

WFA Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wingfield Academy
Number of pupils in school	995
Proportion (%) of pupil premium eligible pupils	36.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	(2025-2026)
Date this statement was published	February, 2026
Date on which it will be reviewed	June 2026
Statement authorised by	Jordon O'Neill
Pupil premium lead	Jade Harper
Governor / Trustee lead	Richard Dunne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£357,790
Recovery premium funding allocation this academic year	None
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	None
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

At New Collaborative Learning Trust, our strategy reflects our commitment to student achievement, personal development, social mobility, and wellbeing. Guided by our core values of Candour, Challenge, Collaboration, Commitment, and Care, we aim to remove barriers, close gaps, and ensure every learner can thrive academically and personally.

Challenges

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

Challenge number	Detail of challenge
1	<i>Students who are impacted by socioeconomic disadvantage, particularly boys and those in the SEND cohort, do not make the same progress as their more advantaged peers.</i>
2	<i>The attendance of students who are affected by socioeconomic disadvantage is not as good as that of their more advantaged peers.</i>
3	<i>Students who are impacted by socioeconomic disadvantage are less likely to have broader, enriching experiences beyond the core curriculum and as a consequence, are more likely to have a deficit in the cultural capitals that enable them to develop excellence.</i>
4	<i>Academic Progress-This year there will be no progress 8 measure for students nationally, hence student achievements will be measured on Grade 4+ and Grade 5+ compared to national statistics for both disadvantaged students and their peers.</i>

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
<i>Teaching and Learning</i>	
<p>Teaching and Learning: <i>Students who are in the disadvantaged cohort will be supported – through the ‘Disadvantaged First’ strategy – to make rapid and sustained progress, so that they know more and can do more.</i></p>	<ul style="list-style-type: none"> ● All staff will know the pupil premium students in their classrooms through the use of strategic seating plans. This will include the following vulnerabilities: pupil premium and LAC information, reading ages and key SEND indicators. ● During lessons, teachers will provide feedback through live marking and verbal feedback, as part of the Teaching and Learning Excellence Model. Feedback will also be provided through the marking and QLA of assessments. All students will be provided with their own personalised RAG sheet showing their strengths and areas to develop. Closing the Gap work will be built into the curriculum model and planned to ensure gaps in learning are rapidly closed. ● Through teaching and learning briefings all staff practice identified techniques each week to ensure the quality of teaching and learning is consistent across the Academy, this will be demonstrated in lesson observations and feedback. ● As part of the “Disadvantaged First strategy”, teachers will ensure that students in the disadvantaged cohort will be prioritised in terms: <ul style="list-style-type: none"> ○ Marking and feedback ○ Questioning and opportunities to talk ● This will allow staff to closely monitor student understanding and accelerate progress. ● Staff will adhere to the 2:1 ratio in relation to questioning and feedback. All disadvantaged students will receive twice the feedback via marking compared with their counterparts.
<i>Reading</i>	
<p>Teaching and Learning: <i>Students will be supported – as part of the ‘Disadvantaged First’ strategy and the Teaching and Learning Excellence model – to develop their confidence and fluency in reading, including the development of their vocabulary and Oracy.</i></p>	<ul style="list-style-type: none"> ● Teachers will be trained to structure the teaching of reading, so that all students – regardless of their vulnerabilities – can confidently access texts and the curriculum across all subject disciplines, so that they know more and can do more. This training will be delivered through the Academy Reading strategy. This will be developed through the staff teaching and learning briefings under the Academy Literacy strategy. ● All teachers will explicitly model and celebrate reading with students. ● Teachers from a range of contexts, across the Trust will work collaboratively across all secondary schools to co-create and implement strategies to enhance our reading provision (both with respect to the academic and a broader awareness of reading being a fundamental cultural tool, in addition to its importance to us with regards relaxation and reflection). ● Reading comprehension tests to demonstrate improved comprehension skills among disadvantaged pupils and reduce the gap between the scores of disadvantaged pupils and their non disadvantaged peers. ● Interventions are carried out with students who have a below-expected reading age using Lexonic software. Some students also receive additional English lessons to support their reading and comprehension. ● NGRT tests to be completed twice per year to demonstrate the impact of the reading strategy and reduction in the number of students who require intervention. ● By the end of Year 9, the majority of pupils will be making at least expected progress in NGRT tests. This will improve GCSE exam performance each year..

Attendance

Attendance: Students who are in the disadvantaged cohort will continue to be supported to attend school as often as their more advantaged peers.

- Communication with parents and students about absence and the importance of coming to school will be refined (communications via MCAS with parents, email to students emphasising, in a positively framed way the importance and impact of attending school regularly). To help form this, surveys will be conducted and focus groups created with disadvantaged students and parents to understand their perspectives on attendance and barriers they face.
- Use attendance data to identify students whose attendance falls below 95%, focusing on disadvantaged students, and place them within an Attendance Cohort ensuring staff can intervene before attendance issues escalate.
- This will allow students at risk of Persistent Absence in the disadvantaged cohort to be assigned an attendance champion from the Senior Leadership team that conducts student voice and offers bespoke and tailored rewards.
- Disadvantaged students will be prioritized for the free minibus transport for students struggling with transportation costs.
- All students in the disadvantaged cohort will be able to access a high-quality breakfast before they begin learning through the National Schools Breakfast Programme at zero-cost to them or their families.
- Provide financial support to cover the costs of trips, clubs, and other enrichment activities, ensuring full participation.
- Regularly review attendance data, segmented by disadvantaged status, and analyse the impact of interventions through weekly Attendance Strategy meetings - ensuring every PP child with a 'down arrow' is discussed.

Enrichment

Enrichment: Students who are in the disadvantaged cohort will be supported to access a range of meaningful enrichment opportunities beyond the core curriculum.

- All students in the disadvantaged cohort from Year 7 to Year 11 – will be provided with a range of meaningful opportunities to enrich their learning beyond the core curriculum, including enrichment visits and guest speakers.
- All students with pupil premium indicators will be supported financially to ensure that they have the correct uniform in order to ensure that they are able to consistently meet the Academy's high standards.
- Further enrichment opportunities provided for the disadvantaged cohort, such as university visits funded by HEPP
- In relation to PSHE lessons centered on aspirations, disadvantaged students are provided with additional support at the end of the year to review their dream career and potential pathways are explored.
- All students in Year 9 are provided with time dedicated to exploring their option choices during PSHE lessons, this is additional to the options evening run after school.
- All KS4 pupils are provided with in-school careers advice by dedicated staff, promoting high aspirations post-16. Students also receive support with post-16 applications. Disadvantaged pupils are prioritized for career appointments.
- The nature of after-school enrichment supports disadvantaged students living in deprived communities whose areas can't, or don't, provide facilities to flourish students' talents. Enrichment is carried out weekly and is built into the curriculum timetable for all KS3 students.
- All KS4 pupils are provided with revision resources - free of charge - to support their studies at home. Parents and carers are invited to 2 'Preparing for' evenings over the course of KS4, ensuring that key information regarding exams and revision is shared.
- All Year 11 pupils attend at least 4 period 6 sessions per week, supporting with closing gaps in knowledge. A small number of sessions are run for Year 10 pupils. All sessions target pupil premium students as first priority.
- Opportunities will be provided for external tuition agencies to support KS4 pupils where appropriate, sessions target pupil premium students as first priority. In the 25-26 Academic year, KS4 pupils will be involved in Maths tuition provided through Action Potential.

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading: All teachers are provided with training so that they can effectively support the development of students' reading.</p> <p>Continued implementation and review of the Reading intervention in KS3</p> <p>All teachers are provided with training and resources so that they are confident in teaching students to access texts in line with their reading age.</p>	<p>National Literacy Trust: Literacy and Life Expectancy https://literacytrust.org.uk/research-services/research-reports/literacy-and-life-expectancy/</p> <p>DfE: Supporting Struggling Readers https://educationinspection.blog.gov.uk/2022/04/28/supporting-secondary-school-pupils-who-are-behind-with-reading/</p> <p>DfE: Reading framework https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf</p> <p>Education Endowment Foundation: KS3 Literacy Review https://d2tic4wvo1iusb.cloudfront.net/production/eeef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf</p>	1 + 2 + 3 + 4
<p>Teaching and Learning: All teachers are supported to develop their pedagogical practice and subject knowledge on a weekly basis through the Academy's Teaching and Learning Excellence model</p>	<p>Education Endowment Foundation - Teaching and Learning Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>EEF: The EEF Guide to Pupil Premium https://educationendowmentfoundation.org.uk/using-pupil-premium</p>	1 + 2 + 3 + 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and Learning: Bespoke student feedback allow for gaps in learning to be effectively closed</p> <p>Strategically annotated seating plans allow staff to know and understand their pupil premium students</p>	<p>EEF Research: Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1 + 2 + 4
<p>Enrichment: Y10 and 11 tutoring programme – targeted at students in the disadvantaged cohort</p> <p>KS4 revision support:</p> <ul style="list-style-type: none"> Covering costs of revision books and resources for all KS4 students Period 6 for KS4 pupils 	<p>Action Tuition - A trial Maths tutoring programme that Wingfield has been selected for, run by the Education Endowment Foundation. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/action-tuition-tutoring-trial</p>	
<p>Reading: Reading intervention and intervention curriculum opportunities for those students who are not performing at age-related expectations</p>	<p>DfE: Supporting Struggling Readers https://educationinspection.blog.gov.uk/2022/04/28/supporting-secondary-school-pupils-who-are-behind-with-reading/</p> <p>Lexonic Leap and Lexonic Advanced are used to support those not meeting age-related expectations.</p>	1 + 2 + 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: Implementation of the National Schools Breakfast Programme	National school breakfast club programme - GOV.UK (www.gov.uk)	1 + 2 + 4
Attendance: Implementation of attendance procedures as per DfE guidelines and rewards strategy.	<p>DfE: The link between absence and attainment at KS2 and KS4 https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4/2018-19</p> <p>DfE: Working together to improve School attendance https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf</p> <p>DfE: Using Pupil Premium https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf</p> <p>Education Endowment Foundation: Attendance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence</p>	2
Enrichment: Implementation of enrichment programme so that all students can access regardless of socioeconomic circumstances.	<p>DfE: Using Pupil Premium https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf</p> <p>EEF: The EEF Guide to Pupil Premium https://educationendowmentfoundation.org.uk/using-pupil-premium</p>	1 + 3 + 4

Total budgeted cost: £357,790

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 2024 to 2025 academic year.

Attainment 8 for disadvantaged pupils at Wingfield Academy in 2025 was 38.5, which is higher than the national average of 34.9. There are no progress measures for the 2025 and 2026 exam results due to COVID-19 pausing KS2 SATs. The academic profile of the students within the Year 11 cohort 2024-2025 was similar to that in previous GCSE year groups at 33% with disadvantage indicators (37% in 2023-2024). When analysing the subject breakdown, all subjects show attainment 8 measures that are in line with average, with the exception of our open basket that shows above average attainment.

Attendance remained a prominent focus at the Academy in 2024/2025, disadvantaged pupils attendance was 84.4% overall, this is also close to the national average. Attendance remains a key focal point for all leaders within the Academy and through the strategies outlined, it is intended the attendance figures will rise to above national.

Externally provided programmes

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

Programme	Provider	Link
National Tutor Programme	MyTutor	
Lexonic	Lexonic	https://lexonic.org/solutions/targeted-phonics https://lexonic.org/solutions/fluency-and-comprehension
Reading Plus	DreamBox	
Action Tutoring - Trial	Education Endowment Foundation	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/action-tutoring-trial
Sparx Maths	Sparx Maths	

