

The Weald 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	The Weald Community School and Sixth Form
Number of pupils in school	1487 (plus 317 post-16)
Proportion (%) of pupil premium eligible pupils	13.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3rd of 3 year plan
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Sarah Edwards (HT)
Pupil premium lead	Tamsin Day (AHT)
Governor / Trustee lead	Keef Sloan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£205,325
Recovery premium funding allocation this academic year	Withdrawn
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0.00
Total budget for this academic year	£205,325 total funding

Part A: Pupil Premium Strategy Plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge												
1 - Attendance	Attendance of disadvantaged students was 6.6% lower than the overall cohort in 2024/25.												
2 - Attainment and progress	<p>The overall attainment and progress of disadvantaged students is lower than that of their peers at the end of Key Stage 4.</p> <p>2024/25 Eng+Maths 4+: PP 33% nPP 67% Gap: 34%</p> <p>2024/25 Eng+Maths 5+: PP 17% nPP 48% Gap: 31%</p>												
3 - Literacy	<p>Vocabulary and reading - disadvantaged students have, on average, lower reading scores and vocabulary than non-disadvantaged peers. This impacts upon progress in all subjects.</p> <table border="1"> <thead> <tr> <th>Reading Age</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>11.9</td> <td>10.0</td> </tr> <tr> <td>Year 8</td> <td>12.7</td> <td>10.4</td> </tr> <tr> <td>Year 9</td> <td>14.3</td> <td>13.1</td> </tr> </tbody> </table>	Reading Age	All	PP	Year 7	11.9	10.0	Year 8	12.7	10.4	Year 9	14.3	13.1
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Year 7	11.9	10.0											
Year 8	12.7	10.4											
Year 9	14.3	13.1											
4 - Readiness for learning	<p>Attitude to learning scores are consistently lower for disadvantaged students. Disadvantaged students are over-represented in negative behaviour points, receiving on average 12 behaviour hits per year compared to an average 7 per student for non disadvantaged students. Disadvantaged students are slightly under-represented in house points, earning 11 % of the positive points awarded.</p> <p>Some disadvantaged students require support with readiness for learning including having correct uniform, food, transport and with their ability to complete homework and revision.</p>												
5- Social interactions	<p>Disadvantaged students are overrepresented in instances of negative social time behaviour, especially at KS3. This is also the case for negative behaviour reported for students whilst on the buses travelling to school. Disadvantaged students are overrepresented in cases of behaviour hits leading to internal isolation/suspensions and are at greater risk of permanent exclusion. During the first term of this academic year, we have realised that this will be a key focus due to the specific intake of students we have received.</p>												
6- Well being	<p>Some disadvantaged students present with more complex home circumstances, cost of living and pastoral needs.</p> <p>Around 37% of safeguarding and wellbeing concerns logged on Cura are for disadvantaged students.</p>												

7 - Parental engagement	Data collected from attendance to parent evenings and school events show that disadvantaged students do not have the same amount of parental support and parental engagement with school in comparison to their nPP peers.
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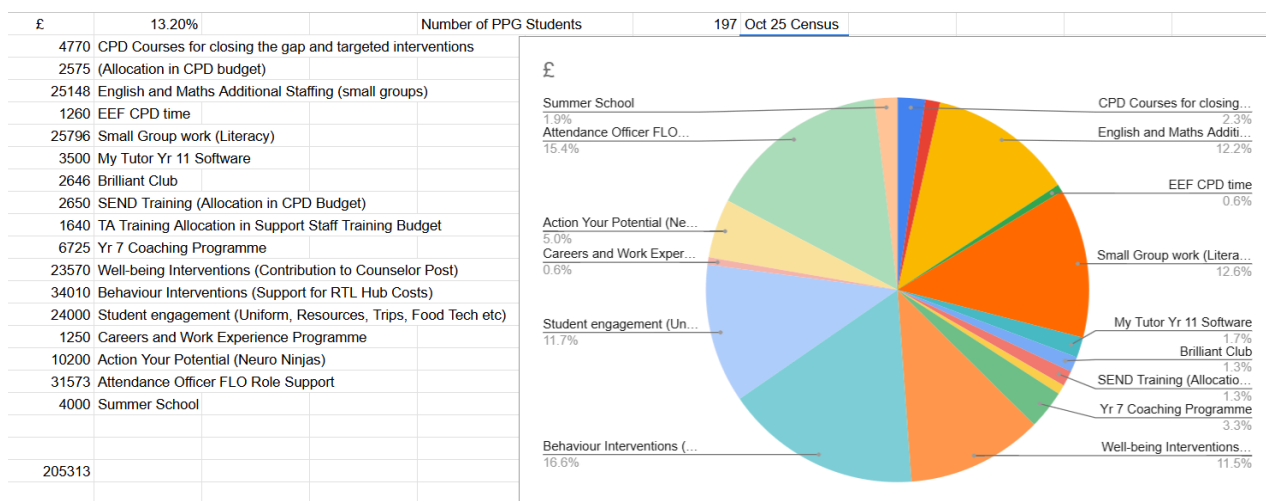
Intended outcomes

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
Improved in-class adaptations and accessible by default teaching and learning across all subjects	Outcomes will improve. Reduce attainment gap. PP Target: English and Maths 4/4+ 42% English and Maths 4/4+ 73%
Proportion of students passing both English and maths improves	Increasing numbers of students will gain Grade 4+ in both English and Maths. Gap will reduce.
Improve reading	Improve reading scores Students are better able to access content in lessons. Target: the gap in reading age narrows across KS3 and up to the start of year 9.
Attendance	Target: 87.4% by 2025-26
Increase Parental Engagement with school	Increased attendance at parents' evenings and key events. Intervene early with key students and their families.
Social interactions	Increased house points:behaviour hits ratio Reduced internal isolation/suspensions

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 Budgeted cost: £59,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Embedding 6Rs</i>	Following the principles of EEF to include more feedback, challenge and metacognition	1,2,3,4,5,7
<i>CPD</i>	Ensuring all staff know their role in the Pupil Premium strategy and have the skills and knowledge required to implement it	All
<i>English and maths - additional teacher hours to ensure focus on students getting a pass in both subjects and ensuring functional skills access where appropriate</i>	Internal data showing this is an area of need - strategies for teaching are whole school areas of focus in line with the EEF toolkit . Delivering lessons in the core subjects by specialist teachers. This extends teaching time in these areas which has been shown to have a positive impact on progress .	2,3,4,5
<i>Reading Age testing and interventions</i>	EEF +3 months EPI estimates 1.6-2 months of progress lost in reading due to Covid	2,3,5
<i>PP specific trips and workshops</i>	Arts Participation EEF	4,6
<i>Consistent Quality First teaching and learning (6Rs)</i>	Feedback EEF +6 months Metacognition and self regulation EEF +7 months Reading comprehension strategies EEF +6 months	All
<i>SIP focus on disadvantaged students</i>	Quality assuring our PP strategy Pupil Premium Evidence Brief	All

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

Budgeted cost: £24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Two PP specific roles: 1) Academic Transition Lead 2) Pastoral transition Lead	Following the principles of EEF to include small group work, mentoring, metacognition and self-regulation.	1,2,3,5,6,7,8
Year 7 PP/SEND coaching programme Year 11 teaching coaches	Mentoring EEF + 5 months	1,2,3,5,6,7,8
Small group, time limited literacy support	Bespoke support by expert lead. EEF + 5 months	1,2,3
Small group, time limited maths intervention. Work with students to build skills and confidence in literacy and numeracy and access the curriculum better	Bespoke support by expert lead. EEF + 5 months	1,2,3
Peer tutoring	EEF + 5 months	1,3,5,6,7
Action Your Potential	One to one and small group tuition EEF + 5 months	1,2,5,7,8
Widening Participation Lead supporting students with to consider higher education. St John's Inspire	Mentoring. EEF + 5 months	4,5

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

Budgeted cost: £122,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promoting positive behaviours: Ready To Learn Hub	Behaviour interventions can help to build resilience and positive relationships and reduce disruption, leading to better outcomes (EEF+4 months).	1, 5,6
Careers Programme incl work experience	Internal data and external reports highlight the contribution careers advice has to improving engagement. Attitude to	1,3,4,6,

	learning for students has improved following careers guidance.	
<i>Promoting good attendance including Family Liaison Officer (FLO)</i>	Embedding principles of DfE's guidance to ensure an effective attendance management approach is taken	1,2,6
<i>Summer school</i>	Aid transition from primary school to secondary school	1,3,4,6,7
<i>Wellbeing interventions including 1:1 counselling</i>	Wellbeing interventions	1,6
<i>Mentoring (older peer or adult eg. year 7 PP/SEND) Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations.</i>	EEF + 2 months - internal monitoring of student outcomes in response to these interventions in terms of academic progress and mental health.	1,2,4,6
<i>Empowerment approach</i>	Behaviour interventions can help to build resilience and positive relationships and reduce disruption, leading to better outcomes (EEF+4 months).	1,2,4,5,6
<i>Fund for supporting students with equipment, support with music lessons, access to trips and visits</i>	Providing hardware such as Chromebooks, revision guides and visualisers for classrooms. Supporting purchase of uniforms. To enhance cultural capital via arts participation and enabling access to experiences which provide an inclusive student experience.	1,4,5,6,7,8

Total budgeted cost: £ 205,325

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.

In 2024-2025 we continued to prioritise Pupil Premium provision at the core of our school development, with a particular focus on our doubly disadvantaged PP and SEND students. We used the EEF's Tiered Model of School Improvement, with the majority of planned activities focusing on improving teaching and learning, with the remainder on targeted academic interventions and wider school approaches. This was the second year of a 3 year plan.

While 2025 A8 (33.7) is still low, it is slightly higher than 2023 (29.82) and 2024 (32.68). This suggests a gradual upward trajectory over time. Despite continued and increased focus on our disadvantaged students with whole school priorities and CPD, we saw a downturn of >10% in the percentage of disadvantaged students achieving Basics (4+ in English and Maths). This was disappointing and will remain a key priority as we know that this is a key success factor in students onward progression to successful post-16 choices. We were pleased, however, with the increase in A8 for this cohort and the P8 rise. The improvement comes in a year when the KS2 prior attainment of the whole cohort dropped, which normally depresses PP results further.

The gap in attendance between disadvantaged students and their non- disadvantaged peers has increased slightly this year and is being prioritised by AHT overseeing Attendance and other senior staff who have pinpointed students of concern and have created individual plans with students and their families. This continues to be supported by the work of the Family Liaison Officer and HoHs/HoYs/Learning Mentors engaging with parents/carers to identify the barriers to attendance and agreeing effective interventions.

Between 2022 and 2025, a sustained programme of PP-focused CPD has had a significant impact on staff practice and on our shared understanding of how best to support disadvantaged learners. Staff now have a unified view of what high-quality, first-wave teaching looks like, and there is a collective recognition that the consistent application of our 6Rs is the most powerful intervention for improving outcomes for PP students.

In 2024-2025 we strengthened this further through a whole-school focus on making

access to the curriculum equitable for disadvantaged students, ensuring that in-class adaptations are embedded into everyday practice rather than applied retrospectively. As a result, all students benefit from a broad, balanced and inclusive curriculum, and disadvantaged pupils are increasingly well prepared for their next stages of learning.

Barriers to learning are addressed through responsive teaching, high expectations and expert subject knowledge, enabling teachers to deliver learning that is clearly sequenced and builds cumulatively over time. Every curriculum area has evaluated its provision through the lens of disadvantage, including the needs of pupils who are both PP and SEND ('doubly disadvantaged'). This work has deepened teachers' appreciation of the influence they have in securing improved outcomes and reinforced their sense of agency in bringing about meaningful change.

We continue to act with intent and coherence: PP actions appear in every target of the School Improvement Plan, and every member of staff has an appraisal objective linked to disadvantaged students' outcomes. As a result, PP students are firmly at the centre of whole-school improvement, and the culture of the school reflects this commitment.

Students' literacy has been supported by renewed efforts to secure knowledge of students' baseline literacy levels. Robust intervention is now given to the right students by expert staff in small groups or 1:1 settings and further supported by teachers in the classroom.

Parental engagement has increased with personal invitations to attend online parents' evenings, senior staff meeting with the most vulnerable learners and their families and other key events. Parent Learning walks are specifically aimed at the parents of students eligible for the pupil premium and are used as a way to raise positive engagement with these families. Engagement with extra curricular activities remains excellent with PP students overrepresented in these areas and student leadership opportunities has been increased with:

- peer mentoring, sixth form mentoring and tutoring
- student ambassadors (interview panels, tour guides, learning walk leaders)
- support with funding for extracurricular activities and trips
- PP specific workshops and trips to theatres and sporting events

We are particularly pleased that at 15% PP students are overrepresented in attendance to school trips and activities.

Externally provided programmes

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

Programme	Provider
St John's Inspire	Oxford University
Neuroninjas	Action Your Potential

Further information

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