

Pupil premium strategy statement – Stamford Welland 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	653
Proportion (%) of pupil premium eligible pupils	47%
Academic years covered by this statement	2025/26-2028/29
Date this statement was published	31 st December 2025
Date on which it will be reviewed	31 st December 2026
Statement authorised by	Victoria Lloyd
Pupil premium lead	Samantha Swain
Governor / Trustee lead	Nigel Stephens

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 238,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 238,560
<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>	

Part A: Pupil premium strategy plan

Statement of intent

Our objectives for our disadvantaged pupils are threefold:

1. To ensure all PP students make progress and attend school in line with their peers
2. To ensure each student will have memorable experiences, at least in line with their peers, that will support engagement and grow independence
3. To ensure all students receive additional and specialised intervention so that they are able to make informed choices about their learning and their futures, including their next steps in education and in preparing for adulthood

In order to achieve the objectives above the school will focus on delivering all aspects of Meridian Trust Pupil Premium Charter.

Academic Mentoring and Support:

Each student will benefit from a personalised academic mentor who will work to ensure:

- The annual 'PASS' survey is used to identify needs and target the right personalised help and support to succeed
- At least three 1:1 interviews take place each year with an Academic Tutor or PP Mentor
- Parents/carers are kept informed and actively encouraged to attend at least one face to face consultation about their child's progress a year

Careers Guidance

Each student will have access to the best possible career guidance and as a minimum will:

- Attend at least three interviews with an independent careers adviser (usually one during Y7-8 and two during Y9-11)
- Benefit from at least five different careers 'encounters' with employers or the workplace between Y7-11

- Complete at least one aspirational and high-quality work experience placement during Y9-11. This will be expanded to two weeks from Y7-Y11 over the course of this strategy statement.

Experiences and Enrichment

Each student will have memorable experiences that will support engagement and grow independence through:

- Achieving, as a minimum, the Meridian Trust Bronze PLEDGES Award by the end of Y9, and Silver PLEDGES Award by the end of Y11
- Attending at least three offsite 'experiences' trips or visits during Y7-8
- Experiencing a residential trip by the end of Y11 and/or being given significant and free access to music tuition or other specialist tuition

Attendance and Progress

Each student will be supported to ensure attendance and achievement in line with their peers through:

- Access to appropriate, targeted and meaningful additional support to ensure progress in line with their peers in English and Maths during Y7 and Y8
- Close monitoring and early help or support to remove any barriers to poor attendance
- Individual support and assistance to remove the barriers to success such as help with homework and personal study

Challenges

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

Challenge number	Detail of challenge
1	Low aspirations in some families. Whilst our NEET data shows that 100% of our disadvantaged students went onto post 16 courses, these were limited in location, variety and level of difficulty. This had a negative impact on their drive to succeed in their academic progress, sometimes settling for just enough to get on their course.
2	Pupil and family surveys and feedback shows that the lack of space, or time, or access to necessary equipment, in some households, for students to work independently on home study, reading or other school projects.

3	Many, but not all PP students lack the resilience necessary to make progress in line with their peers. Our assessments (including PASS survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.
4	Some PP students lack positive role models and our discussions and observations with pupils and families show that access to positive external influences is sometimes limited.
5	Some PP students and their families struggle to ensure sustained attendance at school. Our attendance data shows that PP attendance gap has widened. A high proportion of our PA students are PP.
6.	Some PP students join the school with literacy levels well below their peers. This limits access to the curriculum and causes the attainment gap to widen over time.

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
All PP students make progress and attend school in line with their peers	<ul style="list-style-type: none"> • PP attendance is in line with their peers • PP progress measures are in line with their peers
Each student will have memorable experiences, at least in line with their peers	<ul style="list-style-type: none"> • PP tracker shows that all PP students have taken part in residential trip, experiences and/or accessed subsidised music tuition
PP students make informed choices about their futures and in preparing for adulthood	<ul style="list-style-type: none"> • Destination data shows that PP students are accessing further education of a standard that is comparable to their peers

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: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Holiday Schools	EEF Teaching and Learning tool kit: Individualised Instruction	1, 2
Literacy strategy & reading charter. Staff CPD to support the delivery of the charter, literacy team, adaptive teaching CPD, resources to support adaptive teaching, coaching programme for teaching staff.	EEF Teaching and Learning Toolkit: Phonics, Reading comprehension strategies, teaching assistant intervention.	6

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

Budgeted cost: £ 81,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure each PP pupil receives at least three 1 to 1 targeted tutor interviews each year.	EEF Teaching and Learning tool kit: Aspiration Interventions EEF Teaching and Learning tool kit: Behaviour interventions EEF Teaching and Learning tool kit: Mentoring	1, 3, 4
Careers programme including additional one-to-one careers interviews with a Level 6 Careers Adviser	EEF Teaching and Learning tool kit: Aspiration Interventions	1, 2, 4
Every student across year groups 7 to 9 completes a PASS survey each year to ensure targeted interventions/attitudes to learning and trends in attitudes can be monitored and addressed where necessary	EEF Teaching and Learning tool kit: behaviour interventions EEF Teaching and Learning tool kit: Peer tutoring EEF Teaching and Learning tool kit: social and emotional learning	1, 3, 4, 5
Ensure every PP student has access to relevant online revision	EEF Teaching and Learning tool kit:	2, 3

and learning platforms for KS3 and GCSE study including provision of online platforms as well as training and practice in their use and access to technology at home and in school.	Digital technology Toolkit Strand Education Endowment Foundation EEF	
Subject and Learning Support interventions, including tutor time interventions, for pupils who are underperforming based on minimum target grades.	EEF Teaching and Learning tool kit: Aspiration Interventions EEF Teaching and Learning tool kit: Behaviour interventions EEF Teaching and Learning tool kit: Oral Language	1, 2

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

Budgeted cost: £ 82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Each student to complete the Meridian Trust Bronze PLEDGE between year 7 and 9 and strive for their silver PLEDGES at KS4.	EEF Teaching and Learning tool kit: Arts Participation EEF Teaching and Learning tool kit: Outdoor Adventure Learning EEF Teaching and Learning tool kit: Sports Participation	3, 4, 5
KS4 PP pupils have free access to the Duke of Edinburgh's Award Scheme if they are interested.	EEF Teaching and Learning tool kit: Arts Participation EEF Teaching and Learning tool kit: Outdoor Adventure Learning EEF Teaching and Learning tool kit: Sports Participation	1, 2, 3, 4, 5
Full access and encouragement, including financial, to attend residential, trips and access all extracurricular opportunities.	EEF Teaching and Learning tool kit: Arts Participation EEF Teaching and Learning tool kit: Outdoor Adventure Learning EEF Teaching and Learning tool kit: Sports Participation	2, 3, 4, 5
Targeted attendance support including the appointment of a	EEF Teaching and Learning tool kit: Aspiration Interventions EEF Teaching and Learning tool kit:	5

specialist safeguarding and attendance lead.	Behaviour interventions	
Well-being team to further improve social and emotional well-being. This includes the school counsellor, the therapy dog and Teaching Assistants that provide ELSA support interventions.	<p>EEF Teaching and Learning tool kit: Parental Engagement EEF Teaching and Learning tool kit: social and emotional learning.</p> <p>The school therapy dog is for all students however the PP students, including Service children, will benefit from the dog in school and therefore a portion of its costs will be funded through PP. Guidance states "Therapy dogs can Teach empathy and appropriate interpersonal skills; - Help individuals develop social skills; - Be soothing and support the development of rapport between the professional and client, and improve individual's skills to pick up social cues imperative to human relationships; - Professionals can process that information and use it to help clients see how their behaviour affects others; - Therapy dogs have been shown to support emotional regulation through the positive impact on the autonomic nervous system - A recent report highlighted children working with therapy dogs experienced increased motivation for learning, resulting in improved outcomes; - Therapy dogs are being used to support children with social and emotional learning needs, which in turn can assist with literacy development. Research into the effects of therapy dogs in schools is showing a range of benefits including: - Increase in school attendance; - Gains in confidence"</p>	1, 3, 4, 5
Adventure Camp Transition Scheme for new Year 7 Pupils	<p>EEF Teaching and Learning tool kit: Arts Participation</p> <p>EEF Teaching and Learning tool kit: Outdoor Adventure Learning</p> <p>EEF Teaching and Learning tool kit: Sports Participation</p>	3, 4

Total budgeted cost: £ 238,560

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GCSE results showed that the average Attainment 8 for all pupils was 39.78. For disadvantaged pupils this was 40.46. The percentage of disadvantaged students who achieved at least Grade 4 in both English and maths was 53% compared to 50% for all pupils. For Grade 5+ this was 20% for disadvantaged pupils compared to 18% for all pupils. Due to there being no progress data for this year group it is not possible to compare outcomes in terms of progress from their starting points but attainment is a positive picture.

Persistent absence for PP students across the school was 38.8% compared to 25.9% for all students. This is a significant difference that we are continuing to work on. Overall attendance was 89% for PP students, which is broadly in line with the national average for disadvantaged students. Attendance was 91.6% for all students, which is very slightly above the national average.

Average behaviour events were 19.08 for non-PP students and 26.72 for PP students. This difference is significantly smaller than for other Trust schools. Average positive behaviour points for all pupils were 113.57 whereas for disadvantaged students it was 102.07.

The percentage of students to achieve their Bronze PLEDGES badge by the end of Y8 is very similar between PP and non-PP students.

Other aspects of the Pupil Premium charter have been delivered in full, with careers interviews taking place for the first time with Y8 PP students and continuing for Y10 & Y11 PP students. Y7 residential was offered free to all disadvantaged students and music tuition was offered to those that were interested.

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
N/A	

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**

Each service pupil received additional careers interviews at KS3 & KS4 to ensure informed choices for future learning in line with other PP students. We maintained a full programme of enhanced pastoral support for pupils in need of well-being support. This includes our House and Tutor support, well-being activities and the mental health team, including counsellors and therapy dog.

Funding has been allocated to support transport for Service children to and from Wittering to ensure that they are able to participate in after school activities. This has been particularly successful in allowing service children to access the CCF.

Funding was used to support attendance at Creative Forces events that are designed to raise the aspirations of service children.

The impact of that spending on service pupil premium eligible pupils

All service children had an appropriate Post-16 placement upon leaving. Pupils had quicker access to mental health and wellbeing support and wider access to wellbeing activities.

The percentage of Service children achieving Grade 4+ in English and Maths was 62% compared to 50% for all pupils. Average Attainment 8 was 42.92 compared to 39.78 for all pupils.

Attendance was significantly higher for Service children at 95.2% and persistent absence was much lower at 7.6%.

Further information (optional)