



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

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

School Overview

Detail	Data
School name	Wootton Academy Trust
Number of pupils in school	835
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2026
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	C McMorn Head of School
Pupil premium lead	Anna Burnham
Governor / Trustee lead	J Wheeler

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,120
Recovery premium funding allocation this academic year	
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	N/A



Part A: Pupil premium strategy plan

Statement of Intent

At Wootton Academy Trust we aim to make the PP strategy as simple as possible.

Our strategy will be built around the culture within our school. Superb schools embed a culture with fantastic Attendance and Behaviour, and have a fantastic curriculum full of rigorous content, delivered efficiently, effectively and with joy. This in turn will ensure high outcomes for all learners especially Pupil Premium pupils.

We will therefore be focusing on a high quality of education, interventions and developing strong relationships with pupils and parents.



Challenges

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

Challenge number	Detail of challenge
1.	Cultural and expectations Lack of clarity and consistency in culture has meant that pupils have not had clear direction and standards to raise aspirations.
2	Progress and Attainment Attainment and progress data show that our disadvantaged learners are underperforming against their peers in most of their subjects historically. This can be linked to poor attendance; lack of homework being completed and their reading ability.
3	Removing barriers so that PP pupils can be exposed and access all learning opportunities in and outside of the classroom



	Partly down to the pandemic and in line with the national picture, the amount of emotional support required for our pupils has increased.
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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
Clear cultural and high expectations	• Staff, pupils and parents are able to confidently talk about what we do at Wootton Upper School • Routines and processes are clear for all stakeholder • There is a culture where by students what to succeed and do well.
Improved progress and attainment	• The academic gap between PP and Non PP closes year on year with each cohort in external accesses exam/testing e.g GCSE and reading assessments • A reading program is implemented to improve pupils reading ability • Work with families to support and improve attendance and homework.
Promoted personal development	• Ensure as many barriers are removed to allow pupils to access all learning opportunities.



Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify, build and embed the culture of the school and raise aspiration	The way students behave in school is strongly correlated with their eventual outcomes. When behaviour in general improves throughout a school the impact is: • students achieve more academically and socially • time is reclaimed for better and more learning • staff satisfaction improves, retention is higher, recruitment is less problematic. Creating a Culture: How school leaders can optimise behaviour, Tom Bennett	1,2
Quality first teaching – Whole school approach using the Stepping Stones and Science of Learning to underpin good teaching to all learners	Strong evidence suggests that good teaching for all our pupils will lead to improved outcomes. Ensure that staff, pupils and parents understand how we learn and ensure knowledge and skills are transferred and kept into long term memory. thescienceoflearning.pdf (deansforimpact.org) Ensure that all staff have consistency routines in lessons to free up students working memory. Running The Room – Tom Bennett Teach like a Champion – Doug Lemov	All
Continuous Personal Development and Learning for all pupils facing staff	The most important outcome of CPD and the primary reason for undertaking it: pupils learn more and improve their skills more than they otherwise would if	All



	their teachers had not attended the CPD. The effects of high-quality professional development on teachers and students: a cost-benefit analysis (epi.org.uk) Staff to use Steplab to ensure consistent approach to teaching and are able to receive high quality CPDL.	
PP team to drive strategy forward	Having a team who meet fortnightly to discuss PP needs and next steps will ensure PP pupils are constantly focused on. Work with HODs to ensure PP student are targeted in departments. Against the odds: achieving greater progress for secondary students facing socio-economic disadvantage - GOV.UK	ALL
Scholars program and Wadham Project	RAISE ASPIRATION	



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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring – Maths and English Connolly programme Humley – (KGO) Academy 21 (KGO)	Small group tuition targeted at the specific needs of identified students has a significant impact on outcomes of students. Strong evidence of this is found in EEF toolkit. Small group tuition EEF	2
Lexonik Reading program	Studies in England have shown that pupils eligible for free school meals may receive additional benefits from being taught how to use reading comprehension strategies. Literacy Intervention Programmes That Empower Learning – Lexonik	2



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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra careers appointments to support pupils next steps	Evidence from a range of sources supports that good careers education has a positive impact on next steps future aspirations. Careers education EEF	
Promoting pupil's mental health and wellbeing	Our own understanding is supporting our learner's mental health and wellbeing would have a positive impact on our pupils. Promoting pupil mental health and wellbeing gov.uk	6
Adopting a tiered approach of improving attendance. This will include sharing best practice, mentoring and parental engagement workshops.	The suggested tiered approach is recommended by both the government and EEF. The EEF are still evaluate the impact it will have. Attendance interventions EEF improving attendance gov.uk	3



Targeted breakfast club	There have been some reports that breakfast clubs have had impact on punctuality and concentration within class. Breakfast club .Gov	1, 3
Behaviour interventions	Evidence suggests that behaviour interventions will have +4 months impact on outcomes. Behaviour interventions EEF	1, 3, 4, 5, 6
Accessing work experience and other provisions offsite	Some of our students require an alternative curriculum which requires them to access off site provision/work experience. Previously within the trust this has had a positive impact on many outcomes for the student.	1, 3, 5
To ensure students have the correct resources/ uniform to ensure there are no challenges to learning in the school. REVISION GUIDES , LAPTOPS	Evidence suggests that feeling part of a community and having less barriers increases outcomes of pupils.	1, 3, 5
Contingency fund	Based on previous years we have identified that funding needs to be set aside to respond quickly to certain unforeseen needs.	
TRIPS		

Total budgeted cost: £



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

GCSE Results 2024-25

	CURRENT	NATIONAL	A8		2023-24	2024-25	2023-24	2024-25	2023-24	2024-25
	COHORT	2023-24	2023-24	2024-25	9-4	9-4	9-5	9-5	9-7	9-7
					Eng & Ma	Eng & Ma	Eng & Ma	Eng & Ma	Eng & Ma	Eng & Ma
All Pupils	287	45.90	42.9	44.0	61%	64%	42%	45%	8%	10%
Male	137	43.70	42.6	41.5	59%	62%	44%	40%	9%	10%
Female	150	48.20	43.3	46.2	64%	66%	39%	50%	8%	11%
PP	58	34.70	30.1	34.8	27%	42%	20%	26%	5%	9%
Non PP	229	50.00	46.2	46.3	70%	69%	47%	50%	9%	11%

Attainment 8

There has been a good improvement in A8 with PP Students

Last year PP pupils attained 30.1 but this year they have attained 34.8.

Compared to non-PP the PP students made more progress of 4.7 compared to non-PP of 1.1

English and Maths

Significant improvement in PP students achievement in
4+ in English and Maths – 15%.

Steady progress in PP student achievements in

5+ in Maths and English – 6%

7+ in English and Maths – 3%