

Wellacre Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding to help improve the attainment of our Disadvantaged students.

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
Number of pupils in school	734
Proportion (%) of Pupil Premium eligible pupils	22%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Julie Sharrock Principal
Pupil Premium lead	Jason Shiner Assistant Principal
Governor / Trustee lead	Joanne Thirkhill

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£185 375
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 0
Pupil Premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£185 375

Part A: Pupil Premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve well. The focus of our Pupil Premium strategy is to support Disadvantaged students to achieve that goal, including progress for those who are already high prior attainers.

We will consider the challenges and barriers faced by vulnerable pupils, such as those who have a social worker and Young Carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are Disadvantaged or not.

This commitment is enshrined in the school's mission more broadly:

- Maintaining a **school environment** which is safe, welcoming and inclusive.
- Providing **excellence in education** and creating the opportunities for every student to fulfil their potential, whatever their background or need.
- Ensuring **strong inclusive practices** are at the heart of everything we do, promoting wellbeing and equity for all.
- Providing the **right challenge and support** at the right time so everyone can experience success.
- **Creating confident and knowledgeable students and staff** with a strong sense of identity and a common purpose.

High-quality teaching is central to our approach, with a focus on areas in which Disadvantaged students require the most support. This is proven to have the greatest impact in closing the Disadvantaged attainment gap (*The EFF Guide to the Pupil Premium, 2023*) and, at the same time, will benefit the non-Disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-Disadvantaged students' attainment will be sustained and improved alongside progress for their Disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably in its targeted support through the whole school numeracy and literacy approaches, alongside specific reading interventions and wider literacy support.

Our strategy will not just focus on academic support but also pastoral support in identifying and overcoming potential barriers. Students from Disadvantaged backgrounds typically have lower attendance nationally when compared to non-Disadvantaged students. 'The better the attendance of a student the more progress they make' (Education Hub 2023).

Our approach will be responsive to common, systemic challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to support students to achieve well.

To ensure they are effective we will:

- Provide an ambitious curriculum for all. All students are expected to access all areas of the curriculum and **aspire** to achieve well when faced with challenges. All students are supported in their learning through a well sequenced curriculum where knowledge builds on knowledge and lessons are adapted to meet the needs of all students.
- Deliver a whole school approach to literacy which builds **resilience** in learning and take swift action to address barriers through a graduated approach to supporting reading, in addition to the universal offer of support for all.
- Ensure **respectful relationships** are at the heart of our community; sustaining positive learning environments in which students experience a sense of belonging. They know that teachers will identify and address gaps in their knowledge so that learning moves on at the right time.
- Encourage students to be **proud** of their efforts and recognise their wider achievements.
- Ensure that our whole school approaches mean that staff take **responsibility** for good outcomes for Disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	Over the past 8 years we have seen the national disadvantage gap widen in all phases of education. (Hunt and Tuckett 2025) The gap between Wellacre Disadvantaged A8 and P8 results compared to national Disadvantaged students are positive, with the gap to national non-Disadvantaged reducing year on year. 2024-25: Disadvantaged outcomes showed 19.4% of students achieved a grade 5+ in both Maths and English. This is a reduction of 7.9% when compared to 2023-24, resulting in an increase in the gap between national Disadvantaged and non- Disadvantaged in this measure. 2024-25: Disadvantaged outcomes showed 45.2% of students achieved a grade 4+ in both Maths and English. This is a reduction of 0.3% when compared to 2023-24, however this is still above Disadvantaged National all (43.5%) and Disadvantaged National boys (41.7%). When compared to National non Disadvantaged the gap has reduced slightly by 0.2%. Improving Disadvantaged students' outcomes and diminishing the gap between Disadvantaged and non Disadvantaged is a priority for Wellacre.
2	Literacy skills are a barrier to the development of Disadvantaged students in all subjects (Bromley 2019) “The highest leverage approach for sustainably developing social inclusion, background knowledge and confidence is through improving pupils reading” (Rowland, 2025) NGRT reading tests show improving trends across all year groups, with gaps between Disadvantaged and non-Disadvantaged reducing over time. The Disadvantaged average SAS reading scores are closer to the National average (all) SAS score of 100 and in some year groups scores are higher. Improving Disadvantaged students' literacy skills and diminishing the gap between Disadvantaged and non-Disadvantaged is a priority for Wellacre.
3	Research shows poor mental health has an impact on attendance (ACAMH 2023) and academic achievement (Gokhan Bas 2020). Disadvantaged students accounted for 33% of all students that received mental health support in the year 2024-25.

	Providing support with mental health for all students, will help improve attendance and outcomes at Wellacre.
4	‘To support our students to manage effective study habits and routines, it is important to weave teaching effective revision strategies into our classroom practice as early as possible (EEF 2022)’ ‘We shouldn’t underestimate the importance of explicitly teaching both revision strategies and the metacognitive awareness to pick the right revision approach at the right time (EEF 2022)’ 61% of Disadvantaged students achieved an average judgement of outstanding or good for independent learning in data capture two of 2024.25. This is a 5.4% increase when compared to 2023.24. When compared to non-Disadvantaged students the gap has decreased by 7.5%, when compared to 2023.24 and is now 16%. Explicitly teaching students effective independent learning strategies and habits through the curriculum at Wellacre will support students to work independently and improve outcomes.
5	Disadvantaged students historically have higher behaviour points than non-Disadvantaged students. Behavioural interventions can result in improvements in academic outcomes and reductions in problematic behaviours (EEF 2025) The proportion of Disadvantaged students in the top 5% of students with behaviour points for 202-25 was 32%. This is a reduction of 4% from 2023-24, with term by term reductions seen in 2024-25. Autumn term had the highest proportions of Disadvantaged students in the top 5% at 36% and Summer term the lowest at 29%. The proportion of Disadvantaged students who have received one or more FTE in 2024-25 is 12.2%, significantly lower than the National all figure for 2023-24 (22.6%). The gap to Non Disadvantaged students has reduced by 2.7% from 2023.24 and is now at 4.9%. At Wellacre we are aiming to reduce the proportions of Disadvantaged students in the top 5% of behaviour points and the FTE gap between Disadvantaged and non-Disadvantaged.
6	Disadvantaged students historically have lower attendance than non-Disadvantaged students. Pupil absence is a key, and growing driver of the Disadvantaged gap (Hunt and Tuckett 2025) Students with the highest attendance achieve the highest grades (Education hub 2023) To improve Disadvantaged students' outcomes, good attendance is vital (Marc Rowland 2024)

	2024-25 attendance figures for Disadvantaged students has improved by 1.2% and is now at 89%. When compared to Non Disadvantaged students the gap has widened slightly and is now at 7.4%. When compared to National data for all students (91.5%) the gap has reduced from 3.7% to 2.5%. The proportion of Disadvantaged students that are PA has reduced from 2023.24 by 9.9% to 30.1%. This has resulted in the gap between non-Disadvantaged PA and Disadvantaged PA decreasing by 6.1% to 18.7%. Compared to the National PA figures the gap has decreased from 20% in 2023-24 to 11.4% in 2024-25 The focus for Wellacre is to improve Disadvantaged attendance and reduce the number of Disadvantaged PA students.
--	--

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
Improved attainment among Disadvantaged students across the curriculum at the end of KS4.	Improved outcomes for Disadvantaged students at KS4; • Reduce gaps between Disadvantaged and non-Disadvantaged students. • Outcomes are at least in line or above national Disadvantaged for key performance measures; • Outcomes show reduced gaps to national non-Disadvantaged students for key performance measures.
Improved reading comprehension among Disadvantaged students across KS3 and KS4.	• Reading comprehension tests demonstrate improved comprehension skills among Disadvantaged students and between the scores of Disadvantaged students and their non-Disadvantaged peers. • Reduce the proportion of Disadvantaged students whose reading age is below the standardised age score of 100 (National Average).
Improved self-regulation among Disadvantaged students across all subjects.	• Improved proportions of students achieving good or outstanding independent learning judgements in their interim reports. • Reduce the gap between Disadvantaged and non-Disadvantaged peers achieving outstanding or

	good independent learning judgements in their interim reports.
To achieve and sustain improved attendance for all students, particularly our Disadvantaged students	• Diminishing the attendance gap between Disadvantaged and non- Disadvantaged peers, at a school and National level. • Reducing number of Persistently Absent (PA) students. • Reducing the gap between Disadvantaged PA and non Disadvantaged PA • Reducing the gap to National PA figures.
To achieve and sustain improved behaviour for all students particularly our Disadvantaged students.	• Reduced number of behaviour points • Reduce the proportion of Disadvantaged students in the top 5% of all behaviour points. • Reduced number of FTE and the gap between Disadvantaged and non Disadvantaged students. • Increase the proportions of students achieving 'outstanding or good' for behaviour in their interim report and reduce the gap to non- Disadvantaged peers.

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: £12 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use the ADAPT process and the Walkthrus, along with educational research to strengthen the implementation of the curriculum. 15 hours of Curriculum Middle Leader led CPD to develop curriculum intent and implementation. Publication of the Teaching, Learning and Behaviour manifesto. Provides the instructional core for all teachers	"High quality teaching should be a top priority for Pupil Premium spending. Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key." (EEF 2025)	1, 2

to follow, promoting the consistent use of the most effective pedagogical approaches.		
Develop and implement a challenging curriculum with a focus on improving students' literacy skills. • Explicit teaching of Vocabulary • Decoding comprehension of text. • Form time Literacy twice a week. KS3 Class read twice a week. KS4 Explicit vocab instruction booklet First news Articles (Y10) Non fiction extracts work booklet (Y11)	Literacy skills are a barrier to the development of Disadvantaged students in all subjects (Bromley 2019, Rowland 2025). Students with poor literacy skills are less able to access the curriculum (Bromley 2019: Myatt 2018).	1,2,
Develop the period 6 Co-Curricular offer to support the development of cultural capital in Disadvantaged students.	Research suggests Disadvantaged students do not have the cultural capital of non-Disadvantaged students putting them at a disadvantage because they are unable to draw upon previous experience to support the building of schema (Bromley 2019, Rowland 2025). Building student's cultural capital through the curriculum and through P6 will reduce this barrier to their learning.	1,3,4
SENECA platinum package	Effective homework has a positive impact on average +5 months (EEF 2021)	1,2,4
Numeracy Ninjas during form time to improve students basic numeracy skills in Year 7 and 8 Maths box is used during form time to improve students numeracy skills in KS4 in Year 9 and 10	Numeracy skills are gateway skills that enable pupils to access and succeed in the whole school curriculum. Numeracy skills are vital for success in work and life and can help to mitigate the effects of socioeconomic deprivation. (SecEd 2019)	1

Maths bots is used during form time to support year 11 in their recall of key knowledge.		
--	--	--

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

Budgeted cost: £76 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students with a reading age below their chronological reading age are targeted through the catch up literacy programme Reading mentors - students supporting younger peers with reading. Students are identified and tracked using GL assessment Trafford Young Readers Award - targeting Disadvantaged students.	Improving students' reading age will improve their ability to access the curriculum resulting in better outcomes. (SecEd 2020) "The highest leverage approach for sustainably developing social inclusion, background knowledge and confidence is through improving pupils reading" (Rowland, 2025) NGRT reading tests show improving trends across all year groups, with gaps between Disadvantaged and non-Disadvantaged reducing over time. The Disadvantaged average reading scores are closer to the National average score of 100 and in some year groups scores are higher.	2
All year 7 students are provided with an appropriate book via the book buzz programme. This is extended to a share scheme where the students aim to	Research by the National Literacy Trust reveals 1 in 8 Disadvantaged students did not have a book of their own at home (Quigley 2020). This combined with	1, 2

read all of the books available. Create more opportunities for Disadvantaged students to access books by: • Increasing the stock of books in the library. • Making the library a more user friendly space. • Utilising the library to provide opportunities to support students	lockdown caused reading to decline (Quigley 2020). “The highest leverage approach for sustainably developing social inclusion, background knowledge and confidence is through improving pupils reading” (Rowland, 2025)	
Teaching and Inclusion assistants support students in lessons.	Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy (EEF 2019). TAs delivering targeted curriculum interventions to small groups or individual pupils can progress learners’ outcomes by five months (EEF 2021)	1,2,3,4,5,6
Mentoring • Ground Works • Inclusion team 1 to 1 mentoring. • Y11 PP mentoring improving outcomes.	Mentoring has been shown to have a small impact on academic outcomes (EEF 2021). It has been shown to be more beneficial to Disadvantaged students, as the development of trusting relationships with an adult or older peer can provide a different source of support (EEF 2021).	1,3,4,5,6
Homework clubs provide students with a productive	Supporting students to develop their self-regulation skills has been shown to have a	4

supportive environment to complete independent study.	significant impact on student outcomes (EFF 2021).	
Developing effective independent learning strategies and habits in all learners. Independent learning strategies are explicitly taught during curriculum time. Independent learning habits are explicitly taught as part of the RESPECT curriculum. All strategies are shared with parents through the information evening and school website.	Supporting students to develop their self-regulation skills has been shown to have a significant impact on student outcomes (EFF 2021).	1,3,4,5

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

Budgeted cost: £98 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students with irregular attendance and/or punctuality receive structured support in accordance with our attendance policy. Fortnightly link meetings with Heads of House to focus on Strategic attendance. Attendance Tracker / record of interventions Half-termly data analysis with focus on Disadvantaged and Disadvantaged PA students. Work with Trafford Student Absence Team attending half termly	2024.25 attendance figures for Disadvantaged students has improved by 1.2% and is now at 89%. The proportion of Disadvantaged students that are PA has reduced from 2023.24 by 9.9% to 30.1%. This has resulted in the gap between non-Disadvantaged PA and Disadvantaged PA decreasing by 6.1% to 18.7%. Compared to the National PA figures the gap	6

student absence clinics and termly attendance network meetings Student Welfare meeting following a long period of absence - students have a meeting with a member of the Inclusion Team / HoH on their return. This is to check their wellbeing and check for gaps in their learning. Where support is needed a plan will be agreed with the student to aid their reintegration back into school Breakfast club provided for students to ensure students are punctual and ready to learn in the morning. EBSNA – Early Identification Tool • Intended for use when a child is reluctant to attend school and is showing emotional behaviour • Used with parent/child to identify key factors, triggers and behaviours • Helps to structure discussion and action planning between school, parent and child • Enable interventions and actions to be identified, recorded and reviewed • Considers a wider spectrum of the child's experience at home and at school	has decreased from 20% in 2023.24 to 11.4% in 2024.25 Pupil absence is a key, and growing driver of the Disadvantaged gap (Hunt and Tuckett 2025) . To improve Disadvantaged students' outcomes, good attendance is vital (Marc Rowland 2024).	
Student Support facility (The Hub) incorporating inclusion, isolation and SEND support. This provides access to the bespoke support and mentoring of students to improve student engagement, behaviour, wellbeing, address mental health concerns, improve attendance and reduce FTE. SISRA analytics used to analyse student progression along with their attitudes to learning. Arbor used to analyse student behaviour. This allows for students who are not meeting expectations to be identified and	The proportion of Disadvantaged students in the top 5% of students with behaviour points for 2024.25 was 32%. This is a reduction of 4% from 2023.24, with term by term reductions seen in 2024.25. Autumn term had the highest proportions of Disadvantaged students in the top 5% at 36% and Summer term the lowest at 29%.	5,6

supported. At both Head of House and Curriculum Middle Leader level.	Behavioural interventions can result in improvements in academic outcomes and reductions in problematic behaviours (EEF 2025)	
Students identified as needing mental health and wellbeing support will be directed towards; • Internal provision (Hub) • Trafford Thrive (Mental Health School Support Team) • Salford Foundation (Engage) • Trafford Talkshop • <u>Kooth.com</u> - a free, safe, confidential and non-stigmatised way for young people to receive counselling, advice and support on-line. This is a popular service and provides a much needed out of hours service for advice and support.	Mental health is as important to a child's safety and wellbeing as their physical health. It can impact on all aspects of their life, including their educational attainment, relationships and physical wellbeing. NSPCC 2022 Taking a coordinated and evidence-informed approach to mental health in schools and colleges leads to improved student wellbeing, which, in turn, can improve learning. DFE 2022.	3
Internal IAP IAP takes the place of mainstream lessons and provision for a specified period of time. It includes identification of barriers to attendance and engagement with school, an adapted curriculum and support with any social and emotional mental health needs. The ultimate goal is to support students back into mainstream lessons or into an appropriate onward pathway.	We found that small class sizes and the supportive, nurturing approach of the AP could have a positive impact on children's attendance and engagement with learning (Ofsted and CQC 2024).	1,2,3,4,5,6
Parents evenings are conducted online using School Cloud to encourage more parents to engage with school. Regular updates and communication to parents via Arbor	Successful Pupil Premium strategies ensure every effort is made to engage parents and carers in the education and progress of their child (Sir John Dunford 2015).	5,6

Total budgeted cost: £186 000

Part B: Review of the previous academic year

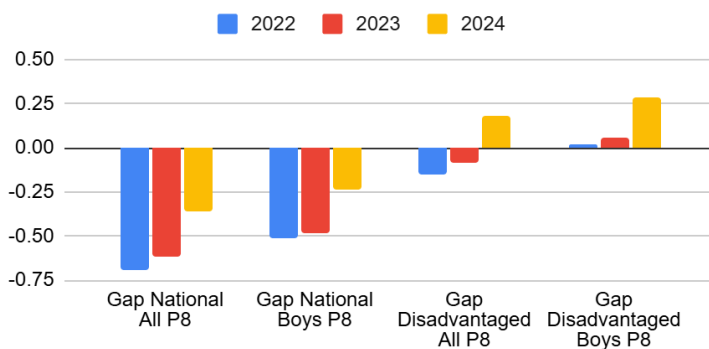
Outcomes for Disadvantaged pupils

Improved attainment among Disadvantaged students across the curriculum at the end of KS4.

P8 and A8

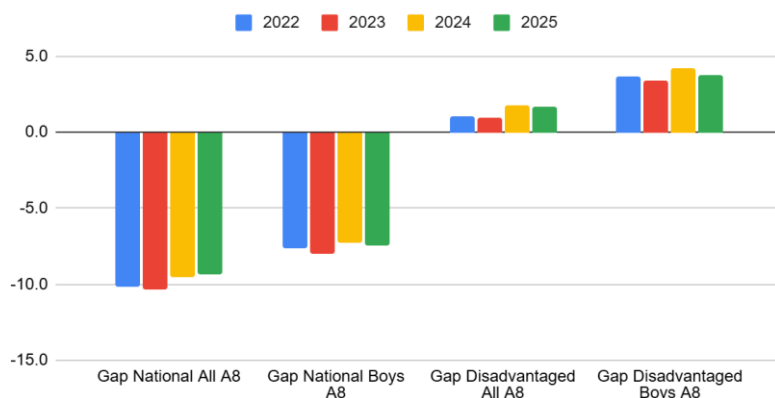
There is no P8 measure in 2025. Previous years have shown an improving trend for this measure. As seen in the chart below, the gap to national all data has reduced, with positive gaps to national Disadvantaged data.

The Gap between Wellacre Disadvantaged P8 compared to National Data



A8 has improved for Disadvantaged students to 36.54. As seen in the chart below the gap to National data has reduced, with positive gaps to National Disadvantaged data.

The Gap between Wellacre Disadvantaged A8 compared to National Data



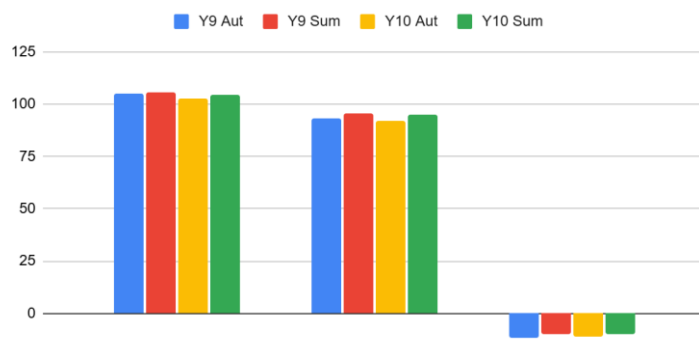
Basics

2024-25 Disadvantaged outcomes showed 19.4% of students achieved a grade 5+ in both Maths and English. This is a reduction of 7.9% when compared to 2023-24, resulting in an increase in the gap between national Disadvantaged and non- Disadvantaged in this measure.

2024-25 Disadvantaged outcomes showed 45.2% of students achieved a grade 4+ in both Maths and English. This is a reduction of 0.3% when compared to 2023.24, however this is still above Disadvantaged National all (43.5%) and Disadvantaged National boys (41.7%). When compared to National non-Disadvantaged the gap has reduced slightly by 0.2%.

Improved reading comprehension among Disadvantaged students across KS3 and KS4.

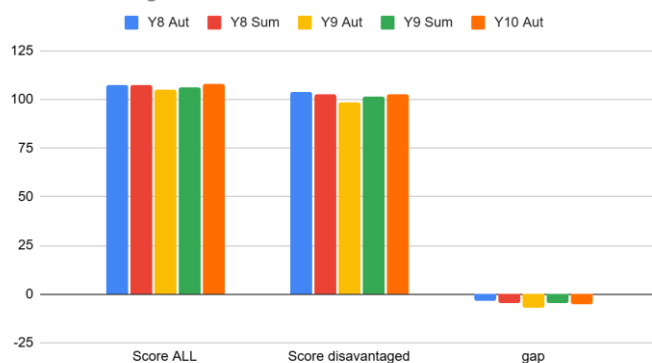
NGRT reading scores for the 2026 cohort



NGRT reading tests show improving trends across all year groups, with gaps between Disadvantaged and non Disadvantaged reducing over time.

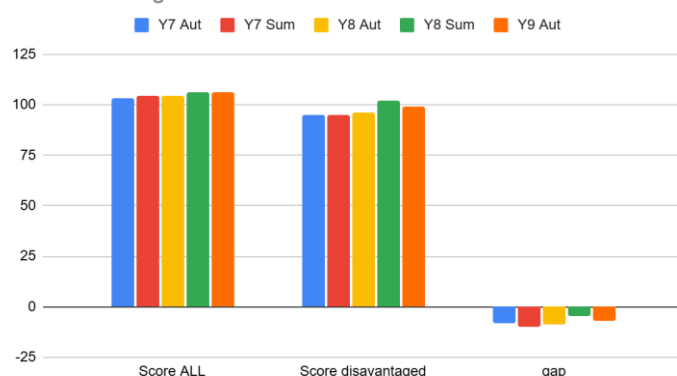
The Disadvantaged average reading scores are closer to the National average SAS score of 100 and in some year groups scores are higher.

NGRT reading scores for the 2027 cohort

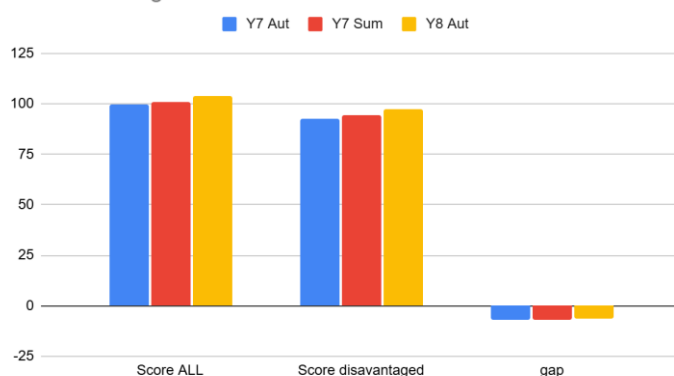


Data shows slight drops in reading scores between summer data and autumn data in some year groups.

NGRT reading scores for the 2028 cohort



NGRT reading scores for the 2029 cohort



Improved metacognitive skills and self-regulation amongst Disadvantaged students across all subjects.

61% of Disadvantaged students achieved an average judgement of outstanding or good for independent learning in data capture two of 2024-25. This is a 5.4% increase when compared to 2023-24. When compared to non- Disadvantaged students the gap has decreased by 7.5% when compared to 2023.24 and is now 16%.

To achieve and sustain improved attendance for all students, particularly our Disadvantaged students

2024.25 attendance figures for Disadvantaged students has improved by 1.2% and is now at 89%. When compared to Non Disadvantaged students the gap has widened slightly and is now at 7.4%. When compared to National data for all students 2024-25 (91.5%) the gap has reduced from 3.7% to 2.5%.

The proportion of Disadvantaged students that are PA has reduced from 2023-24 by 9.9% to 30.1%. This has resulted in the gap between non- Disadvantaged PA and Disadvantaged PA decreasing by 6.1% to 18.7%. Compared to the National PA figures the gap has decreased from 20% in 2023-24 to 11.4% in 2024.25

To achieve and sustain improved behaviour for all students particularly our Disadvantaged students.

The proportion of Disadvantaged students in the top 5% of students with behaviour points for 2024-25 was 32%. This is a reduction of 4% from 2023-24, with term by term reductions seen in 2024-25. Autumn term had the highest proportions of Disadvantaged students in the top 5% at 36% and Summer term the lowest at 29%.

90% of Disadvantaged students' behaviour in DC2 was judged as outstanding or good. The Gap to Non - Disadvantaged students was 7%.

The proportion of Disadvantaged students who have received one or more FTE in 2024.25 is 12.2%, significantly lower than the National all figure for 2023.24 (22.6%). The gap to Non Disadvantaged students has reduced by 2.7% from 2023-24 and is now at 4.9%.