

Pupil premium strategy statement (2025/26)

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	Wilson's School
Number of pupils in school (Years 7-11)	946
Proportion (%) of pupil premium eligible pupils	6.24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Nathan Cole
Pupil premium lead	Tom Coop
Trustee lead	Liz Nash

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,975
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£56,975

Part A: Pupil premium strategy plan

Statement of intent

Although academically able we recognise that our disadvantaged pupils sometimes face a wide range of challenges which may prevent them from meeting their potential. While in our care, we are committed to narrowing any gap between our disadvantaged and other pupils, ensuring that they flourish and are able to access all areas of the school's broad curriculum and co-curricular opportunities. By the time our pupil premium and other disadvantaged pupils leave Wilson's, we ensure that they are prepared for a successful transition to the next steps in their continuing education.

At Wilson's:

- We define disadvantage broadly and include pupils that are young carers, no longer in receipt of pupil premium funding, are supported by a social worker, or are otherwise vulnerable.
- Our pupil premium strategy focuses upon the needs of individual disadvantaged pupils, and not upon the needs of cohorts.
- All pupils are regularly assessed against subject core concepts (at KS3) and syllabus assessment objectives (at KS4) as well as for diligence. Our judgement about their progress is reported to parents termly.
- We emphasise the importance of an academically rigorous curriculum and ensure that disadvantaged pupils have full access to it.
- We champion high quality teaching for all in line with research by the Education Endowment Foundation (EEF) and the application of their tiered approach, supported by rigorous professional development for staff.
- In addition to 1-to-1 contact with teaching and pastoral staff, both qualitative and quantitative data is closely monitored to help identify, at an early stage, pupils who may be in need of additional support.

In utilising the Pupil Premium Grant, our objectives are to:

- Ensure high quality teaching and learning in the classroom as the most important step in minimising disadvantage.
- Work with all teaching staff to ensure that they maintain the highest expectations for all their pupils, identify the specific needs of the disadvantaged pupils that they teach and work with other colleagues in supporting them to make progress in line with that of their peers.
- Remove barriers to access and learning caused by financial, family and or social disadvantage. Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Ensure that attendance to school is in line with the school's very high expectations.
- Provide individual support for those pupils that are not making at least expected progress both in lessons and beyond.
- Emphasise the importance of good spoken and written language and enriched cultural capital.

- Help our disadvantaged pupils engage fully with all aspects of school life through the taught curriculum, pastoral care, enrichment and co-curricular opportunities.

Challenges

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

Challenge number	Detail of challenge
1	Parental confidence or engagement in fully supporting their child
2	Low diligence, less developed organisational skills and resilience
3	Lower than expected progress
4	Less developed speech
5	Inability to participate in all aspects of school life due to financial restrictions
6	Disadvantage can lead to lower attendance and punctuality
7	Limited access to life experiences and cultural capital may impede the contextualisation of learning
8	Reluctance to seek additional support
9	Lack of suitable workspace or technology at home

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
High academic attainment	At the point of terminal examination, progress measures indicate that any gap identified on entry has been eliminated.
EBacc entry	EBacc entry by disadvantaged pupils continues to be in line with other pupils at the school and, at 100%, is well above the national average.
Next steps	By the end of KS3 and KS4, pupils are able to access the next steps in their continuing education; the KS4 & KS5 curriculum ultimately enables students to meet their high aspirations related to sixth form / university entrance / higher level apprentice acceptance
Improved spoken English in formal settings	Pupils are able to articulate their thoughts and ideas in line with their peers.
Full participation in the full breadth of school life	Participation in the curriculum beyond the classroom is in line with those not eligible for the PPG with necessary and legitimate costs covered by the school using PP funding.

Wellbeing	Tailored support enables the highest levels of attendance, full participation in the life of the school and progress in line with that of their peers.
Attendance and punctuality	Attendance by disadvantaged pupils continues to be in line with other pupils at the school and well above the national average.

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: £29,903

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality classroom teaching for all	<p>The use of personalised feedback, hands down questioning and in lesson progress checks ensure that individual needs are quickly identified and addressed. Specific strategies from the EEF Toolkit are employed.</p> <p>The curriculum continues to maintain the highest expectations for all pupils, particularly the disadvantaged.</p> <p>Embedded school-wide classroom routines ensure that pupils understand expectations upon them and enter the classroom ready to learn.</p>	2, 3, 4, 8
Monitoring academic progress	<p>Robust tracking systems are linked with effective intervention for disadvantaged groups.</p> <p>Teaching staff write termly comments indicating the actions they will take with underachieving pupils and then monitor the impact of these interventions; heads of department monitor these processes.</p>	2, 3
Developmental performance management cycle	<p>Heads of department and senior staff work closely with teachers to monitor and continually improve their own practice.</p> <p>Teaching snapshots confirm that the standards of the school's Teaching and Tutoring Excellence Criteria are maintained.</p> <p>From September 2025, this developmental support is being enhanced by the introduction of learning walks.</p>	3

Professional Learning	All staff benefit from individual feedback on their practice and a programme that balances whole school initiatives with departmental priorities.	2, 3
Recruitment and retention of specialist teachers	Curriculum content is developed and delivered by subject specialists with extensive subject knowledge.	3
Support for teachers early in their careers or new to the school	Experienced teacher mentors ensure that Early Career and teachers new to the school receive regular and personalised support, complementing a programme of professional development.	3
Adjustments to the planned curriculum	At subject level, adjustments are determined by the head of department, which enables them to review and interleave knowledge to address areas of common weakness.	3, 8

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

Budgeted cost: £14,006

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of the KS3 and KS4 Pupil Support Managers (PSM) within the wider pastoral system	Individual needs monitored and addressed, and pupils encouraged to monitor and evaluate their own academic development. PSMs and heads of year work directly with parents in supporting their child academically and emotionally. Regularly reviewed Individual Learning Plans (ILPs) are used by PSMs to support disadvantaged pupils identified as needing additional support. ILPs focus the efforts of pupil, parents and staff towards well-defined goals.	1, 2, 3, 6, 8, 9
Deployment of the school's Safeguarding and Wellbeing team	Working alongside the pastoral teams, the Safeguarding and Wellbeing team monitors and supports vulnerable pupils, helping to ensure continuing engagement with their education.	2
Y11 PP SLT/Director of KS4 monitoring and support	All Y11 pupils in receipt of the PPG are monitored by a member of SLT or the Director of KS4 following internal examinations.	1, 2, 3, 6
Academic Pupil Support Meetings	The pupil support manager and experienced teachers provide ongoing 1-1 pupil support.	2, 3
Pastoral Support Meetings	A highly experienced member of the pastoral team provides 1-1 pastoral support and mentoring to pupils in need of guidance.	2, 3

SENCo and Assistant SENCo	Pupils with specific needs are fully supported. The SENCo and Assistant SENCo coordinate and deliver this targeted support.	1, 3
Additional tutoring and school-led tutoring	Pupils in need of additional academic support (beyond normal interventions) have access to additional subject specialist tutoring to address specific areas of weakness in 1-1 or small group tuition.	2, 3
Financial support and the provision of materials and resources.	Direct financial support helps to ensure that pupils have full access to the opportunities provided within the curriculum, for example, by providing the Art Pack, stationery or technical support at home.	1, 5, 9

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

Budgeted cost: £13,066

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full participation in the breadth of school life by all pupils	By subsidising the cost of curriculum trips and out-of-hours activities (including the CCF and DofE), all pupils are able to participate fully in the life of the school and benefit from its ethos. No child will feel excluded because of inability to contribute to costs.	1, 2, 5, 7
Further enhanced relationships with parents	<p>The website, makes clear the means by which parents engage with the school and the role that parents can play in their child's education.</p> <p>Parental engagement with the school through parents' evenings and parent information evenings is strong but continues to be tracked and, where necessary, acted upon.</p> <p>Weekly HoY update and Arbor Parent App facilitate parental engagement.</p> <p>As required, pastoral staff discuss with parents their child's progress and development in school, including frequent communication by the PSMs.</p> <p>Keeping in touch form tutor calls are made to parents, prioritising the disadvantaged.</p>	1
Y7 Music and Drama Programme	All pupils benefit from access to the fully funded Y7 Music and Drama programme, which enables them to learn a musical instrument (or develop their vocal practice) on the timetable and free of charge.	1, 2, 4, 5, 7
Breadth and depth in sport	A diverse sports programme allows all pupils to be involved in sport and a large number in	1, 2, 7

	<p>competitive sport, helping to develop resilience and the importance of being physically active.</p> <p>From September 2025, a broader range of open sessions in sport has been made available to pupils.</p>	
Deployment of the school's Equalities Lead	Cohort tracking of key data to ensure that all cohorts are fully engaged and positively challenged with regards to attitudes towards learning, academic progress and participation.	1, 8, 9
Enrichment and GCSE <i>plus</i>	<p>The Department for Education has identified a lack of cultural capital as a risk factor for the most able disadvantaged pupils. This encompasses a lack of exposure to the arts (music, dance, drama), lack of travel and therefore of knowledge of the world beyond a limited geographic area.</p> <p>KS4 enrichment including the Y9 Elizabethan programme, Y10 Enrichment, Y11 Futures and GCSE<i>plus</i>; giving access to knowledge beyond examination board specifications in years 9-11.</p>	4, 7
Educational Welfare Officer (EWO) and attendance monitoring	<p>The school's EWO (in addition to the link EWO from the LA) supports the pastoral teams, and the deputy head with responsibility for attendance, in addressing attendance concerns and in ensuring attendance remains above the national average.</p> <p>Key Stage Directors, PSMs and EWO focus particularly on PP attendance and punctuality through the introduction of enhanced cohort tracking.</p>	1, 6
Small group tutoring	<p>Maintaining a ratio of 1:16 in tutor groups across years 7-11 provides an enhanced level of tutor support.</p> <p>From September 2025, the introduction of the Tutoring Excellence Criteria helps ensure the highest standards of tutoring across the school.</p>	1, 6, 8
Behaviour and achievement tracking	Enhanced behaviour and achievement tracking alongside cohort tracking helps to ensure that patterns of behaviour are identified quickly and addressed as well as praise being noted.	1, 2
Homework	<p>The EEF identifies evidence that homework is particularly effective when used in short and focused intervention.</p> <p>Teachers continue to insist upon high quality and diligent homework.</p> <p>Where required, pupils can complete homework at school and/or are provided with technical support at home.</p> <p>The school provides access to a library before and after school within which pupils can complete homework.</p>	2, 3, 8, 9

Health and counselling provision	Pupils have access to services within school in addition to that provided by the pastoral system and other practitioners.	2
Educational psychologist provision	Higher needs pupils have access to services within school in addition to support provided by the pastoral system and other practitioners.	2
Promote high standards of formal spoken English	Pupils consistently speak and present themselves in a manner that is suitable for a formal learning environment, focusing on volume and conscious code switching. Staff model and encourage appropriate speech in lessons and this is actively developed as part of the Drama and Elizabethan and Enrichment (Public Speaking) programmes.	3, 4
Continue to promote the importance and impact of wider reading and reading for pleasure	Use further the data offered by the Oliver software, to encourage, monitor and support a culture of reading.	4, 7
Development of cultural knowledge and experience	All four strands of the Elizabethan (cultural knowledge, reading, politics and speaking in public) support broader cultural knowledge and experience. Gather evidence to enable an ever more systematic approach to identifying and closing gaps in pupils' knowledge and experience.	7

Total budgeted cost: £56,975

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.

- Attainment, progress and attendance rates for pupils attracting the Pupil Premium at Wilson's School significantly exceed national averages. The table below shows the provisional 2025 attainment and EBacc measures:

	PP	Whole
Attainment 8	84.7	86.8
EBacc	100%	100%

- Common assessments used across cohorts in departments and across year groups allow us to make accurate judgements about the progress of pupils and groups of pupils in each year group. These show that pupils attracting the Pupil Premium make very strong progress in all year groups and enable us to provide tailored support to those who need it.
- Enhanced pastoral provision for our vulnerable pupils via the PSMs ensures that causes for concern are quickly identified and addressed when they arise.
- Pupils whose wellbeing is a cause for concern or who are underachieving are identified by the school promptly, with parents engaged, and appropriate support planned.
- Suspension rates are below school average.
- Pupils' progress, engagement and participation are strong:
 - Pupil progress is regularly monitored via a range of assessment methodologies and reported to parents termly.
 - Pupil's engagement in lessons is also subject to ongoing monitoring through the use of behaviour tracking.
 - Participation in co-curricular activities, societies and clubs is monitored and encouraged.

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**

For Data Protection reasons, we are unable to share this information on a public document

The impact of that spending on service pupil premium eligible pupils

For Data Protection reasons, we are unable to share this information on a public document

Further information (optional)

Further information about the broader role of the Pupil Support Managers, Pastoral Mentoring, our extensive co-curricular programme and our work on outreach for disadvantaged pupils is available on request.