



WICKERSLEY
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Pupil Premium Review 2024-25

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WICKERSLEY PARTNERSHIP TRUST

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Pupil Premium Review 2024-25

Wickersley Partnership Trust (WPT) uses an evidence-informed, tiered approach for its Pupil Premium Strategy, centred on high-quality teaching, targeted academic support, and wider strategies like attendance and wellbeing.

Primary Pupil Premium Strategy Plan

The primary strategy focuses on early intervention and establishing strong foundational skills to close attainment gaps from the outset.

- High-Quality Teaching: Priorities include a clear program of professional development (CPD) for staff to ensure "Quality First Teaching" in every lesson.
- Literacy and Phonics: A rigorous, personalised approach to early reading, often using programs like Little Wandle, aims to accelerate literacy skills and close the Phonics Screening Check (PSC) gap.
- Early Speech and Language: Targeted support for pupils with underdeveloped oral language skills through interventions such as WellComm or Speech Link.
- Wider Support Strategies: Focus on improving attendance, reducing persistent absence, and promoting social, emotional, and mental health (SEMH) through relational and trauma-informed behaviour policies.
- Cultural Capital: Providing full subsidies for school trips and residential trips to ensure all disadvantaged pupils have access to the same enrichment opportunities as their peers.

Secondary Pupil Premium Strategy Plan

The secondary strategy builds on these foundations while shifting focus toward GCSE readiness, independent learning, and post-16 progression.

- Attainment in Core Subjects: A primary goal is ensuring disadvantaged students achieve Grade 5 or above in GCSE English and Maths, narrowing the Progress 8 and Attainment 8 gaps.
- Academic Interventions: Using robust diagnostic assessments to provide targeted 1:1 or small-group tutoring in key subject areas.
- Transition Support: Programs like the three-week "Rollover" transition period help Year 6 pupils settle into secondary school early, reducing lost learning time.
- Character and Aspiration: Objectives include developing "active citizens" with strong character and high aspirations through an enriched curriculum and career guidance.
- Attendance and Punctuality: Aggressive targets to reduce the gap between disadvantaged students and their peers to less than 1%.

Trust-Wide Strategy Principles (2025/26)

Across both phases, the WPT strategy is governed by these core principles:

- Tiered Response: Following EEF recommendations to balance classroom teaching, targeted support, and wider school strategies.
- Collective Responsibility: A whole-school approach where all staff take responsibility for the outcomes of disadvantaged pupils.
- Data-Driven Adaptation: Termly reviews of pupil premium lists and intervention efficacy to ensure support remains responsive to individual needs.

Challenges in Primary Education

Primary-aged disadvantaged pupils often face barriers related to foundational skills and early social development.

- Literacy and Vocabulary Gaps: There is a notable language gap at the beginning of school; disadvantaged pupils often have more limited vocabularies than their peers by the time they start Reception.

- Early Reading and Phonics: Targeted support is required to close gaps in early reading, specifically to ensure that the bottom 20% of pupils are reading by age six.
- Speech and Communication: Early identification of speech needs in the Early Years Foundation Stage (EYFS) is a priority to prevent these becoming long-term barriers to the KS1 curriculum.
- Writing and Math Gaps: Significant gaps often persist in writing and mathematics at both expected and "greater depth" standards across Key Stage 1 and Key Stage 2.
- Transition and Independence: Pupils may show lower levels of independence in their learning, requiring early intervention to build resilience.

Challenges in Secondary Education

In the secondary phase, challenges often shift toward academic performance in core subjects, persistent absence, and social-emotional barriers.

- GCSE Attainment Gaps: A persistent gap exists in Attainment 8 scores and the percentage of pupils achieving Grade 4 or 5 in English and Maths.
- Persistent Absence (PA): Secondary Pupil Premium (PP) students historically have higher rates of absence and persistent absence than non-PP students, which is a fundamental barrier to achievement.
- Behaviour and Sanctions: Disadvantaged students are often disproportionately subject to extreme sanctions, such as suspensions and permanent exclusions.
- Social, Emotional, and Mental Health (SEMH): A significant number of disadvantaged students require intensive SEMH support, such as school counselling, to effectively access education.
- Lower Aspirations: Growing up in areas of low socio-economic mobility can lead to lower aspirations for both students and parents regarding higher education and future careers.

Trust-Wide Shared Challenges

- Cultural Capital: Disadvantaged students often have limited access to life skills, community activities, and wider learning experiences outside the classroom.
- Parental Engagement: Schools frequently report lower levels of parental engagement with certain aspects of school life, such as parents' evenings.
- Basic Needs: Challenges include students arriving at school hungry or lacking proper uniform and equipment, which impacts their readiness to learn.

Intended Outcomes & Impact Measures: Secondary

In the secondary phase, outcomes shift toward GCSE readiness and mitigating the long-term impact of disadvantage on academic performance.

Intended Outcome	Impact Measures / Success Criteria
Closing the Attainment Gap	Narrowing the Attainment 8 gap to less than 12.64 points.
Core Subject Excellence	Achieving a strong pass (Grade 4+) in English and Maths for over 50% of the disadvantaged cohort.
Sustained High Attendance	Reaching a Pupil Premium attendance rate of at least 90.5% and reducing persistent absence from 38% down to 32%.
Equitable Behaviour Standards	Reducing the Pupil Premium share of suspensions to below 35% and maintaining zero permanent exclusions for the cohort.

Post-16 Readiness	Ensuring zero disadvantaged students are "Not in Education, Employment, or Training" (NEET) and that 100% of Year 10 PP students access meaningful work experience.
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What are Intended Outcomes & Impact Measures?

- Intended Outcomes: These are the specific, strategic goals a school aims to achieve by using its Pupil Premium funding (e.g., "Improving reading ages").
- Impact Measures (Success Criteria): These are the quantifiable benchmarks used to prove whether the goals have been met (e.g., "60% of students will improve their reading scaled score by the end of Year 7").

In the 2025/26 academic year, Wickersley Partnership Trust (WPT) schools have implemented activities categorised into three tiers: High-Quality Teaching, Targeted Academic Support, and Wider Strategies (such as attendance and enrichment).

Primary School Activities (2025/26)

Primary schools within the Trust focus on foundational skills and early intervention.

- High-Quality Teaching: Implementation of professional development programs for "Quality First Teaching," focusing on adaptive teaching and high-quality feedback.
- Literacy & Phonics: Use of evidence-based, systematic, synthetic phonics programs like Little Wandle or Essential Letters and Sounds.
- Targeted Support: Structured interventions such as Reading Plus and TT Rockstars for Key Stage 2. Some schools also employ "Phonics Breakfast Booster Clubs" to accelerate progress.
- Wider Strategies: * Enrichment: Subsidising peripatetic music lessons and educational visits, including Year 6 residential to Scarborough.
 - Attendance: Dedicated Welfare Officers and Attendance Leads to manage rigorous tracking and support families.
 - Wellbeing: Interventions like Lego therapy, 1:1 counselling, and the "Hamish and Milo" program for SEMH support.

Secondary School Activities (2025/26)

Secondary activities shift toward external examinations and personal development.

- High-Quality Teaching: Instructional coaching for teachers to enhance classroom practice and disciplinary literacy initiatives.
- Targeted Intervention: * Core Subjects: Intensive subject-specific support to improve GCSE outcomes in English and Maths, targeting a Grade 4+ pass for over 50% of the cohort.
 - Literacy: Use of programs like Read Write Inc. (RWI) or Lexia for students identified with lower reading ages.
- Wider Strategies:
 - Career Readiness: Dedicated careers interviews, enterprise days, and work experience programs to reduce NEET (Not in Education, Employment, or Training) figures.
 - Attendance & Conduct: Implementation of targeted "GOPA/NPA" cohort systems to reduce Persistent Absence and eliminate disproportionality in student suspensions.
 - Technology Access: Ensuring all disadvantaged pupils have access to the necessary learning equipment and technology for home learning.

The review of the previous academic year (2024/25) for Wickersley Partnership Trust (WPT) highlights the impact of targeted funding and strategic activities on student outcomes. Schools are required to demonstrate the

effectiveness of this funding through annual reports, which evaluate performance against key barriers like attendance, attainment, and mental health.

Primary Review (2024/25)

The Trust's primary schools reported significant improvements in literacy, emotional resilience, and overall school quality, evidenced by multiple schools moving from "Requires Improvement" to "Good" in Ofsted ratings.

- Literacy & Phonics:
 - Early Reading: In EYFS, 73% of Pupil Premium (PP) children achieved a Good Level of Development (GLD) in word reading, matching the performance of their non-disadvantaged peers.
 - Phonics Progress: Approximately 80% of PP children passed the phonics screening test (compared to 86% of non-PP students). The Little Wandle scheme remained a primary intervention for those falling behind.
- Wellbeing & SEMH:
 - Targeted pastoral support led to a documented reduction in incidents of student dysregulation.
 - Programs such as "Worry Warriors" and regular ELSA (Emotional Literacy Support Assistant) sessions helped disadvantaged pupils feel safer and more secure in school.
- Enrichment & Attendance:
 - Schools increased participation in enrichment activities, providing free access to breakfast clubs, after-school clubs, and educational residential trips to boost cultural capital.
 - Schools aimed to close the attendance gap by leveraging Welfare Officers to work directly with families.

Secondary Review (2024/25)

Secondary schools, such as Wickersley School and Sports College, focused on bridging gaps in academic progress and enhancing life skills.

- Attainment & Progress:
 - The strategy aimed to reduce the attainment gap between disadvantaged pupils and the national average by 10%.
 - Diagnostic tools like NGRT (New Group Reading Test) and Pearson dyslexia screeners were used to identify specific learning needs and inform Quality First Teaching.
- Attendance & Behaviour:
 - A critical goal was reducing the persistent absence (PA) rate, with a targeted 10% cap for PP students.
 - Impact reports emphasised building social interaction skills to raise self-esteem and wellbeing for SEMH (Social, Emotional, and Mental Health) students.
- Cultural Capital & Careers:
 - Funding significantly increased access to career guidance, college placements, and work experience. For instance, some Trust budgets for college placements and work experience grew from a projected £3,500 to an actual spend of £9,000 to meet student needs.
 - Educational trips and visits were prioritised to break down social barriers and motivate students within the curriculum.

In the 2025/26 academic year, Wickersley Partnership Trust (WPT) has identified specific evidence-based strengths to maintain and build upon across both primary and secondary phases.

Primary Areas of Strength (2025/26)

The focus at the primary level remains on securing early foundations and fostering a sense of voice and belonging among students.

Targeted Academic Boosters: Schools have seen success with high-impact interventions like Phonics Breakfast Booster Clubs, which have significantly accelerated progress for participating pupils.

- **Speech and Language Support:** Effective individualised programs, such as those led by Speech and Language Therapy (SaLT), have resulted in a high percentage of children being successfully discharged from caseloads after meeting communication targets.
- **Student Voice and Agency:** Projects like the WPT School Report have become a major strength, allowing primary students to debate topical subjects, develop networking skills, and use hands-on media tools to report on issues like mental health and climate change.
- **Financial Barrier Removal:** Achieving 100% attendance for disadvantaged pupils at high-impact events, such as the Year 6 Residential, has proven that targeted financial support can ensure full inclusivity for aspirational activities.

Secondary Areas of Strength (2025/26)

In the secondary phase, strengths are centred on academic conversion and systematic behaviour management.

- **Proven Academic Intervention Models:** The Trust is scaling up multi-faceted intervention models that are proven to rapidly convert raw progress into GCSE attainment gains in core subjects.
- **The "Wickersley Way" Culture:** The embedded Wickersley Way and Subject Ways remain central to building independence and resilience. This culture of "high challenge, low fear" encourages students to take risks in their learning without fear of failure.
- **Attendance Tracking Pathways:** A clear, staged Attendance Pathway combined with enhanced communication with families has been noted as a strength, leading to better monitoring of vulnerable cohorts.
- **Internal Behaviour Stabilisation:** The use of specialised internal provisions and Magna Lane for complex cases has been essential in maintaining behaviour stability and preventing permanent exclusions.



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