

Pupil premium strategy statement – Neale Wade Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1138
Proportion (%) of pupil premium eligible pupils	433 38% NA FSM 25.7%
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)	2025-2026 2026-2027 2027-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Graham Horn
Pupil premium lead	Imogen Newell
Governor / Trustee lead	Katherine Nightingale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£477,300.00
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>	£477,300.00

Part A: Pupil premium strategy plan

Statement of intent – Neale Wade Academy

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in English and Maths.

The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our school improvement plan also identifies reading as a key factor in dictating success as well as a focus on improving behaviour. This, alongside giving our students access to cultural, careers and enrichment opportunities, particularly those that are disadvantaged, will lead to improved confidence and therefore pride in their achievements. We are a RISE school, and we are aware of the challenges this brings to families living within Fenland.

Our approach will be responsive to common 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 help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

In summary, our strategy identifies 5 priorities:

- 1. Progress – To close the gap for all disadvantaged students.**
- 2. Reading – To Improve reading ages to expected chronological age**
- 4. Attendance – To Close the gap between pupil premium and non-pupil premium for attendance and persistence absence. PA to reduce to national (19%)**
- 3. Behaviour and Attitudes– To ensure there is no difference in behaviour between pupil premium and non-pupil premium students suspensions/alternative to suspensions as well as a significant reduction in students who display repeated low level disruption in class.**
- 5. Enrichment – To Increase the % of students attending enrichment activities, careers events and other opportunities**

Challenges

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

Challenge number	Detail of challenge																																																						
1	Pupil premium students on average have lower attainment than non-pupil premium students across all subject areas including English and Maths. Targets 2025/26: A8 gap: -3.0 P8 gap: 0 <table><tr><td></td><td>2024/25</td><td>2023/24</td></tr><tr><td>A8 -PP</td><td>27.2</td><td>24.9</td></tr><tr><td>A8 – Non-PP</td><td>37.85</td><td>34</td></tr><tr><td>Gap</td><td>-10.62</td><td>-10.9</td></tr></table> Disadvantaged pupils - Overall A8 <table><tr><th rowspan="2">Year</th><th rowspan="2">Cohort</th><th colspan="3">School disadvantaged compared to national disadvantaged</th><th colspan="3">School disadvantaged compared to national non-disadvantaged</th><th rowspan="2">Year group context</th></tr><tr><th>School</th><th>National</th><th>National distribution banding</th><th>National (non dis)</th><th>Gap</th><th>Gap Trend</th></tr><tr><td>2025</td><td>82</td><td>27.2</td><td>34.9</td><td>Below (sig-)</td><td>50.3</td><td>-23.0</td><td>Narrowing</td><td>-</td></tr><tr><td>2024</td><td>86</td><td>24.9</td><td>34.6</td><td>Below (sig-)</td><td>50.0</td><td>-25.1</td><td>Widening</td><td>High - low prior attainers</td></tr><tr><td>2023</td><td>65</td><td>30.4</td><td>35.0</td><td>Close to average (sig-)</td><td>50.3</td><td>-19.9</td><td>Not available</td><td>-</td></tr></table>		2024/25	2023/24	A8 -PP	27.2	24.9	A8 – Non-PP	37.85	34	Gap	-10.62	-10.9	Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context	School	National	National distribution banding	National (non dis)	Gap	Gap Trend	2025	82	27.2	34.9	Below (sig-)	50.3	-23.0	Narrowing	-	2024	86	24.9	34.6	Below (sig-)	50.0	-25.1	Widening	High - low prior attainers	2023	65	30.4	35.0	Close to average (sig-)	50.3	-19.9	Not available	-
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2	Current data based on NGRT: Tests conducted September 2025. Target 2025/26: Reading age gap: 0 <table><tr><th>Reading age (Years)</th><th>Year 7</th><th>Year 8</th><th>Year 9</th></tr><tr><td>PP</td><td>10.38</td><td>11.91</td><td>12.02</td></tr><tr><td>Non-PP</td><td>11.46</td><td>12.40</td><td>13.11</td></tr><tr><td>Gap</td><td>1.08</td><td>0.49</td><td>1.09</td></tr></table>	Reading age (Years)	Year 7	Year 8	Year 9	PP	10.38	11.91	12.02	Non-PP	11.46	12.40	13.11	Gap	1.08	0.49	1.09																																						
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4	Students who have PP and SEND have more recorded sanctions than any other demographic in the academy, Target 2025/26: Behaviour gap: No difference in the PP/Non-PP data.																																																																																						

Inclusion

Inclusion [NEW]	AT 1	AT 2	SPT 1	SPT 2	SUT 1	SUT 2
2024-25		869	182	179	74	103
PP [430] 35%		23%	12%	9%	8%	9%
SEN K [141] 12%		19%	19%	23%	24%	13%
SEN EHCP [45] 4%		4%	4.5%	4%	3.6%	6.4%
2025-26	108	61				
PP [409] 37%	10%	7.09%				
SEND K [154] 14%	17%	5.84%				
SEND E [29] 3%	2.7%	13.79%				

Removals

Removals [NEW]	AT 1	AT 2	SPT 1	SPT 2	SUT 1	SUT 2
2024-25		1952	1861	2082	1583	1756
PP [430] 35%		38%	40%	41%	35%	36%
SEN K [141] 12%		14%	12%	13%	14%	13%
SEN EHCP [45] 4%		3%	4%	4%	4%	4%
2025-26	1397	471				
PP [409] 37%	36%	15.15%				
SEND K [154] 14%	17%	20.12%				
SEND E [29] 3%	2.8%	20.68%				

FSM6 - 2 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2023/24	448	5.58%	9.40%	Below (sig-)	Sig decrease	-
2022/23	413	10.17%	8.31%	Close to average (non-sig)	No sig change	-
2021/22	415	9.40%	6.56%	Above (sig+)	Not available	-

FSM6 - 1 or more suspensions

Year	Cohort	School	National	National distribution banding	Trend	School context
2023/24	448	13.39%	16.57%	Close to average (non-sig)	No sig change	-
2022/23	413	17.43%	15.16%	Close to average (non-sig)	No sig change	-
2021/22	415	16.39%	13.01%	Close to average (sig+)	Not available	-

	2025/26	2024/25
Repeat removes - PP	6% to date	9.5%
Repeat removes – Non PP	7.2% to date	5.9%
Gap	1.2%	3.6%
1 or more suspensions - PP	0 of 8 PP suspensions are repeats	13.39% (Nat Ave: 16.57%)
1 or more suspensions – Non PP	0	7.75% (Nat Ave: 7.83%)
Gap	0	5.64%

5	Students with PP have a lower attendance to enrichment activities. Target 2025/26 Attendance gap: 0% <table border="1"> <thead> <tr> <th></th><th>2025/26 (to date)</th><th>2024/25</th></tr> </thead> <tbody> <tr> <td>PP Attendance (Average)</td><td>16%</td><td>14%</td></tr> <tr> <td>Non-PP Attendance (Average)</td><td>21%</td><td>21%</td></tr> <tr> <td>Gap</td><td>5%</td><td>7%</td></tr> </tbody> </table>			2025/26 (to date)	2024/25	PP Attendance (Average)	16%	14%	Non-PP Attendance (Average)	21%	21%	Gap	5%	7%
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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
Progress: To close the gap for all disadvantaged students.	To reduce the gap to A8 -3.0; P8 0 (July 2026)
Reading – To improve literacy across the school so that students reading age are in line with their chronological age.	The reading age is reduced to less than 0.1 year by the end of Year 9.
Attendance - to improve PP attendance so it is in line with their non-PP peers	The difference between pupil premium and non-pupil premium attendance is less than 0.5%
Behaviour - to improve PP behaviour so it is in line with their non-PP peers	That there is no difference in the move/remove/suspension data between pupil premium and non-pupil premium
Enrichment - Increase the % of students attending enrichment activities, career events and other opportunities	That pupil premium will make up at least 40% of the participants of enrichment activities as well as 100% of pupil premium students attend work experience.

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: £44,818.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Upskilling staff with research based CPD programme	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. There is a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2
<i>Specific adaptation CPD</i> £25,897.15	This guidance challenges the notion that literacy in secondary school is solely the preserve of English teachers, or literacy coordinators. The emphasis on disciplinary literacy makes clear that every teacher communicates their subject through academic language, and that reading, writing, speaking and listening are at the heart of knowing and doing. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1,2
<i>Ensuring checking for understanding is implemented effectively in classrooms</i>	All school leaders understand the importance of providing meaningful feedback. Done well, it supports pupil progress, building learning, addressing misunderstandings, and thereby closing the gap between where a pupil is and where the teacher wants them to be. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback	1,2
<i>Learning behaviours in the classroom including adaptations folders</i> £18,921.75	Behaviour interventions have an impact through increasing the time that pupils have for learning. In most schools, a combination of universal and targeted approaches will be most appropriate: Universal approaches to classroom management can help prevent disruption.	1,2,4

	Targeted approaches that are tailored to pupils' needs may be appropriate where pupils are struggling with behaviour. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £91,270.91

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising standards KS4 £832.50	Retrieval Practice and cognitive science https://educationendowmentfoundation.org.uk/news/new-eef-podcast-retrieval-practice?utm_source=/news/new-eef-podcast-retrieval-practice&utm_medium=search&utm_campaign=site_search&search_term=retrieval	1
<i>Revision guides</i> £10,000	Retrieval Practice and cognitive science https://educationendowmentfoundation.org.uk/news/new-eef-podcast-retrieval-practice?utm_source=/news/new-eef-podcast-retrieval-practice&utm_medium=search&utm_campaign=site_search&search_term=retrieval	1
<i>Sounds Write and Reading wise</i> £63,407.28	Reading comprehension strategies are high impact on average (+6 months). It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies?utm_source=/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies&utm_medium=search&utm_campaign=site_search&search_term=reading%20interv	1,2
<i>Numeracy intervention</i>	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.	1

£17,031.13	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=numeracy%20intervention	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £341,357.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Extracurricular activities are an important part of education.</i> £8,000	These approaches may increase engagement in learning. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	3,4,5
ELSA £19,220.06	Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=numeracy%20intervention	1, 3, 4
<i>Engaging parents in academy events as well as creating events specifically for parents in order to support their children</i>	Parental engagement has a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement There is some evidence of promise for parental engagement approaches and responsive interventions that meet the individual needs of the pupils. https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils?utm_source=/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils	1,2,3

	pupils&utm_medium=search&utm_campaign=site_search&search_term=attendance%20and%20pupil%20premium	
<i>Attendance</i> £93,298.19	Persistent absence is an immediate issue facing schools across the country. According to the most recent data, almost one in four pupils missed more than 10 per cent of sessions in the autumn term of 2021, and 1.4 per cent of pupils missed at least 50 per cent of sessions. We know these pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds. So tackling persistent absence is an important part of improving education outcomes for this group. https://educationendowmentfoundation.org.uk/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils?utm_source=/news/evidence-brief-on-improving-attendance-and-support-for-disadvantaged-pupils&utm_medium=search&utm_campaign=site_search&search_term=attendance%20and%20pupil%20premium	3
<i>Pastoral support</i> £212,839.50	Pupil behaviour has multiple influences, some of which teachers can manage directly. Understanding a pupil's context will inform effective responses to misbehaviour. Every pupil should have a supportive relationship with a member of school staff. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour?utm_source=/education-evidence/guidance-reports/behaviour&utm_medium=search&utm_campaign=site_search&search_term=beha	
<i>Removing barriers such as technology, Uniform and catering ingredients</i> £6000	Wearing a uniform can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform?utm_source=/education-evidence/teaching-learning-toolkit/school-uniform&utm_medium=search&utm_campaign=site_search&search_term=uniform The strong relationship between socioeconomic disadvantage and low educational attainment is one of the most widely documented features of educational life. The EEF is currently undertaking a systematic review of the link. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/socioeconomic-disadvantage-and-the-attainment-gap?utm_source=/education-evidence/evidence-reviews/socioeconomic-disadvantage-and-the-attainment-	

	gap&utm_medium=search&utm_campaign=site_search&search_term=High%20prior%20attainer	
<i>Enrichment – extracurricular visits and themed days</i> £2000	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Physical activity has important benefits in terms of health, wellbeing and physical development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1, 3, 4, 5
<i>Breakfast club</i>	There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision	1,4,5

Total budgeted cost: £ 477,447.56

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Performance data 2023-25

	<i>English</i>		<i>Maths</i>		<i>Eng/Maths</i>	
	%5+	%4+	%5+	%4+	%5+	%4+
<i>PP</i>	25%	39%	22%	38%	16%	29%
<i>Non-PP</i>	41%	60%	43%	69%	32%	54%
<i>Gap</i>	16%	21%	21%	31%	16%	25%

Performance data 2024-25:

	<i>English</i>			<i>Maths</i>			<i>Eng/Maths</i>	
	%7+	%5+	%4+	% 7+	% 5+	% 4+	4+	5+
<i>PP</i>	3.7	18.99	34.47	1.23	23.46	33.33	23.2	14.6
<i>Non-PP</i>	8.61	38.41	65.58	7.95	38.41	67.55	53.64	28.48
<i>Gap</i>	-4.91	-19.89	-29.01	-2.11	-14.95	-34.22	-30.19	-13.66

2024/2025

35% of Year 11 were PP - broadly in line with National (25%)

5+ figure for Eng/Maths for PP students is 10.6 % below National Figure for PP students at 25.2% which is a narrowing of 3% on the previous years data.

4+ figure for En/Maths for PP students is 20.3% below National Figure for PP students at 43.5%.

Attendance:

	Attendance 2024/25	Attendance 2023/24	Attendance 2022/23
PP	84.07%	81.41%	79.8%
Non-PP	91.4%	90.11%	88.2%
Difference	6.7%	8.7	8.4

Behaviour:

Summary Grid (% removals from total sessions available) Number of lessons (multiplied by number of classes) divided by number of removals over half-term $175 \times 60 = 10,500 / 395 = 3.76\%$

HT 2 10,500. HT 3 9,000. HT 4 9,000. HT 5 7,500. HT 6 10,500.

	HT1	HT2	HT3	HT4	HT5	HT6	% Decrease
All Pupils		1952 - 18.59%	1861 - 17.72%	2082 - 23.13%	1583 - 21.10%		2.51%
F		595 30.48%	562 30.19%	655 31.46%	530 33.48%		0.98%
M		1357 69.52%	1299 69.81%	1427 68.54%	1053 66.54%		0.98%
PP		937 48.00%	888 47.71%	1079 51.82%	766 48.38%		0.38%
SEND		467 23.92%	463 24.87%	561 26.94%	397 25.07%		1.15%
Y7		270 13.83%	393 21.11%	573 27.52%	611 38.59%		13.28%
Y8		667 34.17%	538 28.90%	571 27.42%	414 26.15%		8.02%
Y9		466 23.87%	370 19.88%	396 19.02%	243 15.35%		8.52%
Y10		281 14.39%	235 12.62%	292 14.02%	170 10.73%		3.66%
Y11		268 13.72%	325 17.46%	250 12.00%	145 9.15%		4.57%

Enrichment attendance:

	2025/26 (to date)	2024/25
PP Attendance (Average)	16%	14%
Non-PP Attendance (Average)	21%	21%
Gap	5%	7%

