Pupil premium strategy statement – Wykham Park 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	799
Proportion (%) of pupil premium eligible pupils	29.4% of students (235 out of 799)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2024-2027
Date this statement was published	1/09/26
Date on which it will be reviewed	July 2026
Statement authorised by	Carly Berry Principal
Pupil premium lead	Freddie Forder – Vice Principal
Governor / Trustee lead	David Herbert

Funding overview (provisional)

Detail	Amount
Pupil premium funding allocation this academic year	£290,510
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	NA

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*	£ 290,510

Part A: Pupil premium strategy plan

Statement of intent

We believe that disadvantage should not be a barrier to any student leaving school with the best possible qualifications and experiences. Our ultimate goal for the Pupil Premium strategy is to raise the attainment of disadvantaged students and reduce the gap between them and their non-disadvantaged peers. While this gap is closing, we continue to intervene to ensure that all students make good progress irrespective of their background.

A key to achieving this is ensuring that staff have a collective understanding of who our disadvantaged students are and the barriers they face. Only then can we effectively support them in raising achievement and improving their progress. The needs of these students will remain at the forefront of every strategy the school implements.

We have adopted an evidence-based approach informed by research from the EEF. Our central focus is on quality first teaching, as this has the greatest impact on closing the attainment gap. We will continue to observe, monitor, and evaluate the classroom experience of our pupil premium students to implement effective strategies that support their learning.

To strengthen this, we deliver targeted CPD, with an Inclusion focus, that equips staff with the knowledge and strategies to minimise barriers and support disadvantaged students. The impact of this training is rigorously evaluated so that we can adapt and respond swiftly. Outcomes of observations and evaluations are shared routinely with staff, reinforcing that supporting disadvantaged students is everyone's responsibility.

Alongside this, we have introduced Raising Attainment sessions within the school day, recognising that some students are unable to attend after-school provision due to family responsibilities or other commitments. This ensures that all students, regardless of circumstance, have access to additional academic support.

From September 2026, our new 'Aspire Centre' at Wykham Park Academy will support with strengthening our provision for all vulnerable pupils. The Inclusion base will ensure that academic and pastoral support is provided for students, in order to ensure a strong engagement in school, and achieve better academic outcomes. The centre incorporates a range of pastoral support, alternative provision support for those that need support accessing the full curriculum, and catch up and keep up literacy and numeracy programmes.

Challenges

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

Challenge number	Detail of challenge
1	**Attendance:** Attendance data indicates that disadvantaged students attend less regularly than their peers. As of July 2026, attendance for disadvantaged pupils was approximately 6.1% lower than that of non-disadvantaged students (September 2025-2026).
2	**Behavioural** Behaviour monitoring shows that disadvantaged students are more likely to receive internal exclusions. Lesson observations and work scrutiny also highlight that these students are less engaged and more likely to demonstrate passive learning behaviours.
3	**Attainment** Attainment data indicates that disadvantaged students achieve less well than their peers across a range of subjects, particularly at higher grades.
4	**Lack of aspiration** Student voice and staff observations suggest that some disadvantaged students have lower aspirations, which can affect both motivation and engagement with school life.
5	**Literacy** Disadvantaged students often have weaker literacy skills than their peers. Diagnostic testing shows that 41% are reading below their chronological age. Book reviews also highlight gaps in both substantive and disciplinary knowledge, which limits access to the wider curriculum.

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
To improve the attendance of disadvantaged students, thereby reducing the gap between disadvantaged and non-disadvantaged students	No gap between the attendance of disadvantaged and non-disadvantaged students
Improvement in the behaviour of disadvantaged students	Suspension rates show no gap between disadvantaged students and their peers
Improved attainment amongst disadvantaged students across the curriculum	To significantly reduce the attainment gap between disadvantaged and non-disadvantaged students
Improvement in the aspirations of disadvantaged students so they value the impact education can have and are motivated to do well	Increased involvement of disadvantaged students in extra activities and educational trips. Increasing the percentage of students achieving aspiration points. Student and parent voice indicates that there is increased participation in school activities. Work scrutiny indicates that output by disadvantaged students is equal to that of their non-disadvantaged peers.
Improvement in reading ages, vocabulary and oracy	Data indicates that there is an improvement in the comprehension of students and there is an improvement in all written work.

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: £58235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Feedback – continued focus on the importance of high-quality feedback through departmental meetings and staff training. Training delivered on marking and feedback policy. QA policy updated to include frequent work scrutiny.	Research consistently shows that effective feedback has one of the highest impacts on learning. (EEF, Feedback)	3
Improve literacy in all subject areas Literacy lead appointed and literacy strategy developed. NGRT testing introduced for all. Training led by literacy coordinator and other leaders focused on the embedding of strategies in lessons. Further development of KS3 English curriculum (ARK).	Literacy is a key predictor of future outcomes. Young people who leave school without secure literacy are disadvantaged in education, health, and employment. (EEF, Improving Literacy)	5

Further improve and embed effective DEAR sessions at KS3. Live marking with focus on SPaG. Implement effective catch up programmes for students who need support: Little Wandle (phonics); Corrective Reading; Lexonic and Literacy Gold.		
Development of Quality First Teaching New Teaching and Learning Strategy developed and enacted Curriculum reviewed and re-designed in readiness for Sept 26 New Quality Assurance process to ensure all staff are meeting standards and any issues are swiftly addressed. Appraisal process supports staff development effectively, with a professional growth approach, and clear systems for identifying best practice and underperformance CPD for all staff that is rooted in evidence based research, bespoke, well planned and implemented effectively.	High-quality teaching is the most powerful driver of attainment, particularly for disadvantaged pupils. (EEF, Teaching and Learning Toolkit)	1,2,3,4,5
Implementation of Pupil Premium Profiles	Knowing students well, and understanding barriers to learning, is an	1,2,3,4

creation of PP and SEND profiles for all disadvantaged pupils to help staff understand barriers and strategies. PP students identified on SSPs.	essential foundation for an effective PP strategy. (EEF)	

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

Budgeted cost: £ 24,235

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Homework Club Library support for students who may find it difficult to complete homework. Sixth Form leaders, mentoring and supporting younger students with homework. Homework policy redeveloped to provide paper-based booklets, as well as electronic resources, removing barriers for students without access to technology at home. Sparx platform used in core subjects to ensure foundational skills are	Pupils eligible for FSM often face challenges completing homework due to limited resources, lack of quiet space, or reduced parental support. Homework clubs provide the resources and guidance needed, reducing barriers and supporting attainment. (EEF, Homework)	3,4

secure as swiftly as possible.		
Peer Tutoring One-to-one and small group support during mentor time led by Sixth Formers.	Peer tutoring has a strong evidence base, showing an average effect of approximately five additional months' progress in a year. Low-attaining pupils and those with SEND often make the biggest gains. (EEF, Peer Tutoring)	2,3,4
Raising Attainment Sessions (within the school day) targeted sessions for disadvantaged students who cannot attend after-school interventions due to responsibilities at home.	Providing targeted academic support during the school day ensures all students can access interventions, reducing gaps in attainment. *(EEF, Small Group Tuition / Targeted Support)*	3, 4, 5
PP EAL Support – small group and one-to-one interventions led by a specialised EAL teacher, including 1:8 catch-up sessions and welfare checks	Targeted language support accelerates English acquisition, enabling full access to the curriculum and improving attainment outcomes. (EEF, Oral Language Interventions)	3,5
Mentoring and Aspiration Support – targeted mentoring, career guidance, and goal-setting sessions for disadvantaged students.	Mentoring can increase motivation, engagement, and aspiration, particularly for students from disadvantaged backgrounds. (EEF, Social and Emotional Learning / Mentoring)	4

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

Budgeted cost: £ 208040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Aspire Centre Provision (Inclusion Base) for KS3 and KS4 – targeted support to develop social, emotional, and behavioural skills.	Research shows that children from disadvantaged backgrounds often have weaker social-emotional skills, which are linked to poorer mental health and lower academic attainment. SEL interventions improve emotional regulation, peer relationships, and engagement, which can positively impact academic outcomes. *(EEF, Social and Emotional Learning)*	1,2,3
Increase Arts Participation – workshops, extra-curricular clubs, and cultural experiences for disadvantaged students.	Arts participation has a positive but moderate impact on learning, while also improving attitudes to school, engagement, and wellbeing. (EEF, Arts Participation)	1,3.4,
Parental Engagement Parental Engagement Strategy in place from Sept 26 assign a direct point of contact for parents (DHoC/HoC), hold support-first meetings, invite parents to key events (e.g., parents' evenings), and use accessible venues for meetings.	Parental engagement improves learning outcomes by an average of four months' progress, and strengthens attendance, motivation, and engagement. (EEF, Parental Engagement)	1,3,4
Attendance Monitoring and Support – early identification of poor attendance, bespoke support plans, mentoring, and home-school communication.	Targeted attendance interventions improve engagement and attainment for disadvantaged students. (EEF, Attendance Interventions)	1

Behaviour Support and Restorative Approaches – monitoring internal exclusions, implementing behaviour support plans, and providing restorative interventions.	Behaviour interventions improve learning time and engagement, particularly for disadvantaged pupils. (EEF, Behaviour Interventions)	2
Financial and Resource Support – provision of uniforms, equipment, and support for exam costs to remove financial barriers to participation and engagement.	Reducing financial barriers ensures disadvantaged students can fully access school life, interventions, and enrichment activities. (EEF, Reducing Disadvantage)	1, 4

Total budgeted cost: £ 290,510

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The focus on curriculum quality, high-leverage teaching, and targeted academic interventions continues to yield positive progress for disadvantaged pupils at Wykham Park.

- **Attainment 8 (A8):** Disadvantaged pupils' Attainment 8 score rose from 22.4 in 2024/25 to 25.1 in 2025/26 (provisional). While an attainment gap remains compared to non-disadvantaged peers (41.8), this represents an upward trajectory in overall outcomes across eight key subjects.
- **English & Maths at Grade 4+ (EM4+):** Disadvantaged pupils securing a grade 4 or higher in both English and Maths improved slightly to 30% in 2025/26 (up from 29% in 2024/25 and 19% in 2023/24). The attainment gap at this threshold stabilised, with non-disadvantaged peers remaining at 61%.
- **English & Maths at Grade 5+ (EM5+):** Disadvantaged pupils achieving a strong pass (Grade 5+) in both English and Maths saw a significant jump, rising from 3% in 2024/25 to 15% in 2025/26. This narrowed the EM5+ gap with non-disadvantaged peers (36%) from 33 percentage points down to 21 percentage points.

Overall, the pupil premium strategy demonstrates continued upward movement in overall attainment and strong passes (Grade 5+), though accelerating progress toward national benchmarks in English, Maths, and overall attendance remain key priorities for the upcoming cycle.

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.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils