



Wednesfield Academy

Wednesfield Academy Pupil Premium Impact Report 2024-2025

School overview

Detail	Data
School name	Wednesfield Academy
Number of pupils in school	1029
Proportion (%) of pupil premium eligible pupils	45.76%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 – 2027 September 24-25 September 25-26 September 26-27
Date this statement was published	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr Joe Phillips
Pupil premium lead	Mrs Vicky Hayward
Governor / Trustee lead	Mr Jeremy Bench

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 445,725
Recovery premium (NTP) 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	£445,725

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for our disadvantaged pupils?

Our Pupil Premium Strategy and Recovery Premium strategy focus on providing bespoke support for Pupil Premium pupils to ensure that there are no barriers to success.

A) Attainment and Progress – support to ensure success in accessing the curriculum including a focus on reading.

B) Cultural Capital – support to ensure that Pupil Premium pupils have access to high quality Cultural Capital. This may be through extra-curricular provisions, school events or trips.

C) Aspirations – support to ensure that Pupil Premium pupils have experiences that inform them fully about future careers, education and training possibilities.

D) Self Esteem – support to ensure that there are no barriers to Pupil Premium pupils attending school, attending on time, fully supported and with their needs met, so that they can have success in accessing the curriculum and have pride in themselves.

The key principles of our strategy are:

- The Pupil Premium strategy is evidenced based.
- Where possible it is based upon research from the Sutton Trust and the EEF.
- The strategy will be bespoke to the context of our Academy.
- We will collaborate closely with other schools and the trust, looking at how they have successfully tackled the challenges to improve outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Academic Outcomes Improve academic outcomes to bring progress in line with non-Pupil Premium peers. Ensure equity in progress measures by reducing gaps in academic achievement including Core and EBAC subjects. Reduce gap with national figures.
2	Reading and Literacy Increase reading age to ensure pupils are reading at chronologically age-appropriate levels. Ensure equity in progress measures by reducing gaps in reading ages.
3	Pastoral Support

	Remove pastoral barriers to excellent attendance and success at school by improving attendance, behaviour and wellbeing.
4	Aspirations Improve aspirations by providing a broad experience of careers related opportunities.
5	Wider Opportunities Increase opportunities for development of cultural capital and wider opportunities via a range of carefully curated curricular and extra-curricular plans

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.

Challenge number	Intended outcome	Success criteria	Impact																																																																																														
1	Academic Outcomes Key stage 4 – progress 8 score (excluding Summer 25) and other key headline measures such as 5+ English and maths. Key stage 3 – pupils achieving “At” target grade. Gaps with national other close. Internal gaps PP to NPP close. Underachieving Pupil Premium pupils make accelerated progress and are given a tailored package of support including academic coach support, period 6 support, and receive quality first teaching.	Underachieving Pupil Premium pupils are carefully tracked and monitored and offered bespoke support. Quality assurance of Teaching and Learning ensures quality first teaching is being received.	Year 11 Outcomes 24/25 PP outcomes increased compared to 23/24 outcomes with a weaker cohort however, wider gaps than NPP when compared to target. PP outcomes are better than national disadvantage in a year when national disadvantaged pupils did not achieve as well as 23/24. <u>Headlines</u> No KS2 data for this year group However, I have included the FFT targets for points of comparison which do indicate that PP pupils are less able than NPP pupils on entry and weaker than 23/24 cohort. <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="7">24/25</th> <th colspan="7">23/24</th> </tr> <tr> <th>All Actual (176)</th> <th>PP (86)</th> <th>NPP (90)</th> <th>All Target</th> <th>PP</th> <th>NPP</th> <th>National all</th> <th>National <u>disad</u></th> <th>National <u>Not known to be disad</u></th> <th>All</th> <th>PP</th> <th>NPP</th> <th>National all</th> <th>National <u>disad</u></th> <th>National all other</th> </tr> </thead> <tbody> <tr> <td>P8</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>-0.12</td> <td>-0.63</td> <td>0.28</td> <td></td> <td></td> <td></td> </tr> <tr> <td>A8</td> <td>44.89</td> <td>57.48</td> <td>51.97</td> <td>47.31</td> <td>44.52</td> <td>49.98</td> <td>45.9</td> <td>34</td> <td>50</td> <td>42.27</td> <td>35.93</td> <td>46.64</td> <td>45.9</td> <td>34.6</td> <td>50</td> </tr> <tr> <td>% Basics 5+ (English and maths)</td> <td>41.5%</td> <td>31.4%</td> <td>51.1%</td> <td>44.9%</td> <td>37.2%</td> <td>52.2%</td> <td>45.2%</td> <td>25.6%</td> <td>52.8%</td> <td>40.2%</td> <td>26.5%</td> <td>49.5%</td> <td>45.9%</td> <td>25.8%</td> <td>53.1%</td> </tr> <tr> <td>% Basics 4+ (English and maths)</td> <td>60.8%</td> <td>47.7%</td> <td>73.3%</td> <td>80.1%</td> <td>75.6%</td> <td>84.4%</td> <td></td> <td></td> <td></td> <td>55.2</td> <td>39.7</td> <td>64.8</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> PP outcomes increased compared to 23/24 outcomes with a weaker cohort however, wider gaps than NPP when compared to target. PP outcomes are better than national disadvantage in a year when national disadvantaged pupils did not achieve as well as 23/24.		24/25							23/24							All Actual (176)	PP (86)	NPP (90)	All Target	PP	NPP	National all	National <u>disad</u>	National <u>Not known to be disad</u>	All	PP	NPP	National all	National <u>disad</u>	National all other	P8										-0.12	-0.63	0.28				A8	44.89	57.48	51.97	47.31	44.52	49.98	45.9	34	50	42.27	35.93	46.64	45.9	34.6	50	% Basics 5+ (English and maths)	41.5%	31.4%	51.1%	44.9%	37.2%	52.2%	45.2%	25.6%	52.8%	40.2%	26.5%	49.5%	45.9%	25.8%	53.1%	% Basics 4+ (English and maths)	60.8%	47.7%	73.3%	80.1%	75.6%	84.4%				55.2	39.7	64.8			
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	<p>Reduction in the gap between PP and NPP reading ages.</p> <p>Ensure equity in progress measures by reducing gaps in reading ages.</p> <p>Ensure whole school approaches to teaching reading are used effectively.</p>	<p>ensuring the correct focus on our weakest readers.</p> <p>Read, Write Inc. Fresh Start monitored.</p> <p>Targeted support allows pupils build an engagement in reading for pleasure and make progress in reading ages.</p>	<table border="1"> <tr> <td>Mean SAS</td><td>99.9</td><td>101.6</td></tr> <tr> <td>% very low readers</td><td>7% (5% NA)</td><td>7% (5% NA)</td></tr> <tr> <td>Mean SAS PP pupils</td><td>97.6</td><td>98.6</td></tr> </table> <p>Weakest readers were selected for intervention based on their NGRT SAS score. Interventions were selected based on their NGRT reading profile. Pupils completed the intervention screening to make sure that intervention was appropriate:</p> <table border="1"> <tr> <td>Year 7 and 8 - profile A or B – reading limited by phonic gaps or poor word reading</td><td>Fresh Start intervention</td></tr> <tr> <td>Year 9-11 – profile A or B - reading limited by phonic gaps or poor word reading</td><td>Lexonik Advance</td></tr> <tr> <td>Year 7 and 8 - profile C or D – reading limited by poor comprehension or fluency</td><td>Reading mentors intervention</td></tr> </table>	Mean SAS	99.9	101.6	% very low readers	7% (5% NA)	7% (5% NA)	Mean SAS PP pupils	97.6	98.6	Year 7 and 8 - profile A or B – reading limited by phonic gaps or poor word reading	Fresh Start intervention	Year 9-11 – profile A or B - reading limited by phonic gaps or poor word reading	Lexonik Advance	Year 7 and 8 - profile C or D – reading limited by poor comprehension or fluency	Reading mentors intervention
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			<p><u>40/81 pupils on interventions are pp (49%)</u></p> <p><u>Fresh Start – 20 pupils in years 7-9 (66% pp)</u></p> <p>19 (95%) pupils have moved on to the next module. 3 (15%) pupils have moved up to the next group. Therefore, pupils are starting to decode words with more difficult sounds, blend words, and read with more fluency and automaticity.</p> <p>1 pupil (5%) has completed the full package. Their reading age increased by 38 months.</p> <p>Actions:</p> <p>Pupils rescreened to ensure they are on the correct module</p> <p>Pupils regrouped so groups in the lower modules are smaller and getting more support</p> <p><u>Lexonik – 42 pupils in years 9-11 (45% pp)</u></p> <p>Mean reading age improvement of 26 months.</p> <p>24 pupils (57%) improved their reading age by 6 months or more.</p> <p>16 pupils (38%) improved their reading age by 12 months or more.</p> <p>39 pupils (93%) reported feeling more confident when reading in lessons.</p> <p>Actions:</p> <p>5 pupils didn't complete 6 full sessions due to absence, they will continue.</p> <p>4 pupils made significant progress, but reading is still limited by poor word reading, they will continue.</p> <p>9 pupils made significant progress, but their reading is now limited by poor comprehension, they will begin a comprehension intervention.</p> <p><u>Reading mentors – 10 pupils in year 8 (9 recently started in year 7) [42% pp]</u></p> <p>All pupils reported feeling more confident when reading in lessons.</p> <p>9 pupils (90%) reported enjoying reading more and wanted to continue the intervention next term.</p> <p>4 pupils (40%) improved their reading age by 12 months or more.</p> <p>Actions:</p> <p>Increased the number of mentors to increase capacity.</p> <p>Further training for mentors to develop reading fluency.</p>
3	Pastoral Support	Rewards structure for PP attendance and punctuality in place.	Behaviour Data

	<p>Overall PP attendance will improve, and the gap will close compared to NPP pupils.</p> <p>PP attendance will close the gap on national attendance figures.</p> <p>Reduction in the proportion of pupils persistently absent (PA) and severely absent (SA).</p> <p>Punctuality to school on PP pupils improves so that lost learning reduces.</p> <p>The proportion of behaviour incidents logged for PP pupils compared to NPP reduces.</p>	<p>Improvements in attendance and punctuality will translate to a more positive attitude to learning evidenced through pupil voice and other monitoring opportunities.</p> <p>Attendance and punctuality data for PP pupils will improve with a reduction in the numbers of PA and SA pupils.</p> <p>Student Services Team monitor a reduction in number of incidents involving PP pupils.</p>	<p>Internal data is analysed for rewards, detentions, internal isolation and suspensions. This includes identifying pupils with repeat behaviour incidents with a comprehensive student support provision available to support our most vulnerable pupils.</p> <p>There have been some improvements in internal data analysis for PP pupils, although this remains a priority area within the context of our school.</p> <p>For example, when comparing suspensions for Summer Term 24 compared to Summer Term 25 the number of suspensions for PP pupils reduced from 83 to 74 with the number of pupils with repeat suspensions also reducing from 18 to 15.</p> <p>Attendance Data 24/25</p> <p>Pupil Premium attendance has increased across the academic year with PP attendance making the most improvement as a subgroup within the school.</p> <p>Pupil Premium attendance in Wednesfield Academy is also higher than national disadvantaged attendance.</p> <p>The attendance team can now focus on closing the gap to NPP pupils.</p>																																							
4	<p>Aspirations</p> <p>All pupils will follow a Personal Development careers programme.</p> <p>All pupils will log their aspirations annually with their Personal Tutor.</p> <p>All pupils will have access to the careers fair.</p> <p>All pupils will have access to a broad range of experiences related to careers.</p> <p>All PP pupils access an appropriate pathway for Post 16 study.</p>	<p>All pupils have a clear aspiration tracked annually.</p> <p>Aspirations tracker will support wider offer related to careers in school such as trips, visits, speakers and in school experiences.</p> <p>NEET figures will be 0.</p> <p>PP pupils report engagement in careers programme in pupil voice.</p>	<p>Internally Tracked Destinations 24/25</p> <table border="1" data-bbox="1046 949 1641 1426"> <thead> <tr> <th rowspan="2">Route</th> <th colspan="2">24/25</th> <th colspan="2">23/24</th> </tr> <tr> <th>PP</th> <th>NPP</th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>School Sixth Form (overall)</td> <td>38%</td> <td>45%</td> <td>14%</td> <td>33%</td> </tr> <tr> <td>Wednesfield Academy</td> <td>36%</td> <td>34%</td> <td>7%</td> <td>20%</td> </tr> <tr> <td>Other school Sixth Form</td> <td>2%</td> <td>9%</td> <td>7%</td> <td>11%</td> </tr> <tr> <td>College</td> <td>55%</td> <td>45%</td> <td>78%</td> <td>63%</td> </tr> <tr> <td>Apprenticeship</td> <td>5%</td> <td>1%</td> <td>4%</td> <td>5%</td> </tr> <tr> <td>Training provider</td> <td>0%</td> <td>0%</td> <td>1%</td> <td>0%</td> </tr> </tbody> </table>	Route	24/25		23/24		PP	NPP	PP	NPP	School Sixth Form (overall)	38%	45%	14%	33%	Wednesfield Academy	36%	34%	7%	20%	Other school Sixth Form	2%	9%	7%	11%	College	55%	45%	78%	63%	Apprenticeship	5%	1%	4%	5%	Training provider	0%	0%	1%	0%
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			<p>We held an increased number of events for all pupils related to careers, ensuring that we used the RONI list to priorities key individual children. We held two careers fair in school for pupils both of which were attended by PP pupils.</p> <p>We also included a range of additional events such as Christmas Lectures at Birmingham University, KS3 Taster Day at Aston University, DHL Workshops.</p>					
5	<p>Wider Opportunities</p> <p>All pupils will have access to a range of planned experiences throughout their time at Wednesfield Academy.</p> <p>All pupils will be supported to access these regardless of financial implications.</p> <p>These opportunities include Duke of Edinburgh, Cadets, music lessons, Turing Scheme, Discovery Week and Extra Curricular Clubs.</p> <p>All pupils will be supported to access opportunities such as the school leadership, Prefect and ambassador team.</p>	<p>Participation data will be analysed.</p> <p>Pupil premium pupils are proportionally represented in all opportunities given to pupils.</p> <p>All pupils will have access to an increasing number of encounters each year in school.</p>	<p>A wide number of opportunities were given to pupils in 24/25. For Pupil Premium pupils specifically, funding ensured that if they wanted to attend they could.</p> <p>711 pupils accessed visits of which 295 were PP of which 170 accessed more than one visit.</p> <p>Year 7 and 8 Discovery Week visits (Warwick Castle and Weston) were fully funded for PP students</p> <p>Turing Scheme (fully funded)</p> <p>7 pupils Italy</p> <p>10 pupils Greece</p> <p>7 pupils went to Morocco</p> <p>22 cadets are Pupil Premium.</p>					
6	<p>Parental Engagement</p> <p>School regularly communicates with parents to increase levels of engagement.</p>	<p>Attendance of PP parents at Parents' Evenings increases.</p> <p>Parent voice.</p> <p>Increased representation of PP parents in Parent Forum.</p> <p>Increased number of Pupil Premium parents' access WeDuc.</p>	<p>Increase in traffic to website and social media platforms (although not analysed specifically for PP parents)</p> <p>Next academic year parent attendance at school events such as Parents' Evenings will be analysed.</p>					

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme
GCSEPod
Sparx Maths
Seneca
Carousel
Accelerated Reader
NGRT
Read, Write, Inc- Fresh Start