

Pupil Premium Strategy Statement 2023/24 to 2026/27

This statement details Weldon Village Academy'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	Weldon Village Academy
Number of pupils in school	473
Proportion (%) of Pupil Premium eligible pupils	19.5%
Academic year/years that our current Pupil Premium strategy plan covers (3 year plans are recommended)	2023/24 – 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	M Norris, Principal
Pupil Premium lead	H Cutmore, Assistant Principal
Governor / Trustee lead	T Toulson Academy Council

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£93,525
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	£93,525

Part A: Pupil Premium strategy plan

Statement of intent

Our objectives for pupils who are in receipt of PP funding are threefold:

- To ensure all PP pupils make progress in line with their peers in all subjects. To ensure a childhood set of experiences at least in line with their peers.
- To give all pupils additional and specialised intervention so they make informed choices about the next stage of their learning.

In order to achieve the objectives above the school will focus on the following key principals:

1. All PP pupils will make academic progress in line with their peers

Exceptional teaching is at the heart of ensuring PP pupils make progress in line with their peers. At Weldon Village Academy we will ensure all PP pupils receive the very best teaching in every subject. We will ensure recovery in line with their peers through dedicated and personalised intervention strategies, extending school day with intervention classes (session 6), and all staff valuing every pupil. We set aspirational Minimum Target Grades (MTG) based on FFT 20 to raise the aspiration of all pupils. We prioritise PP pupils when we consider the timetable and how students will be grouped in classes for learning.

2. All PP Pupils' attendance to be above or in line with national average attendance

Attendance is assured through a rigorous attendance strategy partnered with supportive home school dialogue. Every effort will be made at all levels including tutor, House, PP Champion, Attendance Officer and other agencies, to ensure sustained attendance is achieved. We develop individualised plans for PP Pupils who may fall into the Persistent Absence (PA) category to support good attendance.

- **All pupils will be supported to foster independent learning, greater autonomy and self-directed learning through teaching strategies, extracurricular activities and supportive personalised pastoral care.**

All PP pupils will have a tutor who will ensure the conditions for learning in school and at home do not hinder academic progress or attainment. Teaching strategies and whole school initiatives will strive for PP pupils gaining greater autonomy, resilience and being able to self-direct their learning. Adaptive teaching is a universal priority across the school and is a focus for our Professional Development programme.

3. All PP pupils will take part in a childhood set of activities which broaden pupil outlook and perspectives.

There is much evidence to suggest that those in receipt of Pupil Premium funding do not always experience a rich set of activities and opportunities which broaden their outlook and perspective. Weldon Village Academy will ensure a memorable set of experiences which support engagement and independent growth through the PP charter and a 5 year programme of experiences which

take learning beyond the classroom. Residential and trips that expand the cultural experiences are subsidised for PP pupils. PLEDGES, a framework to expand the broader skills of pupils through enriching opportunities are planned and delivered; we have set a target for all pupils and will ensure that all PP pupils have achieved the minimum of a bronze PLEDGES by the end of Year 9.

4. All PP pupils will take part in C.E.I.A.G. (Careers Information Advice and Guidance) activities which broaden knowledge of careers and ensure informed choices as to the next steps of their learning from Year 7.

The school ensures an enhanced CEIAG package of activities based on the axiom: **‘If you can’t see it you won’t be it’** this will include personalised mentoring, aspirational work experience in Year 10 and multiple dedicated careers interviews.

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’re 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

Gatsby compliance is a goal for the school as part of its development plan.

Challenges

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

Challenge number	Detail of challenge
1	Attendance data shows that disadvantaged pupils’ attendance is between 4-5% lower than non-disadvantaged pupils. 20% more disadvantaged pupils have been “persistently absent’ compared to their peers during the previous academic year.
2	Using the NGRT Assessment it has been identified that disadvantaged KS3 pupils have lower levels of reading comprehension than peers. This impacts academic progress in all subjects.
3	Using the Progress Tests Maths (PTM) assessment it has been identified that disadvantaged KS3 pupils have a lower mathematical ability. September 2025 update: This remains the case. Pupils in receipt of FSM have a mean SAS of 99.0. Non-FSM have a mean SAS of 101.2.
4	The financial deprivation of families, heightened by the current “cost of living crisis”, is making it harder for families to access educational visits, uniform and extend learning outside the classroom. Disadvantaged pupils are struggling to access the correct equipment required to make academic progress. This has also caused anxiety in pupils due to family financial hardships.

5	<p>Behaviour data shows that disadvantaged pupils' behaviour is often more challenging than their peers. Disadvantaged pupils have twice the negative "behaviour events" as non-disadvantaged pupils.</p> <p>The percentage of disadvantaged pupils who are fixed term suspended is 6-7% higher (triple) than those who are non-disadvantaged (November 2025 updated).</p>
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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
All disadvantaged pupils will make expected or better progress in English and maths throughout KS3.	<p>Narrowed / no gap between DS and non-DS pupils' P/P+% in Year 7 and 8.</p> <p>Progress Tests English (PTE) and PTM assessments show no gap in pupils' progress between DS and non-DS.</p>
Improved reading comprehension among disadvantaged pupils across KS3.	<p>NGRT shows improved comprehension skills in DS pupils from their baseline in Year 7.</p> <p>No gap between comprehension skills of DS pupils compared to non-DS.</p>
Disadvantaged pupils will have a positive experience at Weldon Village Academy.	<p>PP pupils' Pupils Attitude to School and Self (PASS) survey scores will improve between September 2023 and July 2026.</p> <p>September 2025 update</p> <ul style="list-style-type: none"> • Pupils in receipt of Free School Meals are in line with non-FSM pupils across 7 categories • Pupils in receipt of FSM score higher than non-FSM for "feelings about school" and "Attitude to teachers" <p>PP pupils' PASS survey scores in all relevant categories are in the 30th percentile or better by July 2026.</p> <p>September 2025 update</p> <ul style="list-style-type: none"> • "Response to curriculum demands" is our lowest percentile (29.2), meaning all categories are in the 30th percentile or better <p>No significant difference between behaviour events of PP pupils and non-PP.</p>
All PP pupils will be supported to access the wider school curriculum with identified barriers through resources and strategies being applied.	<ul style="list-style-type: none"> • All PP pupils will be fully equipped for school • All PP pupils will have access to suitable IT to access academic resources

	<ul style="list-style-type: none"> All PP pupils will have access to free / subsidised educational visits and trips
All PP pupils' attendance will be above or in line with national PP average	<ul style="list-style-type: none"> Attendance data for all PP pupils will be in line with or above national data <p>Update November 2025 – this is true of all PP groups except for Y9 boys.</p> <ul style="list-style-type: none"> We will strive to meet a target of 96% average attendance for our PP pupils

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: £53,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and implementation of GL assessments (PTE, PTM, PTS, CATs and NGRT) across KS3</p> <p>Training will be provided for staff at all levels to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests - EEF</p>	1,2
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>Closing the word gap matters</p> <p>FRATC intervention began October 2025.</p> <p>Faster Read programme now embedded at KS3 to support reading fluency.</p> <p>Phonics based intervention 'Code Read' in place for those with lowest reading levels.</p>	2
<p>Purchase and implement SPARX reader and SPARX</p>	<p>EEF Teaching and Learning tool kit:</p> <p>Homework</p>	1,2

<p>maths homework platforms.</p> <p>Use platforms in line with English and maths curriculums to ensure pupils are being set targeted homework relative to their own attainment</p>	<p>EEF Teaching and Learning tool kit: Individualised instruction</p> <p>EEF Teaching and Learning tool kit: Phonics</p> <p>Sparx completion rates are amongst the highest in the Trust and close to 90%</p> <p>Homework clubs target PP pupils and especially those pupils are in receipt of PP and also on SEND register.</p>	
<p>Appoint HLTA to manage and run targeted interventions</p>	<p>Appointed September 2025 to run specific interventions to support PP achievement and progress.</p>	2,3
<p>Improve intervention impact evaluation and QA systems</p>	<p>Through retesting and QA of teaching and learning activities on termly basis.</p>	2

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

Budgeted cost: £24,500

YARC – FRATSI INTERVENTION

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure each PP pupil receives at least three 1 to 1 targeted tutor interviews each year.</p>	<p>EEF Teaching and Learning tool kit: Aspiration Interventions</p> <p>EEF Teaching and Learning tool kit: Behaviour interventions</p> <p>EEF Teaching and Learning tool kit: Oral Language</p> <p>EEF Teaching and Learning tool kit: Mentoring</p> <p>Extra careers interview for Year 8 happened in 24/25 and planned for in 25/26.</p>	1,3,4,5
<p>Every pupil 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.</p>	<p>EEF Teaching and Learning tool kit: behaviour interventions</p> <p>EEF Teaching and Learning tool kit: Peer tutoring</p> <p>EEF Teaching and Learning tool kit: social and emotional learning</p> <p>PASS survey responses reviewed in Senior Tutor line management and follow up meetings happen with pupils who are towards the extreme ends of the scale.</p>	3,5

Ensure every PP pupil has access to relevant online revision and learning platforms for KS3 and GCSE study	EEF Teaching and Learning tool kit: Digital technology Toolkit Strand Education Endowment Foundation EEF Pupils all have access to Tassomai, Sparx Maths and Sparx Reader. These platforms allow work and study in core subjects plus humanities and some option subjects.	1,2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that every PP pupil's parent/s attend at least 1 face to face parent evening each year.	EEF Teaching and Learning tool kit: Parental Engagement In 24/25, we met this objective through ensuring good communication and supporting families with transport problems.	3,4,5
Each pupil to complete the Meridian Trust Bronze PLEDGES between Year 7 and 9. Combined with all PP pupils to complete the PP charter, accessing social and extracurricular experiences.	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 PLEDGES completion is ahead of Trust target for bronze – all PP pupils on track to achieve bronze before end of Y8. Pupils in receipt of the pupil premium have a higher completion rate of PLEDGES than non-pupil premium pupils.	3,4,5
Enhance parental engagement to remove barriers to participation. Improve tracking of parental contact, attendance to open evenings and response to broader learning activities.	EEF Teaching and Learning tool kit: Parental Engagement 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

Total budgeted cost: £93,525

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.

Attendance (taken from FFT)

Attendance at WVA was 94%. The attendance of pupils in receipt of the Pupil Premium at WVA was 90.6%, this gap did not close (or widen) from the previous academic year. Based on the gap not closing this year, we will have a renewed focus on the use of Pupil Premium funding to improve attendance and tackle persistent absence (PA) this academic year.

Our attendance shows a gap of 2.5% between WVA pupils in receipt of the Pupil Premium and the national average attendance for all pupils of 93.1%.

The attendance of 90.6% is above the national average for PP pupils of 86.3% (June 2023).

Enrichment

The school was able to offer after school clubs to all pupils. Pupil Premium pupils were encouraged to attend homework clubs to address issues with technology access at home. 6 experience trips were offered during the academic year, which were free for pupils in receipt of the Pupil Premium to access. This included an overnight residential trip.

Pupils in receipt of Pupil Premium all accessed at least one trip, with many accessing multiple trips, including abroad and adventurous trips. PLEDGES week, at the end of the year was very popular and allowed pupils to experience multiple, enriching activities, these also contributed to the completion of their PLEDGES award.

CEIAG

CEIAG developed at WVA during the academic year, with the introduction of a careers interview for all pupils in receipt of the Pupil Premium in Year 8. All PP pupils had this extra interview and a chance to consider their post-16 and employment options. All pupils have access to an online platform (Unifrog) to support with their careers education.

All pupils in Year 7 completed the Future Skills Questionnaire that allows them to share what they know about future careers and for staff to identify gaps. This analysis has allowed us to make adaptations to our CEIAG programme in order to better meet need. This survey is taken again in Year 10 to allow benchmarking and accurate intervention.

PASS survey results from September 2025 show higher scores in "Attitude towards teachers" and "feelings about school" for FSM pupils compared to non-FSM. There are no categories in PASS survey where FSM pupils score lower than non-FSM.

Certain categories are scoring on or just above the 30th percentile. These have become a schoolwide focus when looking at curriculum and teaching and learning for the 2025/26 academic year.

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
SPARX Maths/Reader	SPARX
Compass +	Careers and Enterprise Company
Tassomai	Tassomai
Unifrog	Unifrog

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?	Each service child receives additional academic mentoring and a careers interview in Year 8.
What was the impact of that spending on service Pupil Premium eligible pupils?	Each pupil normally receives at least one academic mentoring session each term, this is enhanced for service children, as they also receive a careers interview.

Further information (optional)

As a member of Meridian Trust, Weldon Village Academy closely follows the 'Meridian Trust Statement of Principles' and subscribe to the ['Meridian Trust Pupil Premium Charter'](#). Many of the strategies within this charter are outlined in the strategies for improvement above.

The Meridian Trust PP Charter sets out a series of minimum expectations and actions required to ensure the academic, cultural and experiences gap between pupils who are disadvantaged, and their peers narrows in all its schools.

The [Meridian Trust PP Charter](#) is the minimum guarantee to all pupils in receipt of Pupil Premium funding who attended a Meridian Trust school.