

Pupil premium strategy statement – Academy @ Worden

School overview

Detail	Data
Number of pupils in school	662
Proportion (%) of pupil premium eligible pupils	215
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mr Alan Hammersley
Pupil premium lead	Mrs Victoria Dovey
Governor / Trustee lead	Ms Anne Howden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£221450
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>	£221450

Part A: Pupil premium strategy plan

Statement of intent

In line with our academy value of **‘Aspiration – being the best version of yourself’** our aim is to use the Pupil Premium (PP) additional funding to improve educational outcomes for disadvantaged pupils and to close the attainment gap between them and their peers.

Academy @ Worden, has a higher proportion of pupils who are disadvantaged (32.4%) compared to National average (27%). We recognise the importance in ensuring that all pupils, regardless of background, have access to high-quality teaching, targeted support, and wider opportunities that enable them to succeed both academically and personally.

In 2025/26, our strategic focus is on raising attainment in across the curriculum, particularly English and Mathematics, where disadvantaged pupils are most at risk of underachievement. We aim to accelerate progress so that outcomes for these pupils are in line with or exceed national expectations.

The three-year strategy addresses common challenges that are preventing disadvantaged pupils from higher attainment, diagnostic assessment and a wide range of internal data and evidence also identifies specific barriers and informs development of the strategy.

High quality teaching remains at the centre of our approach alongside targeted interventions, supported by staff training and professional development. Progress is monitored through data analysis, pupil voice, collaboration with parents and carers, ensuring that strategies are regularly reviewed and refined.

Beyond academic achievement, Academy @ Worden is committed to promoting equity of opportunity. Pupil Premium funding is used to provide access to enrichment activities, cultural capital, and pastoral support, helping pupils to build confidence, resilience, and readiness for future education, training, or employment. We also recognise the strong link between attendance, stakeholder engagement, and long-term success, and therefore invest in strategies that improve attendance and overall well-being.

Academy @ Worden remains committed to ensuring that this investment has a measurable impact on pupil outcomes and contributes to closing the gap between disadvantaged pupils and their peers.

Challenges

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

Challenge number	Detail of challenge
1	GCSE Attainment
2	Attendance and Behaviour
3	Reading
4	Cultural Capital and Engagement

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 GCSE attainment for disadvantaged pupils across the curriculum at KS4, particular in English and Maths.	<p>By the end of our current plan in 2025/26:</p> <p>7+ 15%</p> <p>5+ 40%</p> <p>4+ 65%</p> <p>Increasing EBacc subject uptake among disadvantaged pupils. There will be no significant gaps between the progress of disadvantaged students and their non-disadvantaged peers.</p> <p>KS4 outcome will demonstrate that disadvantaged students achieve: an average Attainment 8 score of at least 4.</p> <p>Internal QA will demonstrate strong use of formative assessment which informs teaching/students' next steps in learning (Adaptive Teaching).</p> <p>Student knowledge gaps are addressed; all disadvantaged students, including those with SEND make strong progress through the curriculum.</p> <p>PP working party with a PP champion from each subject area.</p>
To achieve and sustain improved attendance and behaviour of disadvantaged pupils.	<p>Sustained improved attendance for disadvantaged pupils, aiming for the gap between PP and non-PP pupils to be closed. An increase in attendance by 2% for disadvantaged pupils.</p> <p>Behavioural improvements include reductions in fixed-term exclusions and internal isolations, alongside increased rewards and mentoring for disadvantaged pupils.</p>

To improve and sustain reading skills for disadvantaged pupils.	<p>Disadvantaged pupils show measurable progress in reading ages over the academic year.</p> <p>Evidence of regular engagement with reading interventions or support programs via Sparx reader.</p>
<p>To enable disadvantaged pupils to experience broader experiences which will develop wellbeing, widen their perspectives and raise their aspirations.</p> <p>To achieve and sustain improved Stakeholder Engagement.</p>	<p>Increased attendance of 65%+ at extra-curricular clubs for disadvantaged pupils to build confidence and transferable skills. Disadvantaged pupils will engage in the developed House system through the Co-Curricular role.</p> <p>Evidence of increased representation of disadvantaged pupils within leadership roles e.g. Prefects and representing the school via Open Evening, Sport/Music and Drama performances. All disadvantaged pupils will access aspirations interventions including Careers meetings, Post 16 college visits.</p> <p>An increased numbers of disadvantaged pupils attending Educational Visits. Disadvantaged pupil will access KS2/3 Summer School, Breakfast Club and other enrichment activities. Leaders will complete termly data analysis of disadvantaged pupils' attendance, punctuality, behaviour and stakeholder engagement.</p> <p>Improved stakeholder engagement of disadvantaged pupils' parents/carers at Parents Evenings reaching 90+% attendance at school events.</p> <p>All parents of disadvantaged pupils will be registered on synergy.</p> <p>90+% parents will access Academy @ Worden's online platforms to accessing information, communicate with staff and engagement with the resources available. Engagement will be tracked and monitored by leaders ensuring that impactful actions improve parental engagement.</p>

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: £ 56500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching & learning:</p> <p>Developing high-quality inclusive teaching, assessment and a curriculum which responds to the needs of pupils.</p> <p>Curriculum and lesson planning support opportunities for effective learning strategies such as retrieval practice and interleaving.</p> <p>Development of formative and summative assessment through CPD focus.</p> <p>Developing data identification, monitoring and tacking to embed action plans including mentoring, to support disadvantaged pupils including high prior attainers and SPP pupils.</p>	<p>Pupil premium menu</p> <p>Teaching and Learning Toolkit EEF</p> <p>Great Teaching Toolkit – Evidence Review</p> <p>Understanding Adaptive Teaching v11</p>	1, 2 &3
<p>Use of Standardised Testing:</p> <p>Use of GL assessment to provide accurate benchmarking data from which we can chart progress.</p> <p>Assessment data informs provides baseline data and progress is monitored over time in core subjects.</p> <p>Assistant Headteacher completing the Certificate of Competence in Educational Testing (CCET).</p>	<p>Attainment Measures database EEF</p> <p>Embedding Formative Assessment EEF</p> <p>Improving student outcomes through better assessment - GL Assessment</p>	1 & 3
<p>Recruitment and retention of excellent staff:</p> <p>Commit to reducing workload using DfE toolkit.</p> <p>Staff voice used in decision-making.</p> <p>Staff CPD through internal and external providers.</p>	<p>Recruiting, retaining, and supporting teachers EEF</p> <p>Research Agenda theme: Teacher Recruitment and Retention EEF</p>	1,2,3 & 4

Creation of leadership roles, expansion of the pastoral team expansions and increased teacher recruitment.	Effective Professional Development EEF	
Professional Development: Staff CPD programme focuses on supporting disadvantaged pupils by equipping staff to identify and overcome learning barriers. Through targeted training, teachers develop evidence-based strategies to close attainment gaps and promote inclusive, high-quality learning across the school.	Strengthen the link between the Pupil Premium and teaching,... EEF	1,2,3 &4
Resources: Revision materials are provided for disadvantaged pupils to ensure they have access to the resources needed to consolidate learning and prepare effectively for assessments. Laptop loan scheme ensures all pupils have reliable access to technology, supporting equitable learning opportunities and helping to close the digital divide. Digital online Homework platforms such as Sparx, Languageut, Bedrock and MS Teams. Extended school day for Year 11 pupils by offering dedicated exam revision sessions and a homework club, providing additional time and support to consolidate learning.	EEF guest blog: Building study habits and revision routines EEF Using Digital Technology to Improve Learning EEF Homework EEF Extending school time EEF	1,2 & 4

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

Budgeted cost: £ 127400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Interventions: Thinking Reading programme is a structured, evidence-based support provided to pupils who have been identified as having gaps in reading	Reading comprehension strategies EEF	1, 2, 3 & 4

<p>skills. These pupils may struggle with decoding, fluency, comprehension, vocabulary, or reading confidence. Thinking Reading aims to accelerate progress so they can access the curriculum more successfully.</p> <p>The Inclusion TA team delivers a range of one-to-one and small-group interventions designed to identify and remove barriers to learning experienced by disadvantaged pupils. These targeted programmes provide personalised support, address specific academic or pastoral needs, and promote improved engagement, progress, and overall wellbeing. Through regular monitoring and collaboration with teaching staff, the team ensures that each intervention is responsive, evidence-based, and aligned with the pupil's individual learning plan.</p> <p>The allocation and use of funding for looked-after pupils will be clearly evidenced, with actions monitored and reviewed during termly PEP meetings.</p>	<p>Reading comprehension strategies EEF</p> <p>Teaching Assistant Interventions EEF</p> <p>Small group tuition EEF</p>	
<p>Reading</p> <p>Develop a comprehensive Literacy CPD programme for staff that focuses on enhancing reading, writing, and oracy skills across the curriculum, incorporating evidence-based strategies, practical classroom applications, and opportunities for collaborative reflection to improve student outcomes.</p> <p>Identified pupils will access the Thinking Reading Programme which is one of the literacy interventions designed to improve reading comprehension and fluency for struggling readers.</p> <p>Pupils have access to reading lessons in KS3 and the library to support the development of their literacy skills and foster a love of reading.</p> <p>Visits to develop cultural capital and literacy in tandem, such as from authors.</p>	<p>Reading comprehension strategies EEF</p>	<p>3</p>

Pastoral Interventions: Behaviour interventions delivered by the pastoral team support students in improving conduct, wellbeing, and engagement through targeted mentoring, restorative practice, and structured guidance.	Behaviour interventions EEF	2
Mentoring: Pupil Premium mentoring initiative focuses on addressing personal, academic, and environmental barriers to learning. Through regular mentoring sessions, tailored intervention planning, and close progress monitoring, the programme aims to raise attainment, prevent academic dips and secure improved KS4 outcomes for disadvantaged pupils.	Mentoring EEF	1,2 & 4

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

Budgeted cost: £ 37550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance: Increased the size of the Pastoral Team including Pastoral Managers, Head of Years (HOY), Family Support worker and AHT Attendance lead. Implementation of the A Star Attendance system. Leaders use effective attendance strategies ensure pupils attend school consistently by monitoring data, engaging families, and providing targeted support for those at risk of absence. Reward systems, mentoring, and pastoral interventions help motivate pupils, particularly disadvantaged or vulnerable students, to remain engaged with learning and demonstrate excellent attendance.	Supporting attendance EEF	1,2 & 4

<p>Behaviour:</p> <p>The HOY and Pastoral Managers intervene to improving behaviour, wellbeing, and engagement through support, restorative practice, and structured guidance.</p> <p>Increase of the number of Pastoral Hubs.</p>	<p>Behaviour interventions EEF</p>	<p>1, 2 & 4</p>
<p>Wellbeing:</p> <p>Pupils follow a Personal Development curriculum within form time. The Pastoral Team provide support, guidance, listen to concerns, and support pupils in managing personal or social challenges. Programme such as ELSA and EBSA are delivered by the Inclusion and Pastoral teams.</p> <p>Specialist referrals are made to external agencies to support pupils' mental wellbeing. E.g. Compass Bloom, CAMHS</p> <p>Form time wellbeing programmes and assemblies: Structured activities, workshops, and lessons teach pupils resilience, coping strategies, and healthy habits delivered by HOY and form tutors.</p> <p>Creation of the Haven. A space where pupils can attend during unstructured times, accessing mindfulness activities, board games and the use of ICT. All interventions ran by the Inclusion team take place in the Haven.</p>	<p>Social and emotional learning EEF</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation</p>	<p>1,2 & 4</p>
<p>Cultural Capital:</p> <p>Co-curricular role to increase disadvantaged pupils engagement in extra curricular clubs and the House System.</p> <p>Educational Visits to enhance learning experiences with places and funding allocated to disadvantaged pupils e.g. PGL trip</p>	<p>Arts participation EEF</p> <p>Outdoor adventure learning EEF</p> <p>Aspiration interventions EEF</p> <p>Physical activity EEF</p> <p>Physical activity EEF</p>	<p>1,2 & 4</p>

<p>Leaders and the AHT for Stakeholder Engagement will monitor disadvantaged pupils engagement in leadership roles.</p> <p>Representation of disadvantaged pupils representing the Academy in Open Evening, Sport, Music, and Drama performances.</p> <p>Careers meetings and Post 16 visits.</p> <p>Provide daily Breakfast Club for all pupils.</p> <p>KS2/3 Summer school to support the transition to Academy @ Worden.</p>	<p>Breakfast clubs in high-deprivation schools - GOV.UK</p>	
<p>Stakeholder Engagement:</p> <p>Assistant Headteacher for Stakeholder engagement and leaders to collaborate to termly data analysis on attendance, behaviour, and pupil engagement to track progress and action plan.</p> <p>The monthly McDonald's Parental forum.</p> <p>Parental Engagement/Involvement Calendar supports additional opportunities to work in partnership with school.</p> <p>Enhanced communication with parents via school platforms to support parents/carers of disadvantaged pupils to attend school events.</p>	<p>Parental engagement EEF</p>	<p>1,2,3 & 4</p>

Total budgeted cost: £ 221450

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This review evaluates the impact of the Pupil Premium (PP) strategy for the academic year 2024-25, detailing how funding has been utilised to improve outcomes for disadvantaged pupils and reduce the attainment gap at Academy@Worden.

1. Strategic Intent and Implementation

Our PP strategy ensures all pupils, regardless of background, make strong progress and achieve well by focusing on:

- High-quality teaching and learning as the core approach.
- Early, targeted interventions based on robust diagnostic assessment.
- Whole-school accountability for disadvantaged pupils' outcomes.
- Specific focus on attendance, behaviour, engagement, and literacy development.
- Enrichment opportunities through the PP Promise.

This strategy aligns with the DfE's 'menu of approaches' and the Education Endowment Foundation (EEF) guidance, prioritising:

- Quality first teaching.
- Targeted academic support.
- Wider strategies supporting attendance and wellbeing.

2. Impact on Attainment and Progress

- The average Attainment 8 score for PP pupils in 2024/25 has significantly improved from in 2023/24, narrowing the attainment gap for disadvantaged pupils.
- The proportion of disadvantaged pupils achieving the basics measure (grade 9-4 in English and Maths) increased by 18.1% rise from the previous year and well above the national average.
- EBacc entry and achievement gaps showed a significant improvement in both performance and the number of pupils who took the EBacc.
- The narrowing gap reflects investment in CPD, curriculum development, and digital resources such as GCSEPod and the school laptop scheme.

3. Attendance and Behaviour

- Whole school attendance improved surpassing the national average of 91.3%. Disadvantaged pupil attendance rose and is above the national average of 86.2%.
- Persistent absence among disadvantaged pupils reduced, however, this is still higher than peers.
- Targeted pastoral interventions, supported by the Family Support and Attendance Officer and Attendance & Behaviour Administrator, have been critical in this progress.

- Behavioural improvements include reductions in fixed-term exclusions and internal isolations, alongside increased rewards and mentoring, particularly for boys with behavioural challenges.

4. Wellbeing and Engagement

- PP-funded wellbeing support has addressed social and emotional barriers to learning. Participation in activities such as PGL, extra-curricular visits and rewards trips has been strong among PP pupils.
- The PP Promise has enhanced engagement and broadened experiences, with a 25% reduction in trip costs applied to all extracurricular trips.
- Form tutor mentoring and pastoral support remain vital. This year, targeted weekly interventions for Y11 PP pupils are being led by Ellen Quayle during form time.
- An online portal for pupils and parents provides remote access to revision resources, supported by CPD time allocated to departments. In the last academic year we invested in supporting pupils home learning through online resources.

5. Literacy and Reading

- Literacy development remains a priority with staff CPD and targeted reading interventions such as the Think Reading programme.
- Teachers are supported to embed reading across all subjects, promoting disciplinary literacy.
- The school library and regular reading sessions contribute to improving pupils' reading fluency, comprehension, and enjoyment.

6. Use of Funding and Strategic Activities

- The total PP budget of £202,617 was allocated as follows:
 - Teaching: £53,000
 - Targeted academic support: £112,000
 - Wider strategies (attendance, behaviour, wellbeing): £37,617
- Key activities included CPD, online learning platforms, homework clubs, behaviour and attendance officers, revision guides, and careers information.
- A contingency fund enabled flexible responses to emerging needs, including support from external agencies (Preston College, MyOasis, Shaftesbury) and tutoring for disadvantaged pupils at risk of exclusion or disengagement.
- Notably, our CLA pupil and two disadvantaged pupils achieved grade 3 in foundation English and Maths.

7. Areas for Continued Focus

- Further narrowing of attendance and attainment gaps.
- Sustaining high-quality teaching and targeted academic support.
- Increasing EBacc subject uptake among disadvantaged pupils.
- Enhancing strategies to improve progress in English and Maths.

The 2024-25 Pupil Premium strategy at Academy@Worden has positively impacted attainment, attendance, behaviour, and wellbeing for disadvantaged pupils. Funding has

been used effectively in line with statutory guidance and evidence-based approaches. Continued strategic focus is essential to build on these gains and further close the disadvantage gap.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils

Further information (optional)