

# Pupil premium strategy statement for Welland Park Academy

## 2024 – 2025

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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
Welland Park Academy	
Number of pupils in school	987
Proportion (%) of pupil premium eligible pupils	(159) 16.11%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 - 2026 overall but (2024 – 2025) for this specific statement.
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Pete Leatherland
Pupil premium lead	Danielle Pendell
Governor / Trustee lead	Claire Parry/Simone Harrison

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,000
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	£126,000

## Part A: Pupil premium strategy plan

### Statement of intent

Welland Park Academy is dedicated to helping every student achieve their full potential while narrowing the attainment and progress gap between disadvantaged students and their peers. This strategy values evidence-based research in identifying the most effective activities and interventions, particularly those that focus on delivering the highest quality teaching.

Our approach is rooted in educating the whole child, ensuring that as many barriers as possible are removed. This enables students to fully engage with their education and thrive in their learning environment.

The plan seeks to address challenges faced by disadvantaged students, reducing the attainment gap between them and non-disadvantaged peers. By implementing a three-tiered approach, aligned with guidance from the Department for Education (DfE) and the Education Endowment Foundation (EEF), we aim to embed strategies at every level to improve the educational outcomes and wellbeing of disadvantaged students.

The intent of our strategy plan is to work with our disadvantaged students to ensure that they access the curriculum and all opportunities to realise their full potential. Ensuring parity of outcomes for all educational groups is a key part of our school development plan.

We have a track record of strong outcomes for both our disadvantaged and non-disadvantaged cohort; however, there remains a distance between these measures. In order to sustain the attainment performance of those students not deemed to be disadvantaged, whilst improving progress for our disadvantaged students, we must make the best use of teaching and learning strategies which have a strong and sustainable impact on those students most in need.

### Challenges

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

Challenge number	Detail of challenge
1	<p>Our disadvantaged students face a range of academic challenges:</p> <p>Students that join are lower in terms of year 6 SATS and have significantly more social and emotional difficulties.</p> <p>An increasing number (25%) now come from over county borders from more deprived areas (Corby, Kettering and majority from Desborough (51%)) which leads to a lack of resources and parental means to support academic achievement. This also leads to difficulties of forming friendship groups, cost of transport and time spent travelling and has a knock-on effect on punctuality/attendance if travel plans are curtailed.</p> <p>In some cases, few or no academic or aspirational role models.</p> <p>Gender divide between male and females in achievement.</p> <p>Limited study / planning skills.</p>
2	<p>SEND needs have steadily increased, we have an above average percentage of students with SEND which is above the national average and a higher-than-average percentage of EHCP students, many who are also PP (23.3% are both PP and SEND).</p> <p>Co-occurring high SEND need, particularly for those with the SEMH area of need (21% of the PP</p>

	cohort have SEMH needs – (34 students) which is significantly above the national average.
3	Attainment gap is lower between disadvantaged and non – disadvantaged students in latest exam series (although continual improvement). Progress is stronger (similar to national figures for all student at -0.07) but there is still a gap between PP and non-PP peers.
4	Attendance – Post-Covid, as nationally, attendance has dipped and we strive to ensure high attendance of all, PP remains a key focus for the academy as it is consistently below the school average. 26% of the PP cohort (159) are PA.
5	Lower literacy levels due to the pandemic, lack of parental knowledge/confidence, lack of reading at home, lack of cultural capital.  Reading ages – 31% of PP students have a reading age below their actual age, sometimes significantly below upon entry to Welland Park. This impacts understanding and/or processing and the ability to read educational literature such as worksheets, text books, support materials and exam papers. This is also nationally as 2024 national figures showed 45% of PP were not at expected reading ages.
6	For a range of reasons, our cohort have a limited range of cultural experiences, impacting upon: <ul style="list-style-type: none"> <li>• vocabulary and context</li> <li>• life experiences</li> <li>• knowledge of hinterland / core knowledge implicitly known by peers in other schools / areas.</li> <li>• careers awareness</li> <li>• leadership opportunities</li> <li>• social interactions.</li> </ul> The first 3 bullet points have a further impact upon academic performance as students may not comprehend the language or contexts in academic literature, textbooks and exam papers.
8	The increase of mental health, including self-harm and eating disorders, estimates at 26% increase (this is disproportionate in the correlation to PP and includes poverty, which we are seeing more of). This is evident in the incidents being addressed, and referrals being made, by the pastoral support team, however there is a large gap in what services are able to provide in a timely manner. Development of resilience and growth mindset are vital to enable our young people to face the challenges ahead in their education and lives.
9	Working to ensure we have no NEETs annually (Not in education, employment or training) post 16. Because of the high SEND levels and increasing disadvantage, there is a risk of NEET when they leave WPA. This means ensuring that more students complete work experience. This year 10/32, 31% of PP students completed work experience.

## 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
The academy will maintain / increase the successful progress and attainment outcomes in our exam years whilst ensuring there is little or no variation between key learner groups in our year groups.	<ul style="list-style-type: none"> <li>• P8 score for the school of 0.37. Continue the trend of narrowing the gap and ensure disadvantaged are in line with national average for all students or better;</li> </ul> P8 scores to have a variance of 0 for: <ul style="list-style-type: none"> <li>• Disadvantaged students and non disadvantaged.</li> </ul>

Excellent attendance of Disadvantaged and SEND students which supports their learning and ensures they can access the required support and protective factors.	<ul style="list-style-type: none"> <li>• The attendance for PP students to be in line with that of non-PP and above national</li> <li>• We continue to monitor and develop our attendance strategies to maintain and improve this further</li> <li>• Breakfast club is well attended by PP cohort with over 50% attending</li> </ul>
Improvement in literacy/reading skills.	<ul style="list-style-type: none"> <li>• NGRT tests for literacy and numeracy (going forward) for all KS3, earlier identification and interventions.</li> <li>• Reading ages in line with or exceed chronological age for all PP pupils</li> </ul>
Staff continue to deliver QFT (and therefore aspirations of PP) through targeted, high quality CPD linked to appraisal/Strategic plan where possible.	<ul style="list-style-type: none"> <li>• Whole school monitoring of teaching quality to inform CPD planning (e.g. lesson observations, learning walks, progress analysis etc)</li> <li>• Identification of universal and targeted strategies to meet the individual learning needs</li> </ul>
Students have a strong identity with their school and participate in activities in addition to the curriculum to represent the school or enhance their own knowledge / learning.	<ul style="list-style-type: none"> <li>• We plan participation in wider activities including trips and visits for each PP student</li> <li>• Tracking of PP engagement is effective</li> <li>• PP students targeted for extracurricular, accelerating the development of cultural capital through enrichment activities across the curriculum. To improve on last year's figures.</li> <li>• Attendance and commitment scores will increase as well as increasing aspirations of PP pupils</li> </ul>
Students will have the skills, resilience and support to manage their mental health and well-being.	<ul style="list-style-type: none"> <li>• 100% of students needing counselling / referrals have access to those</li> <li>• A 15% reduction in the number of cases being identified / referred, due to the effectiveness of support offered</li> <li>• Student voice data shows an increase in confidence; a reduction in concerns and an increase in the ability to address concerns at an early stage</li> </ul>
Targeted interventions to meet the specific needs of disadvantaged students with SEND.	<ul style="list-style-type: none"> <li>• Standardised assessments for all KS3 to be completed within the first month of school</li> <li>• Early targeted interventions</li> <li>• Attendance and attainment for the PP/SEND cohorts rises as shown by increases in P8 and A8 (to be above national)</li> </ul>
Students have the awareness, life skills, knowledge and achievements to enable them to access and succeed in the next stage of their education / life. Improved aspirations of disadvantaged students.	<ul style="list-style-type: none"> <li>• Students select options that allow them to be successful. They transition successfully into Years 7 and 10</li> <li>• Students in KS4 are ready for the next stage and are moving on to appropriate, high-quality destinations</li> <li>• 100% of students successfully maintain their place in post-16 training / education and NEET is zero</li> <li>• All Gatsby benchmarks are met and high quality advice and guidance is given</li> <li>• Improved attendance, behaviour, engagement in</li> </ul>

	lessons & extra-curricular activities, student voice is positive
All PP students complete an interview with the resident Careers Advisor, 2 formal practice interviews and opportunity to attend the Careers Fair and support post 16 applications. Work Experience is fully funded for disadvantaged students.	<ul style="list-style-type: none"> <li>• We have no NEETs and can evidence that students subscribe to a range of post 16 courses which suit their ability and aspirations</li> <li>• Work experience increases to 80% of PP students completing.</li> </ul>

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £25,238.20

Activity	Evidence that supports this approach	Challenge number(s) addressed
	<p>All activities are linked to the EEF document "The EEF Guide to supporting School Planning: A tiered approach to 2021". Further specific references are shown in one of the two ways below:</p> <p><b>EEF toolkit references</b></p> <p><i>EEF guidance report references</i></p>	
<i>Accurate identification of base line levels and reading ages to support literacy work, NGRT testing for KS3</i>	<p><i>EEF – Diagnostic Assessment</i></p> <p><i>EEF - Gathering and interpreting data to identify priorities</i></p>	1, 2, 3, 5 and 6
<i>Funding of smaller class sizes in CORE subjects lower sets</i>	<p>-PP students are over-represented in the lower CORE sets</p> <p>-The effect sizes found by Hattie (2012) for Providing formative evaluation (rank 4), Micro-teaching (rank 6), Feedback (rank 10) and Teacher-student relationships (rank 12) can all be delivered more effectively to PP students in smaller groups.</p>	1, 2, 3 and 5
<i>CPD programme focusing on cold calling, retrieval and spaced learning and marking and feedback – part of QFT. Supported by Teaching &amp; Learning Group and T&amp;L Bulletin</i>	<ul style="list-style-type: none"> <li>• Hattie - Meta-cognitive strategies ES 0.60</li> <li>• EEF - Feedback +8 months</li> <li>• EEF - Metacognition and self-regulation +7 months</li> <li>• Hattie – Scaffolding ES 0.82</li> <li>• DfE 'Delivering World Class Teachers'</li> </ul> <p><i>'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'</i></p> <p><i>EEF</i></p> <p><i>EEF – Effective professional Development</i></p>	1 and 3
<p><i>Structured reading interventions with small groups and whole class</i></p> <ul style="list-style-type: none"> <li>• Use of Accelerated Reader in KS3 English</li> </ul>	<ul style="list-style-type: none"> <li>• EEF - Reading comprehension strategies +6 months</li> <li>• EEF – Small group interventions +5 months</li> <li>• Hattie - Repeated reading programs ES 0.75</li> <li>• EEF - Oral language interventions +6 months</li> </ul>	1, 2, 3 5 and 6

<ul style="list-style-type: none"> <li>School-wide focus on literacy &amp; reading, supported by CPD.</li> </ul>		
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- Hattie's work on impact [of interventions](#)

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

Budgeted cost: £18,809.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Maths specialist to support PP students, including TEAMS lessons online for non-attenders</i>	<ul style="list-style-type: none"> <li>EEF - Small group tuition 4+ months</li> <li>EEF - Making a Difference with Effective Tutoring</li> </ul>	1 and 3
<i>Boost - GCSE academic intervention</i>	<ul style="list-style-type: none"> <li>Hattie Visible Learning (rank 3)</li> </ul>	3 and 4
<i>Planning for students with SEND. Strategies to be directed by the SENDCo in line with SEND planning, use of Provision Map</i>	<ul style="list-style-type: none"> <li>EEF - Individualised instruction +4 months</li> <li>EEF - TA interventions +4 months</li> </ul> <p><i>EEF – effective professional Development</i>  <i>EEF – Special Educational Needs in Mainstream School</i></p>	1, 2, 3, and 5
<i>Provision of subject specific resources, revision materials, subject texts. ADT Contribution, PP pupils are provided with the basic equipment for these lessons</i>	<i>EEF – Access to technology and curricula materials</i>	1,3 and 6
<i>Other targeted interventions including music lessons, alternative provision education, tuition outside of school, uniform, transport, extra curricula and school trips. For example Duke of Edinburgh</i>	<ul style="list-style-type: none"> <li>EEF - Participation in the Arts +3 months</li> <li>EEF - School trips engender a feeling of collegiality and friendship and improve wellbeing and have the same impact as Summer schools +2 months</li> </ul>	4,6, and 7

<i>Award, Holland sports trip</i>		
<i>Raising Achievement Plan meetings with Vice Principal for outcomes, core subject leads, HOY 11, Pastoral support for Manager Y11, SENDCo and PP coordinator</i>	<i>EEF - Gathering and interpreting data to identify priorities</i>	1 and 3
<i>Further maths interventions through organising support packs/resources for SEND and PP students, printing of Knowledge Organisers upon completion and an alternative way of setting Year 7 students so that they are placed in broader ability bands rather than strict sets</i>	<i>EEF – Diagnostic Assessment EEF - Gathering and interpreting data to identify priorities</i>	1, 3 and 6

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

Budgeted cost: £82,488.20

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Use of free breakfast club to encourage attendance to school, with a meet and greet by key staff.</i>	<ul style="list-style-type: none"> <li>• EEF ‘magic breakfast’ – 2+ months</li> </ul> EEF – Breakfast club: Rapid evidence assessment (August 2004)	1, 2 and 4
<i>Summer school for Year 6 students</i>	<ul style="list-style-type: none"> <li>• Summer Schools + 2 months</li> </ul>	6, 7 and 8
<i>Supporting attendance Student Support Mentor targeted attendance tracking and support</i>	‘The link between attendance and achievement is clearly established’ DfE Research 2016 <ul style="list-style-type: none"> <li>• Social and emotional learning +4 months</li> </ul>	4
<i>Mentor programme with a member of staff for all year 11 PP students, academic, careers, post 16 and pastoral</i>	<ul style="list-style-type: none"> <li>• Hattie – Mentoring ES 0.12</li> </ul>	1, 3, 7 and 8



<i>issues including tracking and understanding of aces. Rolled out to Y7.</i>		
<i>Funding for enrichment activities</i>	<ul style="list-style-type: none"> <li>• EEF - Physical Activity +1 month</li> <li>• EEF - Arts participation +3 months</li> </ul>	1 and 6
<i>Supporting students' social, emotional and behavioural needs.</i> <i>Enhance pastoral support for well-being through RABG, ELSA, Counsellor, emotional and self esteem workshops including 'Future ready', Bloom, Well being drop in for KS3 and KS4, Cube, Teen Health</i>	<ul style="list-style-type: none"> <li>• EEF – Social and emotional learning +4 months</li> <li>• EEF - Mentoring +2 months</li> <li>• EEF - Behaviour interventions +4 months</li> </ul>	8
<i>Support with hygiene products, stationery, uniform</i>	Funding recommendations adapted from the National Food Strategy	1
<i>Use of SLT to ensure parental contact / engagement with all parents of PP that have not attended parents evenings</i>	<ul style="list-style-type: none"> <li>• EEF – Parental engagement +3 months</li> </ul>	1 and 3
<i>Use of incentives e.g. termly celebration assemblies, attendance rewards, awards at Presentation Evening</i>	<ul style="list-style-type: none"> <li>• EEF – Behaviour interventions +3 months</li> </ul>	4
<i>Supporting PP students in paying for work experience placements, careers meeting with career advisor, post 16 support, exposure to local labour market and apprenticeships and post 16 providers through a careers fair and interviews with external in year 9 and 11</i>	Disadvantaged students can be as much as twice as likely to become NEET (DfE report, 2015). <i>EEF Careers education infographic</i>	9

**Total budgeted cost: £ 126,535.60**

## 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 2023 to 2024 academic year.

	Full Cohort	Disadvantaged Cohort
No. of pupils	194	23
P8 score & CI	0.37 (0.17 to 0.58)	-0.07 (-0.67 to 0.54)
A8 score	53.4%	38.3 %
English & maths at grade 5+	64.2%	43.5%
English & maths at grade 4+		52.2%
EBacc at grade 5+	25.9%	8.7%
EBacc at grade 4+	28.5%	13.0%
Entering EBacc	33.2%	21.7%
EBacc Average Point Score (APS)	4.8	3.41
In education or employed for 2 terms after KS4 (2021 school leavers)	94%	97 84% (2022 leavers)

Our objective to reduce the gap in progress at Key Stage 4 between PP and non-PP students:

This has been partly successful. The P8 gap between PP and non-PP students reduced between public exams. PP students performed broadly in line with the national average for all students in these cohorts. In 2024 the P8 score for disadvantaged pupils was -0.07 which is significantly higher than the PP national average (source: gov.uk). Percentage scores for English and Maths 4+ and 5+ are significantly higher than the 2023 national averages for PP students. In 2024, 52% of PP achieved a 4+ in both English and Maths compared to 36% of PP students nationally. Similarly, 43% of students achieved a 5+ compared to 16% of PP nationally. The P8 figure for Maths PP in 2024 was +0.12, compared to the school score of -0.07. Both are significantly higher than national figures.

These figures have been earned through many factors:

- Quality First Teaching by a strong, experienced department
- Targeted interventions which prioritise PP and SEND students
- Use of the National Tutoring Programme to target PP students not making progress
- Having smaller groups at lower ability to better target those who need support
- Revision guides and calculators purchased for PP students to close the disadvantage gap
- Regular communication with parents of students who are not making sufficient progress (this is for all students but PP will be highlighted)
- Ensuring that PP students who are borderline between two ability groups are placed in a higher group to sufficiently challenge them

Our target to ensure that all PP students participate in an extra – curricular event be it a trip or team event to develop cultural capital was also largely successful with an improvement on 2022-23 figures with 100% of PP students engaging in clubs and experiences, which was an increase from 62%, 85% engagement with trips and visits, an increase of 40% and 40% with sport, up from 20%.

Three students were funded on the Summer School Programme and 10 students were funded to complete work

experience. There was a smaller than hoped for uptake even with the offer of financial support but the reminders went to Leicester University for a day visit, had a sports training provider come into school for a day, visited the Innovation Centre for another day, and had virtual work experience with the NHS and Tesco.

Nine students from the PP cohort had counselling - this was 100% of those who were in need due to the increase in provision from two sourced students completing their hours. The hygiene bag was taken up by 15 PP students, indicating the need to continue this next year, particularly with the increase in numbers.

Interventions / Action	Impact	Action for 2024-25
<i>Quality first teaching which ensures differentiation and access to specific resources where appropriate. Ensured by PD and recruitment.</i>	<i>The PP gap between non-PP peers has continued to close which shows that this was an effective strategy, however this was inconsistent among all teaching staff, as shown by the lesson observations and learning walks. Provision map is to be used more fully this academic year and the use of strategies embedded for individual learners. The lesson observation documents and Middle Leader documents now reflect this. All teachers of GCSE are specialists.</i>	Continue to support <ul style="list-style-type: none"> <li>• PP passports to be trialled in Y7/10 (to include ACES and aspirations)</li> <li>• VESPA mentoring to be completed with Y11</li> </ul>
<i>Funding of smaller class sizes in CORE subjects lower sets</i>	This has been effective in maths and English but less so in science which was -0.03.. In 2024, 52% of PP achieved a 4+ in both English and Maths compared to 36% of PP students nationally. Similarly, 43% of students achieved a 5+ compared to 16% of PP nationally. The P8 figure for Maths PP in 2024 was +0.12, compared to the school score of -0.07. Both are significantly higher than national figures. Science PP was -0.03.	Continue to support
<i>CPD programme focusing on the progress of key groups Whole staff CPD on supporting disadvantaged students</i>	<i>The PP gap between non-PP peers has continued to close which shows that this was an effective strategy. Therefore as teaching and learning has the most significant impact for closing the gap this year's CPD further hones teaching practice around cold calling and engagement of learners.</i>	Continue to budget <ul style="list-style-type: none"> <li>• CPD focus on adaptive teaching and spaced learning</li> </ul>
<i>Summer school for Year 6 students</i>	All PP students were fully funded and most took up this offer. This allowed staff to get to know and support the students on induction days and into year 7. It is hard to measure other than the 'softer measures' and this year more analysis will be done on the attendance and behaviour.	Continue to budget for these.
<i>NTP, Maths specialist to support PP students, including TEAMS lessons online for non-attenders</i>	<i>The National Tutoring Programme had a positive impact on the Pupil Premium cohort that received this. We decided to do this through a 2:1 face to face tuition with a UPS 3 maths teacher. Whilst the overall P8 score for this cohort was negative they made progress in the subject that they were tutored in with.</i>	Continue to budget for this. CPD budget focus on adaptive teaching and spaced learning.

<i>Structured reading interventions</i>	<i>The Accelerated Reader Programme is also funded by the Pupil Premium budget because of its proven track record. The EEF found that it improved reading age by 22 weeks on average, with 5 months' progress for disadvantaged pupils. However, last year we felt that we were not using this as methodically as we could. Therefore, this year Accelerated Reader scores are being used (alongside KS2 Data and NGRT test scores) to select pupils in Year 7 for intensive literacy intervention sessions.</i>	Continue to budget for this and further support.
<i>Support with hygiene products, stationery, uniform including delivery of these during future lockdowns</i>	<i>The majority of the students accessing support for the hygiene bags were PP. Although it cannot be proved that this activity helped towards keeping students in school on its own, PP attendance at school was significantly higher than the nation average.</i>	Continue to support this.

## 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*

<b>Programme</b>	<b>Provider</b>
Character development / Mental health support (Year 9)	Future Ready
Careers Fair	A number of external agencies
Alternative Provision	Clover, Invent, Enstruct, Inspire, First Class Solutions - tutoring
Provision Map	Edukey