cohort.

A significant reduction in the percentage of disadvantaged learners that are persistently absent (below 90% attendance) and an increase in the overall attendance of disadvantaged learners to be at least in line with their non-disadvantaged peers. A reduction in the number of persistent absentees among disadvantaged pupils to 10% (the national average for all learners pre-pandemic) or below. The gap in overall attendance among disadvantaged pupils and their non-disadvantaged peers to close to 0%.

Attendance figures declined last year with an increase in PA students across the academy. This has had a more negative impact on the PP students. School attendance figure last year was 92.2% whilst the disadvantaged students' attendance was 86.2%. Percentage of persistently absent students was 22.1% compared the PA figure for disadvantaged students which was 38.2%. However close work with individual PP students has seen individual students move from SA to PA and from PA to above 90% attendance.

Significantly improved understanding of future pathways (including, but not exclusively, a desire to continue to Higher Education). Pupil survey data demonstrates the positive impact of careers guidance on the understanding of future pathways.

Student surveys regarding PSHE curriculum show student confidence in their knowledge of future pathways. Feedback from external providers suggests that our students engaged positively in careers interviews. In addition, destination data for our year 11 cohorts shows that only 1.1% of our year 11 and year 12 students were at risk of being NEET. The three students in question had been out of school for KS4 accessing AP. This therefore suggests that the students in school who accessed the careers intervention and curriculum that was on offer in the academy responded positively and were able to make decisions about their future pathways.

A significant reduction in the progress and attainment gap between disadvantaged learners and their non-disadvantaged peers. Internal and external data shows that the progress and attainment gap is closing over time.

Nationally, the average Attainment 8 for PP students improved in 2025 from an APS of 3.93 to 3.91. the national attainment gap stood at 13.6 points in 2018/19 to 15.3 points in 2022/23 and to 15.5 in 2023/24. The widening was caused by the disadvantaged group having a larger decrease than the non-disadvantaged group.

At The Wellington Academy The APS for PP students in 2025 was 33.83. The gap between PP and non PP students was 9.46 which suggests that the strategy at KS4 has not been effective in closing the gap however the APS for PP students in English has improved to bring PP students closer to an average grade of 4 (4.17). This suggests that the work that has been done to improve literacy and reading with our PP students has had a positive impact. In Maths and science however, the gap remains at nearly a grade and over a grade respectively which suggests that we need to focus on students ability to access these subjects and value them.

Nationally, Progress 8 scores have not been recorded this year as a result of the lack of KS2 data. Internal, unverified data shows that progress for non PP students has improved to sit at +0.26 whilst the PP students progress score is -1.09. Urgent work now needs to be done to ensure that these barriers are being removed. With the gap narrowing in English, we know that

the targeted support that we have offered is impactful.

