

Pupil premium strategy statement – Waverley School: Secondary & Sixth Form

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1061
Proportion (%) of pupil premium eligible pupils	64.37%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	24/25 25/26 26/27
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	H. Derry (Principal)
Pupil premium lead	J. Crawley (Vice-Principal)
Governor / Trustee lead	T Parveen (Chair of Governors and PP Lead)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£612,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£612,750

Part A: Pupil premium strategy plan

Statement of intent

School vision and values:

At Waverley School we aim to give all students every opportunity to maximise their full potential through a wide range of activities, enabling them to be successful members of society. We provide a broad and balanced curriculum where academic rigour is matched by an equally important love of the creative arts, music and sport. Through our school values of **H**umanity, **E**quality, **A**spiration and **R**espect (HEAR) we encourage our students to have high expectations, aim high, work hard and develop their intellectual powers to the full. To help our students to achieve this, we have skilful, committed, dedicated staff and a stimulating and disciplined learning environment. We are very proud of our school community which is rich in cultural diversity. We aim to give each student a sense of belonging to that community based on mutual respect and self-discipline.

Priority areas:

Our vision and values applies to our most disadvantages of learners. In order to identify our priority areas we have analysed a range of evidence (including the EEF guide to the Pupil Premium and the Sutton Trust Toolkit) and data (attainment, behavioural, attendance, wellbeing, student voice and staff voice). Our priority areas are:

1. Quality first teaching through an explicitly planned and expertly delivered curriculum with a focus on the Waverley Educational Foundation Teaching and Learning Cycle.
2. Improving literacy through a robust intervention programme.
3. Tailored and high quality interventions
4. Supporting student wellbeing
5. Broadening student experiences

Challenges

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

Challenge number	Detail of challenge
1	<p>The gap between disadvantaged and non-disadvantaged students in progress and attainment measures.</p> <p>In 2024, the gap between disadvantaged and non-disadvantaged students was 2.65 for Attainment 8 and 0.27 for progress 8. We anticipate the potential for this gap to widen over successive years if further intervention is not implemented as learners with disadvantaged backgrounds enter the school with lower prior attainment scores (see challenge no.2).</p>

2	<p>Student's prior attainment for disadvantaged students is disproportionately lower in comparison to non-disadvantaged students.</p> <p>For example, the Year 11 cohort in 2027 disadvantaged students make up 55% of those students with low prior attainment. This trend continues into lower year groups but is also prominent amongst those year groups that did not participate in KS2 assessment but where CAT4 testing indicates significant gaps in prior attainment. For example, within the Year 11 cohort in 2026, CAT4 testing demonstrates that 80% of low prior attaining students are disadvantaged.</p>
3	<p>Attendance data from previous academic years demonstrates that disadvantaged students are attending school at a lower rate than non-disadvantaged peers.</p> <p>In the academic year 2023-24, disadvantaged students had an attendance rate at 0.4% below their non-disadvantaged peers. Although the attendance for disadvantaged students remains higher than national average, the cumulative impact of lower attendance across the entire cohort has a disproportionately negative effect on outcomes. For the year 2023-24, disadvantaged students across the West Midlands attended school 6.4% below their non-disadvantaged peers, indicating this is a regional challenge as well as one for our school.</p>
4	<p>Pastoral data demonstrates that disadvantaged students are at greater risk of becoming disenfranchised from their school setting, limiting their engagement with school enrichment activities and learning.</p> <p>In the academic year 2023-24, disadvantaged students made up 62.5%. At the time of writing, 69% of those students with an identified SEND need were eligible for pupil premium. The school has also identified increasing numbers of students entering secondary school without a learning need identified that nonetheless becomes a barrier to engagement and access to learning.</p>
5	<p>Research and student prior engagement in cultural capital experiences demonstrates that disadvantaged students are less likely to have had opportunities to develop cultural capital, particularly where there is a financial cost to students.</p>
6	<p>Anecdotal evidence suggests that disadvantaged students have limited academic learning habits and fewer quiet settings to undertake independent study. For some this includes limited access to technology. Whilst a challenge for the school on its own, this also acts as a contributory factor to challenge no.4 above.</p>
7	<p>Reading ages data indicate that students from disadvantaged backgrounds are likely to have lower levels of literacy than their non-disadvantaged peers.</p>
8	<p>A recent rapidly increasing intake of students with English as an additional language (EAL) who are also from disadvantaged backgrounds and who struggle to access curriculum content at an equivalent rate of their peers.</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
<p>There will be no significant gap between the progress of disadvantaged students and other students.</p>	<ul style="list-style-type: none"> • Progress outcomes for disadvantaged students will be in line with outcomes for non-disadvantaged students in all curriculum areas. • Attainment in Mathematics and English (%9-4, %9-5) will be in line with outcomes for non-disadvantaged students. • Tailored interventions, utilising external providers where appropriate, for students.
<p>Quality first teaching through an explicitly planned and expertly delivered curriculum with a focus on the Waverley Educational Foundation Teaching and Learning Cycle.</p>	<ul style="list-style-type: none"> • Evidence collated from quality assurance exercises will demonstrate high-quality teaching practices in line with our established teaching and learning cycle. • Evidence of student voice indicates that students experience high-quality teaching.
<p>Improving reading ages for disadvantaged students through a robust literacy programme</p>	<ul style="list-style-type: none"> • Narrowed gap between reading age and chronological age for disadvantaged students. • Quality assurance exercises will demonstrate impact of literacy strategies within the classroom.
<p>Broaden disadvantaged students' experiences and enrichment, with a focus upon raising aspirations.</p>	<ul style="list-style-type: none"> • Destinations for students from disadvantaged backgrounds will reflect high ambition. • Further develop the range of extra-curricular and enrichment experiences. • Student voice will demonstrate that enrichment experiences are valued.
<p>Support student wellbeing, including providing targeted support for those with barriers to good attendance.</p>	<ul style="list-style-type: none"> • Narrow the gap for attendance between disadvantaged and non-disadvantaged students. • Reduce the rate of persistent and severe absenteeism to be at least in line with non-disadvantaged students. • Improve overall attendance rate of the school to be at least in line with and exceed national averages.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 84,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement a broad CPD programme to develop the application of the WEF TLC (teaching and learning cycle), through the use of research-led practices.</p> <p>SDP Link: 1.1</p>	<p>The Trust has adopted a universal teaching and learning model which has been developed through the use of contemporary pedagogical research.</p> <p>EEF Effective Professional Development – <i>“High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.”</i></p> <p>EEF Metacognition and self-regulated learning – <i>“the potential impact of metacognition and self-regulation approaches is high (+7 months of additional progress...teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought process.”</i></p>	<p>1, 2, 6</p>
<p>Supporting teachers to develop expertise in pedagogical practice through the use of national professional qualifications (NPQs) and other high-quality CPD providers (e.g. PiXL).</p> <p>SDP Link: 1.1, 1.15, 1.16, 1.17, 1.18, 1.19, 1.22</p>	<p>EEF Effective Professional Development – <i>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</i></p> <p>EEF Metacognition and self-regulated learning – <i>“Promote and develop metacognitive talk in the classroom</i></p> <p>Emerging findings from the NPQ Evaluation, DFE – 78% of participants report improving teaching and learning standards, and 65% indicate participation improved pupil attainment.</p>	<p>1, 2</p>

<p>Providing an effective and high-quality programme of support for newly qualified and recently qualified teachers, including engaging with TeachFirst (a charity specialising in supporting schools serving areas of high socio-economic disadvantaged with high-quality trainee teachers).</p> <p>SDP Link: 1.18, 1.19, 1.20</p>	<p>Evidence within the school demonstrates that the recruitment of effective, well-trained practitioners provides benefit to our learners in the form of high-quality teaching. An early investment in recruitment of high calibre candidates from a range of ITT providers helps to secure retention of high-quality teaching staff.</p> <p>The ITT CCF and ECF: 2023 Review outcomes, DFE 2024: “<i>The quality of teaching is the single most important in-school factor in improving outcomes for pupils – and it is particularly important for pupils from disadvantaged backgrounds. No one is born a great teacher, and evidence shows that high quality professional development is the best way to help teachers improve.</i>”</p>	<p>1, 2</p>
---	---	-------------

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

Budgeted cost: **£ 108,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide learners with access to e-learning platforms that provide targeted access to content, improve learner engagement and narrow prior attainment gap.</p> <p>SDP Link: 1.2, 1.3, 1.5, 1.6</p>	<p>EEF Homework – “<i>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</i>”</p>	<p>1, 2</p>
<p>Provide bespoke guidance/speakers to support learners to develop rigorous academic habits (external speakers programme).</p> <p>SDP Link: 1.11</p>	<p>EEF Aspiration Interventions – whilst the impact of aspirational interventions is unclear on the face of it, we have identified that learners who are given opportunities to narrate/explore the routes to achieving their aspirations has a positive impact on their engagement with learning.</p> <p>EEF Metacognition and self-regulated learning – “<i>Promote and develop metacognitive talk in the classroom Explicitly teach pupils how to organise, and effectively manage, their learning independently</i>”</p>	<p>1, 6</p>
<p>Targeted intervention through additional classes (Saturdays) to support</p>	<p>EEF Extending school time – “<i>The average impact of approaches involving extending school</i></p>	<p>1, 2, 6</p>

<p>learners to close attainment gaps, re-visit key content, and provide additional guidance.</p> <p>SDP Link: 1.2, 1.3, 1.5, 1.6</p>	<p><i>time is about an additional three months' progress over the course of a year."</i></p> <p>EEF One to one tuition – <i>"Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average."</i></p> <p>EEF Small group tuition – <i>"Small group tuition has an average impact of four months' additional progress over the course of a year."</i></p>	
<p>Continue to develop the literacy strategy, including use of reading assessments, targeted reading intervention, and the development of phonics provision.</p> <p>SDP Link: 2.1 – 2.8</p>	<p>EEF Reading comprehension strategies – <i>"The average impact of reading comprehension strategies is an additional six months' progress over the course of a year."</i></p> <p>EEF Oral language interventions – <i>"The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language."</i></p> <p>EEF Phonics – <i>"Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."</i></p>	1, 2, 7
<p>Provide free revision guides, knowledge organisers, and exams-related stationary to support students with their independent study. Offer independent study spaces/quiet zones within the school to support independent study.</p> <p>SDP: 1.2, 1.3, 1.5, 1.6, 1.11</p>	<p>EEF Homework – <i>"Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils."</i></p>	1, 2, 5
<p>Use of initial assessments to identify learning needs for learners without prior attainment data.</p> <p>SDP: 1.10, 2.3</p>	<p>EEF Oral language interventions – <i>"Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs."</i></p>	1, 7, 8

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

Budgeted cost: **£ 420,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sustain high quality pastoral interventions (school counselling, mentoring, home link support worker, pastoral support officers) to support student attendance, wellbeing, and engagement in school.</p> <p>SDP Link: 3.1 – 3.20</p>	<p>DFE Working together to improve school attendance – “[Good attendance] is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment...have higher rates of attendance over the key stage compared to those with the lowest attainment.”</p> <p>EEF Improving Behaviour in Schools – “targeted interventions implemented by trained teachers; teachers reflecting on their classroom management techniques for the whole class may also be particularly beneficial for the individuals with greater needs”</p> <p>DFE Mental Health and behaviour in schools – “Schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. It is important that schools promote good mental wellbeing for all pupils”</p> <p>EEF Working with Parent’s to Support Children’s Learning – “Parental engagement in children’s learning and the quality of the home learning environment are associated with improved academic outcomes at all ages.”</p>	<p>2, 3</p>
<p>Sustain high quality careers provision, with a dedicated careers advisor supporting students to achieve ambitious destinations.</p> <p>SDP Link: 3.2, 3.12</p>	<p>EEF Aspiration interventions – “Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.”</p> <p>Gatsby Foundation, Good Career Guidance – “Good career guidance is important for social mobility because it helps open pupils’ eyes to careers they may not have considered”.</p>	<p>5</p>
<p>Further develop the EAL provision, including use of dedicated teaching assistant support, to provide targeted support for learners with EAL.</p> <p>SDP Link: 1.6</p>	<p>The Bell Foundation – “teaching and support staff should set high expectations, while offering the right level of language support and scaffolding for learners to access the curriculum and demonstrate their knowledge/skill.”</p> <p>The Bell Foundation, English as an Additional Language, Proficiency in English and rate of</p>	<p>8</p>

	progression - proficiency in English is the best indicator of future academic success.	
Further develop a broad enrichment programme within the school, encouraging student engagement and participation, with a focus upon sports and unique experiences. SDP Link: 1.5	EEF Improving Behaviour in Schools – “include programmes to encourage physical activity, support to improve social skills, and interventions to reduce specific types of unwanted behaviour.”	3, 4, 5
Continue to provide access to music tuition for students, and develop additional extra-curricular opportunities within the arts (e.g. Drama). SDP Link: 3.11, 3.12	EEF Arts Participation – “There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education.”	4, 5
Provide a discretionary contingency fund for students to access: uniform supplies, equipment, payments for school trips, etc. SDP Link: 1.8	Recent evidence of increased requests from parents/carers for economic hardship support and increased rates of students experiencing economic disadvantaged. The school’s immediate community IDACI rank is 2123, indicating the area is within the 10% most deprived areas within the country. The most recent report (2019) indicates that the deprivation factor within the local community has increased.	4, 5

Total budgeted cost: £612,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The academic year 2024-2025 was the first year of implementation of this Pupil Premium Strategy.

There will be no significant gap between the progress of disadvantaged students and other students.

The school employed a range of measures to provide academic support and assistance to learners throughout the year including:

- Additional academic intervention sessions led by internal teaching staff and external tutoring providers
- Resources (revision guides, materials, etc.)
- Additional online learning platforms
- Investment in the professional development of teaching colleagues, particularly for embedding the WEF TLC (see below) and adaptive teaching
- Deploying risk registers and precision teaching plans to secure an improving attainment picture for learners.

Performance measures	2024	2025
Attainment 8 (entire cohort)	39.7	41.6
Attainment 8 (disadvantaged students)	38.2	42.4
%9-5 including English & Mathematics (entire cohort)	34	34
%9-5 including English & Mathematics (disadvantaged students)	32	36

N.B. the progress 8 calculation for the 2024/25 and 2025/26 cohort is not published due to the disruption of the Covid-19 pandemic. Green indicates an improved attainment outcome in comparison with the previous academic year, yellow indicates a consistent attainment outcome with the previous academic year, and red indicates a decline in academic performance from the previous academic year.

The school is celebrating improved academic outcomes from the previous year, particularly for learners who are eligible for Pupil Premium who have, in some areas, exceeded academic performance in comparison to their non-disadvantaged peers.

Further work is required to raise academic outcomes for students in to 'good' pass grades in Mathematics (%9-5).

Quality first teaching through an explicitly planned and expertly delivered curriculum with a focus on the Waverley Educational Foundation Teaching and Learning Cycle.

The school has invested in the professional development of colleagues to ensure that the Waverley Education Foundation Teaching and Learning Cycle is consistently embedded across the school. Quality assurance activities throughout the academic year demonstrate that this is an improving picture of our school. At the end of our first year of implementation, our activities demonstrated that 71.4% of lesson visits demonstrate secure or embedded practices of the

teaching and learning cycle, with the strongest areas identified within Behaviour Management, Resource Preparations, and Planning for Purpose.

Improving reading ages for disadvantaged students through a robust literacy programme

Reading comprehension assessments have been employed for all students throughout the plan, with those students targeted for additional literacy intervention when reading age scores indicate a significant disparity between chronological reading age and actual age. These assessments continue to be undertaken throughout the child's time in school to monitor their development.

The school has invested in the development of reading provision by:

- Securing the appointment of a school-wide Literacy Co-ordinator
- Procured the Lexonic Reading Intervention programme for the school
- Appointed two practitioners to deliver the Lexonic reading intervention programme
- Implemented a new peer-reading programme.
- Purchased additional texts for use in the Library and during form-tutor time.
- Designed, delivered, and implemented a professional development programme for Adaptive Teaching
- Designed and developed an EAL Hub to provide additional intensive support for learners who are new to English or at Early Acquisition. This provision has supported 33 students directly throughout this academic year.

Further work is required to track reading ages across the school efficiently and develop staff professional expertise to support learners to improve literacy levels throughout all curriculum areas.

Broaden disadvantaged students' experiences and enrichment, with a focus upon raising aspirations.

The school is proud to report a significant increase in the number of enrichment activities taking place throughout the academic year with 48 out-of-classroom experiences taking place for 1556 students. These include visits to universities, theatres, field trips, careers fairs, Premier League football matches, and corporate careers-focussed visits (e.g. KPMG). The school has also welcomed external partners to provide in-school experiences for our learners including dance workshops, careers talks, PSHRE-themed events, and learning coaching.

The school undertook an intensive programme of careers-related guidance and support to ensure that destinations for Year 11 were secured. By the end of the academic year, 100% of students within Year 11 had at least one secured destination to attend post-16 education. Although national performance measures for this cohort are not yet available as of the time of reporting, the DFE have reported that 92% of the 2023 cohort sustained a destination in employment, apprenticeships, or post-16 education (2% above local authority average). This is a significant improvement on the previous academic year (+4%).

Further work is to be done to broaden the range of visits and experiences that our students experience, whilst also investing in effect tracking systems to ensure access for all.

Support student wellbeing, including providing targeted support for those with barriers to good attendance.

To secure additional support for learners and remove barriers to good attendance, the school undertook a restructure of the pastoral team to introduce Heads of Year for learners in KS3, in addition to the existing pastoral support in place. The school has also secured the appointment of a Home Link Worker.

Whilst attendance is a national challenge for schools, attendance for disadvantaged students (89.0%) remains above national average (86.4%) and broadly in line with the entire cohort (89.6%). Attendance for disadvantaged students increased by 1.4% in comparison to the previous academic year.

Persistent absence for disadvantaged students (39.5%) also remains below national average (41.9%) but there continues to be a gap (2.2%) in comparison to the rest of the cohort (37.3%) although this is narrowing.

The school undertook a pilot attendance programme during the latter half of the academic year, investing additional resources to support the cohort of Year 7 – Year 10 in the Summer term. This outcome of the pilot secured an improved rate of attendance for disadvantaged learners (+0.6%). The actions and evaluation of the pilot programme have been deployed for the new academic year.

Externally provided programmes

Programme	Provider
KS4 study intervention	Elevate Education Impress the examiner
Pastoral Support Package	City of Birmingham School (COBS) Every Child Needs a Mentor
The Brilliant Club	The Scholar's Programme
Mentoring and tutoring	The Access Project
Online resource bank for students	Sparx Mathematics The Learning Village (EAL Hub)