



# Pupil Premium Strategy Statement

Policy & Procedure Number: 9

Date of Board of Governors Review: Autumn 2025

Next Review Due: Autumn 2026

School Link: Mrs J Gallagher

Revision Number: v01



## Pupil Premium Strategy Statement

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

### School overview

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.

Detail	Data
School name	Wade Deacon High School
Number of pupils in school	1668
Proportion % of pupil premium eligible pupils	27.17% (453)
Academic year/years that our current pupil premium strategy plan covers (3-year plans recommended)	2024-27
Date the statement was published	23.09.24
Date on which will be reviewed	Autumn 2025
Statement authorised by	Matthew Deeney (Head of School)
Pupil premium lead	Josie Gallagher (Vice Principal)
Governor/Trustee lead	Mrs C Fone

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£538,035
Recovery premium funding allocation this academic year	£0
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	£538,035



## Part A: Pupil premium strategy plan

### Statement of Intent

At Wade Deacon High school, we are committed to providing all pupils with a first-class education, particularly for socio-economically disadvantaged pupils. The grant also provides support for pupils with parents/carers in the regular armed forces and those pupils whom are looked after. We strive to help pupils achieve regardless of their background or the challenges they may face, make progress above what is expected in all subject areas.

Pupil premium funding focuses on improving all aspects of provision for pupils. The strategy targets academic intervention, experiences and opportunities that go beyond the classroom; it is regularly reviewed, evaluated and adaptations made throughout the year to support pupils to improve.

Leaders at Wade Deacon High School are highly aspirational in their aims for pupil whom are at a disadvantage. We want all pupils to be successful during their time at Wade Deacon High School and to reach levels of attainment that are in line with non-disadvantaged pupils nationally.

### Challenges

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

Challenge number	Detail of challenge
1. High Quality Support	<p><b>Achievement</b> – disadvantaged pupils on average attain lower and typically make less academic progress in school than their peers.</p> <p><b>Targeted support</b> – some disadvantaged pupils require intensive support which will either be one-to-one support or as part of a small group to ensure they have bespoke curriculums to support them to improve.</p> <p>Disadvantaged pupils on average need help in improving language development, literacy and/or numeracy.</p> <p>Disadvantaged pupils with SEND have the greatest need for excellent teaching.</p>
2. Wider Opportunities	<p><b>Aspirations</b> – some disadvantaged pupils do not benefit from rich and diverse experiences of opportunities to help them have high aspirations for their future careers.</p> <p><b>Attendance</b> – average attendance rates for disadvantaged pupils is lower than that of other students, and school target for all children of 96.3%. This reduces their learning time and diminishes progress.</p> <p><b>Parental engagement</b> – some parents/carers need additional information, support and guidance to help their child to learn and make progress.</p> <p><b>Personal development</b> – some disadvantaged pupils need additional support to address barriers to progress and ensure their personals development, attitudes and behavior are conducive to success.</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
<b>Improve achievement</b>	
Through effective planning, bespoke coaching for teachers, adaptive teaching, high quality feedback, consistently high standards in every classroom and appropriate challenge; together with targeted academic interventions that address core knowledge gaps and improve confidence, attainment and progress.	GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of all pupils nationally. School GCSE targets for key thresholds are met (A8: 5; E&M Basics 4+: 75%; Basics 5: 65%, 7+:15%). Disadvantaged pupils' attainment is improving in each year group, with additional interventions showing positive impact. 100% disadvantaged pupils enter further education, training or employment post-16.
Through the use of Steplab, provide bespoke coaching for teachers. Coaches use appropriate challenge to ensure that teachers are addressing core knowledge gaps and learning of all pupils and improve attainment and progress.	100% of teachers receive 9 coaching visits throughout year. Evidence shows improvements in teaching. Coaching supports GCSE outcomes. Outcomes show and progress. Increase in attainment for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of non-disadvantaged nationally. School GCSE targets for key thresholds are met (A8: 5; E&M Basics 4+: 75%; Basics 5: 65%, 7+:15%). Disadvantaged pupils' attainment is improving in each year group.
<b>Improve wider opportunities</b>	
By embedding strategies to improve PP attendance, punctuality and address the gap between PP and non-PP pupils is decreasing.	Attendance figures show that the difference between PP and non-PP pupils is decreasing. Disadvantaged pupil's attendance is at least in-line with national average of non-PP pupils and meets the whole school target of 96.3%.
By providing a range of opportunities for students to access learning opportunities outside the classroom, build cultural capital and provide appropriate careers guidance.	Pupils speak positively about the school and feel safe and happy at Wade Deacon. There is a very high level of engagement in the Wade Deacon Experience by disadvantaged children and effective careers provision ensures they are well prepared for post-16 pathways.
Embed strategies to promote and support positive attitudes to learning and behaviours which remove social and emotional barriers to progress.	The behaviour and attitude to learning of disadvantaged pupils in line with non-PP pupils, or shows an improving trend across all year groups. The proportion of disadvantaged pupils who are suspended is below the national average for secondary schools and is reducing year on year.
Build positive relationships that provide parents/carers with the opportunity to be more effective in supporting their child's learning journey.	Parents/carer voice is positive regarding their child's education and they feel that they are more able to help/support their child/ren to achieve. Attendance and engagement by the parents/carers of disadvantaged pupils at school events is in line with that of non-PP pupils. 100% of PP parents/carers engage with school platforms of communication.



### 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

**Budgeted cost:** £28,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development to support the implementation of evidence-based approaches.	EEF suggests supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches; one such approach we have identified is responsive coaching.	1a
Coaching for teachers.	It is suggested in the EEF toolkit, that coaching can be an important source of support, particularly for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach.	1a
Implement and embed 'Our Classroom Culture' (I do, We do, You do/Blue Zone) to continue to develop high quality teaching, assessment and a broad and balanced, knowledge based curriculum that responds to the needs of pupils.	Evidence from EEF indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This will be done through the coaching programme and a selection of high-quality curriculum materials or investment in the use of standardised assessments across each subject area and across the Trust implemented by the Curriculum Expert Lead's.	1a
Support pupils to develop learning and self-regulation strategies to improve core knowledge retention, revision strategies and independent-learning.	Evidence at Wade Deacon shows catch up supports pupils to decrease gaps in knowledge when absent from school. EEF suggests homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Through the bespoke coaching programme, coaches are able to support teachers to use metacognition and self-regulation approaches to teaching to support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning, with EEF stating average impact of +7 months. The potential impact of metacognition and self- regulation approaches is high (+7 months additional progress) and evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. A focus on LIFElines and the development of students' vocabulary through the reading curriculum and in lessons, is supported by evidence from the EEF showing that language approaches have a high impact on pupil outcomes of 6' months additional progress and reading comprehension strategies improve pupil outcomes by 7 months.	1b,2a

**Targeted support**

Budgeted cost: £381,701

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing capacity across the school used strategically for Pupil Premium Intervention. This capacity can be used to provide 1:1 and small group tuition, in-class support and team-teaching, additional teaching groups, enhance feedback and enable academic mentoring support.	The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year. Through PPI time, targeted tuition to take place in all of the core subjects.	1b
Additional teaching and targeted support through early morning intervention, Period 6 and Saturday sessions.	The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year. Student feedback indicates that these additional interventions are valued and build confidence.	1b & 2a
Promote effective literacy through whole school reading programme, reading strategies in all subject areas and individual reading support.	Reading programmes such as Lexonik Advance, Lexia Power Up, Accelerated Reader, STAR reading tests and Docs Plus, are high impact on average (+7 months). Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.	1a
Deployment of TA provision to support SEND pupils who are disadvantaged	EEF research indicates that Teaching Assistants can provide a large positive impact on learner outcomes when deployed effectively (+4 months).	1a
Use of digital resources to support knowledge retention and retrieval and to enable effective independent study and revision.	There is evidence that digital technology such as Docs Plus, can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology.	1a & 2a



## Wider strategies

Budgeted cost: £128,334

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Welfare Officer employed to support with home visits, attendance surgeries, meetings and support for school in addressing pupils with poor attendance.	There is a direct correlation between attendance and achievement.	2b
Additional leadership capacity through APLs for each year group, focused on improving PP attendance and punctuality.	The school has maintained attendance well above the national average by maintaining a high-profile focus on addressing absence and ensuring clear lines of leadership and accountability.	2b
Uniform, transport funding and provision of curriculum supplies for pupils to ensure positive engagement in school life.	Case studies demonstrate the positive impact of supporting students and families to overcome barriers to engagement, attendance and progress.	2a
Subsidised school trips and experiential learning opportunities to ensure access to wider opportunities and extra-curricular activities.	Engagement in the Wade Deacon experience promotes positive relationships, builds self-esteem and fosters greater engagement.	2a
ICT provision to support the learning of disadvantaged pupils to reduce the digital divide and associated barriers to learning.	Some students require access to digital resources that cannot be provided by families in order to engage with learning at home.	2a
Free peripatetic music tuition for all disadvantaged pupils who choose to learn an instrument in school.	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress according to the EEF.	2a
Additional leadership time and capacity focused on providing support for disadvantaged pupils	The school has improved outcomes for disadvantaged students by ensuring clear and distributed leadership roles and accountability at different levels.	1a, 2a & 2d
High quality, regular and aspirational careers guidance and targeted support to ensure all disadvantaged pupils are supported in making choices for future employment, education or training.	Evidence over many years in school suggests that pupils who have a clear focus and have identified their next steps are more likely to be motivated and confident in their learning. Additional early interventions for PP pupils help to identify and address barriers as part of wider support strategies.	2a

Specialist pastoral support through team of learning mentors	Provision of pastoral care is pivotal within school. This enables non-educational barriers to be identified and tackled and builds relationships between school and home. EEF states that evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or how low expectations of schooling.	2a & d
School Counsellor	Engagement with counselling services helps to improve attendance and engagement with school.	2d
Leader of Inclusive Curriculums to provide specialist support for all vulnerable pupils.	Specialist provision for most vulnerable students through personalised curriculum support achievement and diminishes disruption to learning.	1b & 2a
Rewards and recognition to positively reinforce and incentivise good behaviour	Through the WDE, positive feedback strengthens relationships and engagement and reinforces positive behaviours.	2d
Parental engagement technology activities and communication.	According to the EEF, the average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. Parental engagement shows higher impact for pupil with low prior attainment.	2c

Total budget cost - £538,035



## 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.

#### Curriculum

The school maintains a strategic commitment to sustaining additional staffing capacity across the curriculum which enables targeted additional support to be provided to key groups or pupils throughout the year, with a significant emphasis on disadvantaged pupils. This provision is deployed in a targeted fashion across subjects in KS3 and KS4 to focus on addressing gaps in pupils' knowledge and understanding. The subjects of the EBacc form a strong academic foundation for the Key Stage 4 curriculum. This academic focus is also prioritised for disadvantaged pupils; as a result, 44.4% of PP pupils take the EBacc suite of subjects compared to 29.8% locally and 44.7% for non-disadvantaged peers. This demonstrates the ambition in our curriculum. Quality assurance, particularly around Book Looks, is weighted towards reviewing the work of SEND pupils as well as those who are disadvantaged. This has also been further reinforced in external QA, where reviewers were impressed with the quality of work in books, particularly for SEND and disadvantaged pupils.

#### Outcomes

Pupil groups have demonstrated improvement from results last year; the average attainment 8 score for PP students has risen by 0.43 to 4.17, which is an improvement from last year. When compared to last year, results for PP students have increased at each threshold in the core subjects. In English (best of) 25% of PP students achieved Grade 7 or above (+15%), 70% Grade 5 or above (+23%) and 77% Grade 4 or above (+8%). In maths 13% of PP students achieved a Grade 7 or above (+7%), 45% Grade 5 or above (+14%) and 59% Grade 4 or above (=). For PP students achieving both English and maths this has increased to 9% (+7%) for Grade 7 or above and 58% for Grade 5 or above (+16%). There is still more to do to ensure disadvantaged students are achieving better in maths and English & maths combined. In English, the strategy for PP has yielded results that are 10% higher for Grades 9-5 than all students nationally based on National Averages for 2024 (WDHS PP 70% v Nat. Av. ALL 60%) and 3% higher for Grades 9-4 (WDHS PP 77% v Nat. Av ALL 74%) however, this is not the case for maths and English & maths combined. Whilst these are considerably higher than National Disadvantaged, PP students did extremely well in other subjects such as, 100% 9-4 in Art, dance and GCSE PE. This shows with additional interventions such as in-class provisions and examination resources provided, specific adjustments being made, have followed a national trend. The Pupil Premium strategy and the RAP were implemented with drive. The RSL and Subject leaders ensured effective strategies were put in place to improve the progress of targeted students. As a result, classroom-based level 1 strategies, were effectively implemented by staff.

#### Attendance

As a result of intervention and the attendance strategy, there were improvements in attendance of both FSM and Non-FSM. Attendance for pupils with FSM was 88.9% at the end of 2024/25 compared to 86.4% nationally and compared to 86.3% in 2023/24, showing a 2.6% improvement. The gap between FSM and the national FSM was 2.5% compared to a 1.9% gap between our non-FSM and national FSM. This shows that we have made the attendance of our FSM cohort more competitive compared to their peers.

Attendance interventions have supported female PP students to improve their attendance compared to 2023/24, and data shows, female PP attended more than male PP students in 2024-25. Whilst we are committed to improving the attendance of disadvantaged cohort and have the highest aspirations of attendance, we are still in a strong position compared to local, regional, and national average.

#### Trips and Visits

Wade Deacon provides an ambitious and wide-ranging programme of trips and visits that enrich the curriculum and broaden students' prospects. Last academic year, pupils experienced a multitude of opportunities, from local day trips to residential and international visits, all carefully designed to enhance learning, build cultural capital, and develop confidence and resilience.

Pupils in receipt of pupil premium funding were provided with opportunities to participate in residential experiences which empowered students to explore both urban and rural areas of the UK, take part in outdoor activities such as hiking and gorge walking, and achieve recognised qualifications through the Duke of Edinburgh Award. Pupils also participated in international visits to Paris and Barcelona offered cultural immersion, strengthened language skills, and gave pupils the chance to experience life beyond their immediate community. Day trips also played a vital role in extending learning beyond the classroom. Pupils engaged in geography fieldwork, STEM activities, theatre performances such as Blood Brothers and Murder on the Orient Express, and reward events, all of which contributed to their personal development and sense of belonging. Disadvantaged pupils were actively supported to participate fully, ensuring equity of access and enabling them to benefit from the same rich opportunities as their peers.

The impact of this inclusive approach is clear. Pupil Premium students have been able to enjoy memorable experiences that build confidence, nurture independence, and strengthen their engagement with school. Whether exploring cultural landmarks, participating in outdoor challenges, or attending reward trips, disadvantaged pupils are consistently included and encouraged to take part.

This commitment reflects Wade Deacon's ethos of Commitment to Excellence and demonstrates how the school ensures that all pupils, regardless of background, are supported to thrive academically, socially, and personally.

#### Counselling

Pupil Premium continues to make a meaningful difference to the lives of our students, especially those who need additional support. The funding helps pupils receive counselling which helps them feel valued and understood; 100% of pupil premium pupils who required it, received it. Counselling provides pupils with a safe space to talk through their worries, build resilience, and develop strategies to manage challenges. It helps them feel listened to and understood, which in turn strengthens their confidence, wellbeing, and ability to re-engage positively with learning.

#### Reading

Pupil Premium funding has been spent on a variety of reading packages. Lexonik is an intensive, six week reading intervention and has been implemented by two staff in the last academic year. It focusses on the morphology of words and breaking them down into their suffixes, roots and prefixes, this supports both decoding and reading for meaning. The intervention empowered students to increase their reading age by an average of 24 months. Disadvantaged pupils that took part in this intervention experienced an average gain of 18 months, with one student increasing their reading age by 90 months. The broader impact of this has seen an increase in overall progress between P2S data capture points. For example, one Year 8 disadvantaged pupil gained 24 months in the second cohort this academic year and made progress of one sub level in eight subjects from P2S1 to P2S2. Whilst one disadvantaged Year 9 student that had gained 40 months in reading age made progress of one sub level in seven of his subjects between P2S1 and P2S3.

Pupil Premium funding has continued to fund our digital reading software of Docs Plus that Year 11 utilised this summer for their reading access arrangements. A bespoke room of laptops and desktop computers were established with individual headphones in order for fifty-five students from our GCSE cohort to use the digital reader package. Of the disadvantaged students that used the Docs Plus software, 21% attained grades that were on or above their average target grade. One student achieved 1 grade higher than their target grade in two subjects and 3 grades higher in their English Language. Another student achieved 1 grade higher than their target grade in two subjects and increased by at least 1 grade in seven of their subjects from P2S3 to the final GCSEs.



**Externally provided programmes** - Please include the names of any non-Off 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
Lexonik Advance	Lexonik
Lexia Power Up	Lexia Reader
Accelerated Reader	Renaissance Learning
STAR reading tests	Renaissance Learning
Docs Plus	Crick Software