

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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	Wadebridge School
Number of pupils in school	1023
Proportion (%) of pupil premium eligible pupils	26.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was first published	December 2025
Date on which it will be reviewed (annually)	December 2026
Statement authorised by	Mat Winzor Headteacher
Pupil premium lead	Mat Winzor
Governor / Trustee lead	Stuart Robertson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£311,852
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£311,852

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 high attainment across the curriculum. We aim for disadvantaged students to make at least the same progress as those who are not disadvantaged nationally.

We aim to support disadvantaged students to achieve that goal no matter what their starting point or predicted attainment. Supporting those with additional needs and our highest attainers alike through a supportive programme based on needs assessment.

At the heart of our approach is high quality teaching for all students, no matter their needs or level of disadvantage. This approach is supported by evidence from the EEF and will impact all our students. By implementing a new Teaching and Learning Framework, "The Wadebridge Way" we are using evidence-based practice to ensure that all learners but especially disadvantaged students receive the best possible pedagogical approaches based on the memory model of learning. There is substantial evidence that disadvantaged students gain significantly more advantage from these approaches than non-disadvantaged students. We intend to support sustained and improved attainment for all whilst raising the awareness of staff of the need of disadvantaged students so that all students can excel. We have a team of enrichment mentors who ensure that personal contact is made with PP pupils and parents at various times during the academic year to enhance the support being provided by teaching staff.

We use robust diagnostic assessment to identify and target students across the school who need support without assumption. This is integral to wider school plans for education recovery offering targeted support to students whose education has been worst effected, including non-disadvantaged students. Part of this support is the development of areas to support student wellbeing through our A3 provision, Inclusion Base and Ready Respectful and safe base (RRS).

Our central aims are:

PP First – whole school approach whereby all staff take responsibility for disadvantaged students' outcomes and raise expectations.

Ready to learn – All students are prepared for school and provided with resources and materials to enable them to access their learning including a breakfast. Our Wadebridge Welcomes give every student the opportunity to access the material they need for the day including equipment and uniform.

All can achieve – Students identified as needing academic support are identified by Curriculum Area Leaders and supported within lessons, or in small intervention groups by Academic Progress mentors. Those requiring support with mental health are identified and supported through student support and the pastoral care team.

Our CARE values are central to our school culture and ensure that everyone benefits and everyone will thrive at Wadebridge School

Wadebridge School offers academic excellence, attentive pastoral care and strong personal development. We are an educational establishment that allows every student to develop into the very best version of themselves. We are driven by a common purpose and desire to overcome any inequality.

We unlock the potential of all our students by providing them with expert subject knowledge that instils the characteristics and behaviours to be successful global citizens.

Challenges

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

Challenge number	Detail of challenge
1	<p>Persistent absence rates (48%) are higher when compared to a national average (41.9%).</p> <p>Attendance rates for disadvantaged pupils are improving at Wadebridge School with the gap reducing to non-PP students over previous years, but still lower than other pupils. However, this is -0.6% compared to national average</p> <p>School average, all students = 91.0%, FSM6 = 85.6%, Not FSM = 92.7% YTD (Nov 25)</p>
2	<p>There are lower standards of literacy and numeracy of many disadvantaged pupils upon entering the school in Year 7.</p> <p>Through the introduction of NGRT reading tests and Lexonix leap so far 91 students across years 7-8 have received support through Lexonix of which 68% are PP.</p> <p>42 of these students are also receiving numeracy boosters alongside their Lexonix. The number of students receiving this support will increase over the year as all year groups are identified.</p>
3	<p>Engagement of parents of disadvantaged students with school is in line with that for non disadvantaged students but still needs to improve.</p> <p>For the most recent parents evening (Year 11) uptake had improved across by 5% in total (despite significant illness reported). The uptake of non- pp parents was very slightly higher by 3% but broadly inline however this was following support from Enrichment mentors to contact PP parents specifically.</p>
4	Less PP students engage with enrichment and extra-curricular activities.

5	From data collected from referrals to student support the number of students seeking support for social and emotional issues has increased and the proportion of students who are PP is significantly higher than non-PP. 28% of all PP pupils are currently receiving support in school due to changes in family circumstances and are still being impacted due to lost learning and lack of social interaction during the pandemic A3 access (targeted educational support on-site but in specific supportive environment) 44% of students accessing A3 are PP 14% of all PP compared with 8 % non- PP students accessing this environment.
6	Attainment 8 for disadvantaged students was below that of non-disadvantaged in 2025 and the gap had grown compared with 2024. 5 for non- disadvantaged compared to 2.9 for disadvantaged. Gap 2.1 Progress data not available.
7	The percentage of disadvantaged pupils staying in education or entering employment after KS4 91% compared to national average for non-disadvantaged of 94%

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
Disadvantaged pupils attend school regularly	Disadvantaged pupils' attendance and persistent absence figures improve and become much closer to non-disadvantaged and in line by 2025/26
Improved Numeracy and Literacy among disadvantaged students at KS3	Sparx reader comprehension tests show smaller disparity between scores of disadvantaged and their non-disadvantaged peers. WRAT scores improved for disadvantaged student following the Numeracy course
Disadvantaged pupils have cultural capital enhanced by engaging with enrichment and extra-curricular activities	Analysis of participation rates from Absolute education show that disadvantaged pupils are experiencing enrichment activities such as DofE, PE and other extra-curricular activities
Increased PP parental engagement through Parents evenings	Increased PP parental engagement through Parents evenings. Greater positive contact from PP parents As shown by quantitative data from appointments system.

KS4 outcomes for the whole disadvantaged pupils cohort approaches national figures for <i>other</i> pupils	Attainment 8 for disadvantaged pupils in line with non- disadvantaged students nationally.
Improved wellbeing for all students, including those who are disadvantaged	Sustained levels of wellbeing as measured by pupil voice surveys and analysis of referrals to student support
Increased percentage of students entering education or employment post 16	Percentage in-line with non- disadvantaged students nationally. Increased uptake of quality work experience placements in year 10 due to additional Careers advice meetings provided.

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: (£160k)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Academic progress mentor x 4 (£106k)</i></p> <p>Support small group intervention in all years with a focus on delivering Lexonics Leap and Advance and bespoke Numeracy intervention</p>	<p>+2 TA interventions Moderate impact for moderate cost EEF Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>+5 Phonics programme / Lexonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Specific strategies employed: Exam preparation and equipment Delivery of Lexonics Advance and Lexonics Leap Numeracy intervention Subject specific targeted intervention following QLAs</p>	1, 2,3,4,5,6 7

<p><i>Enrichment Mentor x 2 (£53k)</i></p> <p><i>Support PP parents and support with provision of Breakfast club, school uniform support, school equipment support and engagement with extracurricular activities and trips</i></p>	<p>Specific strategies employed:</p> <p>Support regarding parents evening appointments/tutor review meetings</p> <p>Monitoring of Horsforth quadrants following progress reports</p> <p>School uniform and equipment</p> <p>Supervision of and support with breakfast club</p> <p>Support regarding extra-curricular activities</p>	
<p><i>Class charts (£6k)</i></p> <p>Improved communication within the school and between the school and home through improved use of class charts and provision maps</p>	<p>+4 linked to parental engagement</p> <p>PP support communicated via Class Charts to individual pupils and parents.</p> <p>EEF - Important to consider how you engage with parents and offer flexible communications for parents of older students.</p> <p>Offering practical strategies for parents to support learning at home alongside physical resources</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3, 4
<p><i>Absolute Education (£1k)</i></p> <p>Tracking of attendance of pupils at extracurricular activities</p>	<p>+4 Monitoring of pupils attending extra-curricular activities and putting targeted interventions/support in place where needed.</p>	4

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

Budgeted cost: (£76k)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to deliver targeted support through regular short interventions using specifically trained TA support (£60k)	<p>+4 Small group tuition EEF</p> <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</u></p>	2,6
<i>Support reading comprehension at KS3 through delivery of Sparx reader (£5k) programme for all years 8</i>	<p>+6 Reading comprehension strategies EEF</p> <p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><u>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</u></p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><u>Improving Literacy in Secondary Schools</u></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><u>word-gap.pdf (oup.com.cn)</u></p>	2,6
<i>Support with numeracy through the provision of Sparx Maths (cost included in reader) across all year groups</i>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><u>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</u></p>	2,6
<i>Support with reading comprehension</i>	+6 Reading comprehension strategies EEF	2,6

<p><i>Lexonics Leap (£11k) and Advance</i></p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><u>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</u></p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><u>Improving Literacy in Secondary Schools</u></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><u>word-gap.pdf (oup.com.cn)</u></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: (£197k)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Breakfast club (£3k)</i></p>	<p>Importance of breakfast on school performance has been highlighted in research https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3737458/</p> <p>Supported by MCKS Charitable foundation with weekly food donations</p>	1, 6
<p><i>Well-being suite (£5k)</i></p>	<p>+1 EEF low impact for low cost.</p>	4,5
<p><i>Attendance officer (TS) (£43k)</i></p>	<p>Support for to improve attendance through supporting vulnerable students and their families</p>	1,6
<p><i>Attendance strategies</i> <i>Attendance champion (£100k 5 year groups x £20k)</i></p>	<p>Attendance meetings with HOYs , Attendance officers and PSAs</p> <p>Improved tracking using FFT Attendance tracker.</p> <p>Introduction of student reception, interventions aimed to improve attendance and remove barriers.</p> <p>Proactive system of informing parents of attendance issues.</p>	1

<p>A3 inclusive curriculum provision- on-site provision for students unable to access a full timetable due to social and emotional issues.</p> <p>Inclusion base mentor (KC) (£31k)</p>	<p>Social and emotional learning +4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,5,6</p>
<p>Help with uniform (£5k)</p> <p>Educational visits (£5k)</p> <p>Educational materials (£5k)</p>	<p>Social and emotional learning +4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2,3,4,5,6</p>

Total budgeted cost: £ 433k

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 2023 to 2025 academic year.

- Early maths and English intervention.

Successful intervention delivered through Power of 2 programme in Maths. Move towards online resources to support more students and delivery of specific intervention for older students during tutor programme.

Accelerated reader was launched in the summer term 2021. We have continued to support this programme in year 7 for 2024 but have ceased in September 2025 due to insufficient data to show that students were improving their reading through this programme. NGRT tests and Lexonix Leap and Advance have been implemented to improve this key area. Academic Progress mentors have been trained to deliver these interventions and so far 91 students have received support from September 2025. 86 have made progress ranging from 5-67 months with those not making progress having identified attendance issues.

- Literacy focus

We continue to support literacy with all students in year 7 receiving a book through the book buzz scheme to promote reading for pleasure. Drop and read has been rolled out whole school with subject areas rotating responsibility for delivering this opportunity in the first 15 mins of lessons per fortnight. In year 7- 10 tutor led reading has been implemented for 3 tutor sessions ensuring all students can hear quality reading and access to culturally appropriate and challenging texts.

- Improved parental engagement to, include, at parents' evenings and provision of uniform and equipment

In 2023-24 we contacted parents of Y6 pupils around the time of transition activities to offer financial support regarding the purchasing of uniform packages. This was very successful and was repeated for 2024/2025 as well as visiting our partner primary schools to facilitate this process.

In 2025 we now host a pre-loved uniform sale every half term, which has proven to be very successful

- Disadvantaged students to receive individual tuition and feedback

All PP students identified to staff using the class-charts system. Students identified on seating plans. Academic progress mentors used to support identified student through use of assessment data.

Bursary system reviewed and now need to assess rather than one size fits all approach. Trips, uniform, educational equipment such as calculators and revision guides provided to all.

PP+ students have been identified using contact with all students at census points. Liaison with parents about specific needs of this group has been increased via enrichment mentor

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
Absolute Education	Absolute Education
Class Charts	TES

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have supported students via providing a breakfast club drop with key staff. Provided digital devices to aid communication with parents when deployed and supported cultural trips. Enrichment mentors have made contact with home and provided information about the support we can provide
What was the impact of that spending on service pupil premium eligible pupils?	We have very small numbers of service children in school. Recent training with an RAF wellbeing officer, provides additional signposting for pupils and parents which has effectively been used with a pupil whose Father is deployed overseas.

