

Wolfreton School and Sixth Form College Pupil Premium Strategy Statement

This statement details the 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	2024 - 25	2025 - 26	2026 - 27
School name	Wolfreton School and Sixth Form College		
Number of pupils in the school (Y7 to Y13)	1383	1506	
Proportion (%) of pupil premium eligible pupils	18.2	19.8	
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024 - 2027		
Date this statement was published	November 2024	December 2025	
Date on which it will be reviewed	November 2025	November 2026	
Statement authorised by	S Kukuc	S Kukuc	
Pupil premium lead	A Owen	A Owen	
Governor / Trustee lead	D Waterson	D Waterson	

Funding overview

Detail	2024-25	2025-26	2026-27
Pupil premium funding allocation this academic year	£257,490	£278,727.91	
Total budget for this academic year If your school is a school in a trust that pools this funding, state the amount available to your school this academic year	£257,490	£278,727.91	

Part A: Pupil Premium Strategy Plan 2024-2027

Statement of intent

When making decisions about how to effectively use Pupil Premium funding it is important to consider the context of the school, research conducted by the EEF and the subsequent barriers and challenges faced by the disadvantaged. Common barriers to learning for disadvantaged pupils can be the support at home, weaker literacy and numeracy skills, lack of confidence and aspiration, behavioural challenges and attendance and punctuality issues. There may also be more complex home life situations that contribute towards children being unable to thrive and flourish. There is no set approach and no 'one size fits all' strategy that can be implemented.

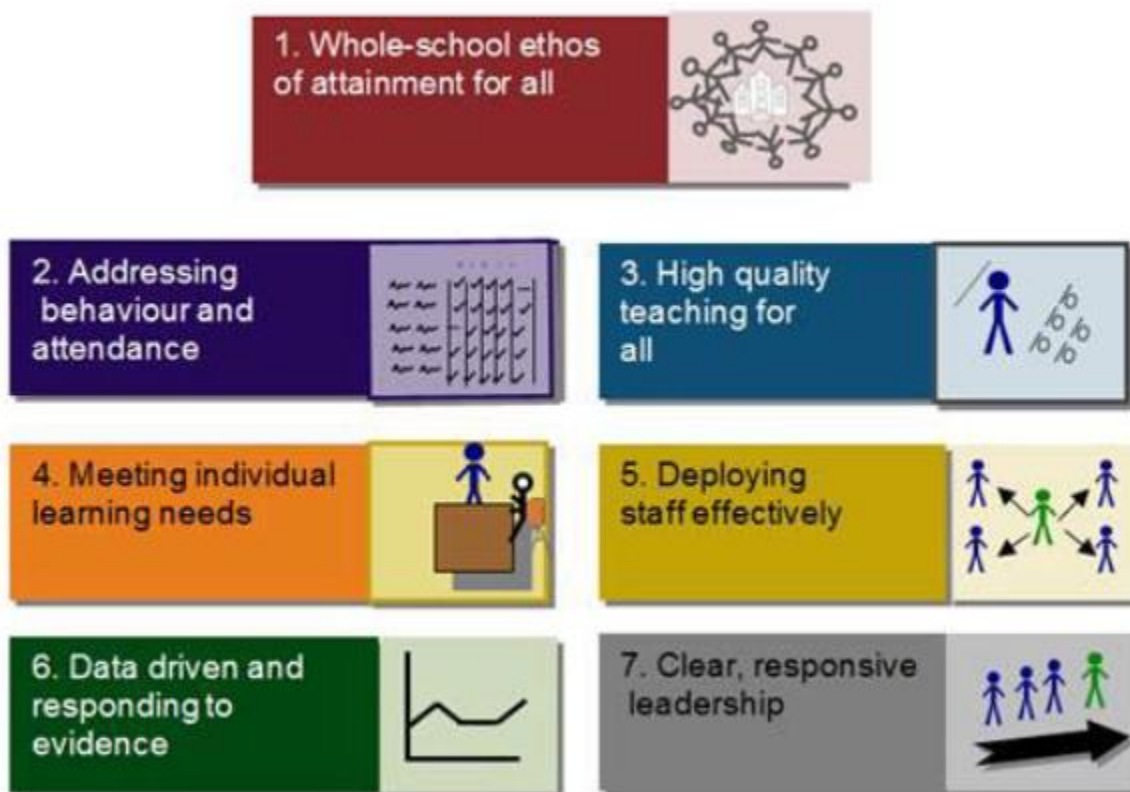
As a school, we ensure that all leaders and teaching colleagues are involved in the analysis of data and identification of our disadvantaged pupils, so that they are fully aware of strengths and weaknesses across the entire school.

Our key principles:

- We work to ensure that high quality teaching and learning meets the needs of all pupils;
- We work to ensure that the appropriate provision is made for our most vulnerable pupils, this includes ensuring that the needs of our disadvantaged pupils are appropriately assessed and addressed;
- We have a bespoke curriculum offer which meets the needs of our pupils;
- We recognise that not all of our pupil premium students are socially disadvantaged;
- We reserve the right to allocate Pupil Premium funding to any pupils we deem to be socially disadvantaged after careful and strenuous assessment;
- Pupil Premium funding will be allocated based on need through the identification of classes, groups or individuals.

The school draws on research evidence (such as the Education Endowment Foundation toolkit – see Appendix 1) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels possible. Our Pupil Premium spend is divided into 3 areas: Quality First Teaching; Targeted Support and Wider Strategies.

Our Pupil Premium Strategy can be outlined through the following driving principles:



Demography and School Context:

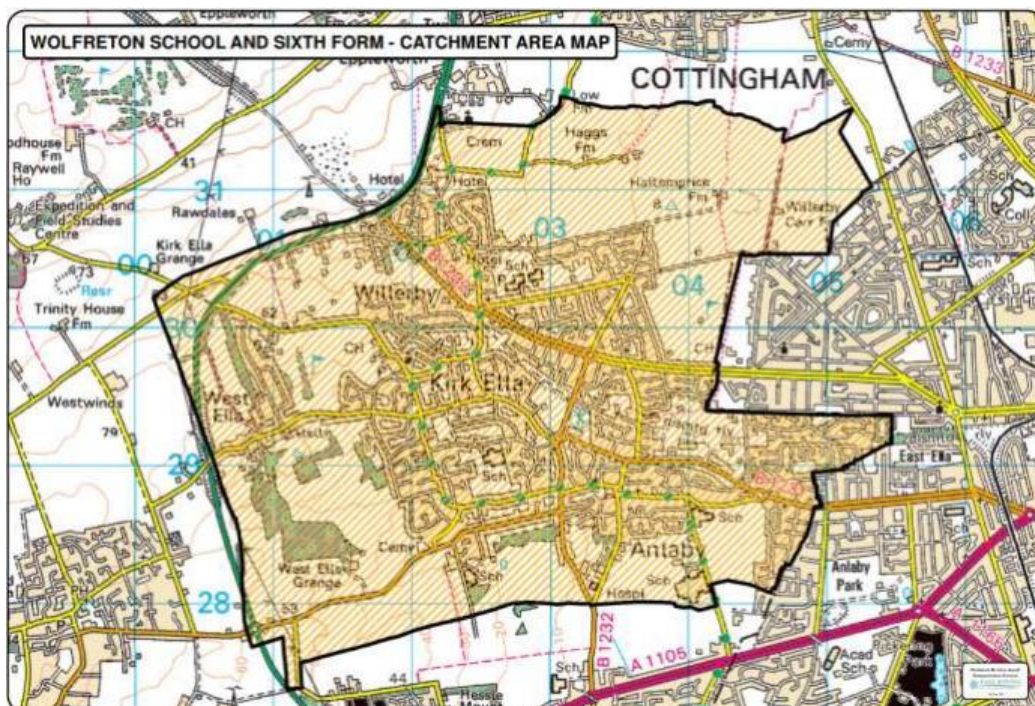
Wolfeaton School and Sixth Form College is a large community school located in the East Riding, serving the Haltemprice area. The school currently has on roll 1,373 pupils. The school opened as an academy on 1 September 2017 and is a part of The Consortium Academy Trust. The proportion of disadvantaged pupils supported through the Pupil Premium is 18.8%. The proportion of pupils who receive support for SEND is 20.3% which is slightly above the national average. The proportion of pupils who have an Education, Health and Care Plan is in line with the national average at 2.9% and those pupils requiring SEND support is 15.7%. Compared to national figures (3.1% v 13.4%), Wolfeaton has a small cohort of pupils with English as an additional language (EAL). DATA

School Context (November 2025) DATA

School Context	2025 (current)	Nat. 2025	2024	2023
No. on roll	1373	1067	1383	1440
Male %	51.8	50.3	51.3	49.9
Female %	48.2	49.7	48.7	50.1
FSM6	18.8	28.9	18.2	18.6
EHCP	2.9	3.1	3.0	3.1
SEND Support	15.7	13.4	15.3	11.6
EAL	2.3	19.3	2.5	2.1

**National figures taken from the DfE (www.analyse-school-performance.service.gov.uk).*

Map of Wolfreton School and Sixth Form College Catchment Area:



Profile by the income Deprivation Affecting Children Index (IDACI)

Decile	Decile description	IDACI Ranks	No of pupils	Avg. Rank	% of school
1	10% Most Deprived	1 to 3284	20	873	1.5%
2	10% to 20%	3285 to 6568	61	5,039	4.4%
3	20% to 30%	6569 to 9853	64	8,542	4.7%
4	30% to 40%	9854 to 13137	92	11,023	6.7%
5	40% to 50%	13138 to 16422	181	14,510	13.2%
6	50% to 60%	16423 to 19706	96	18,423	7.0%
7	60% to 70%	19707 to 22990	10	21,583	0.7%
8	70% to 80%	22991 to 26275	194	25,081	14.1%
9	80% to 90%	26276 to 29559	76	26,770	5.6%
10	10% Least Deprived	29590 to 32844	555	30,910	40.4%
		Unmatched	24	-	1.7%
		Total	1383	-	100.0%

Pupil Premium Characteristics (Years 7 – 11, November 2025)

	Year 7	Year 8	Year 9	Year 10	Year 11
On Roll	244	269	268	238	236
No. of Pupil Premium	44	59	53	43	47
% Pupil Premium	17%	24%	22%	17%	19%
% Girls	54.5%	44.1%	52.8%	58.1%	42.6%
% Boys	45.5%	55.9%	47.2%	41.9%	57.4%
% CLA	0%	0%	2%	7%	0%
% PCLA	2%	0%	0%	0%	0%
% Service Children	0%	3%	2%	9%	2%
% EHCP (E)	0%	3%	2%	9%	10%
% SEN Support (K)	41%	36%	36%	26%	23%
% SEND Cohort (E and K)	41%	39%	38%	34%	34%
% EAL Cohort	9%	5%	4%	5%	2%

The table above shows a breakdown of the basic characteristics of the pupil premium cohort. It is noteworthy that Year 7 has the largest cohort with 41% of pupils in this year group also identified as SEND Support.

Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within school.
- For all disadvantaged pupils to achieve as well as non-disadvantaged pupils both nationally and internally within the school.
- To ultimately, provide all of our students with an excellent education in order to ensure all pupils go on to have a successful future.

Strategy to Achieve these Objectives:

- Continue to ensure class size is optimal based on student need, therefore improving opportunities for effective quality first teaching and thus accelerating progress.
- To implement effective intervention across all key stages to allow for 'Catch Up' to take place.
- 1-1 support.
- Additional teaching and learning opportunities to take place from external providers.
- Effective transition from primary to secondary and from KS4 into KS5.
- Commit financially to supporting PP pupils with accessing activities, educational visits and residential visits that otherwise they may not be able to attend. Thus, ensuring pupils have first-hand experience of expanding their learning and developing character through cultural capital opportunities.
- Support the funding of specialist learning software and IT.
- Behaviour and learning support during both lesson time and social times.
- Effective staff CPD to support disadvantaged pupils both pastorally and academically.

Wolfreton School and Sixth Form College reserves the right to change and adapt the list according to the needs of our socially disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	<p>Weaker literacy and numeracy skills, inc. low reading ages.</p> <p>The attainment of disadvantaged pupils in maths and English is generally lower than that of their peers. Reading comprehension, particularly the skill of inference is a challenge. This then impacts progress in all subjects.</p>
2	<p>Attendance and punctuality concerns</p> <p>Our attendance and punctuality data indicates that attendance among disadvantaged pupils is between 5%-10% lower than non-disadvantaged pupils. This gap widens as pupils move through to KS4. Disadvantaged pupils are also more likely to be persistently absent. Our assessments, outcomes and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and there is a direct correlation between attendance and achievement.</p>
3	<p>Exposure to cultural capital opportunities and personal development</p> <p>Assessment, observations and discussions with pupils suggests that many of the pupils from our disadvantaged cohort lack exposure to enrichment and cultural capital which then hinders their achievement and social mobility. Pupils are more likely to be NEET.</p>
4	<p>Parent/carer engagement</p> <p>Building strong relationships with families can be more complex</p>
5	<p>Behaviour and Attitudes to Learning</p> <p>Ensuring behaviour data shows no distinguishable gap between the disadvantaged and non-disadvantaged.</p>
6	<p>Pupils ready to learn</p> <p>Providing the tools and resources for pupils to be successful each day by removing barriers to education and ensuring students arrive ready for learning.</p>

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
To close the progress gap between the DA and the school's non-DA.	The Progress 8 score of DA students, matches or is improving towards that for other students within school.
To close the gap between DA and National Other with a specific focus in Maths and English.	The maths and English Progress and Basics measures of DA students, matches or is improving towards that for other students within school.
To close the attendance gap between the school's DA students and the National Other group.	The attendance of DA students, at least matches that for other students nationally.
To ensure the DA students are aspirational in the destinations post-16.	All DA students engage with Careers Advisor and secure an appropriate destination post 16.
To ensure reading ages do not hinder access to learning for the DA students.	Improvement in reading ages of DA from their baseline.
To ensure the behaviour of disadvantaged students does not prevent access to learning.	Improved behaviour following interventions.

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.

Quality First Teaching (for example, CPD, recruitment and retention)

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Budgeted cost:

2024-25	2025-26	2026-27
£76,560	£104,214.35	

~~Strike through~~ – Strategy ceased for 2025-26

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring and Coaching: For ECTs, ITTs.	https://tdtrust.org/2018/11/04/what-is-instructional-coaching/	1,2,5

Activity	Evidence that supports this approach	Challenge number(s) addressed
DHT - Quality of Education (PP Lead) Quality of Education; Inclusion SLT Strategic Lead; PP Lead; Leadership Coaching.	Leadership approaches EEF	1, 5, 6
AHT - Teaching and Learning CPDL; Mentoring & Coaching; ECT / ITE.	Leadership approaches EEF	1, 5, 6
Wolfreton Canon Reading Initiative: Investment in Wolfreton Canon texts and the reading initiatives to promote reading for pleasure.	https://www.theconfidentteacher.com/category/closing-the-reading-gap/ EEF 19	1, 3, 4
Tutor Time Reading Programme: Significant investment in whole texts and reading training for teaching staff. Designed to promote a love of reading.	EEF 19	1
Development of the Teaching and Learning library inc. Walk Thrus for 25-26: To increase research/evidenced based professional learning	https://impact.chartered.college/article/identifying-evidence-based-professional-development-programmes/	1, 3, 4, 5
Technology and Resourcing: To support high quality Teaching and Learning. Standing desks purchased to support T&L strategic focus for 25-26.	EEF 31, 33	1, 2, 5, 6
Leadership coaching: Leadership support for FL and HOY.	Leadership approaches EEF	1, 2, 3, 4, 5, 6
Rushanje House inc. Behaviour Teacher: Continued development of the Rushanje House provision (our in-house inclusion unit) to support our vulnerable pupils.	EEF 3, 11, 12, 16, 27, 38, 41, 42 SEMH Intervention Strategies - Top 10 tips to help support students	1, 2, 5, 6
Retention of Deputy SENCO: To support PP pupils with SEND and effective line management of teaching assistants. Now funded elsewhere	EEF 27	1, 2, 4, 5,
Continued development of the library resource: Utilisation during lessons and to be the hub of reading. IT suite fitted to support reading intervention and Reading+ lessons for 25-26.	EEF 1, 19, 21, 31,	1, 3
NGRT Reading Assessment: To measure reading SAS scores for KS3 pupils and assist with designing our targeted intervention.	EEF 22	1
Study Skills Sessions and Resourcing: To support development of study skills and time management for students inc. purchase of CGP guides.	EEF 12	1, 3, 6

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

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Budgeted cost:

2024-25	2025-26	2026-27
£47,946.60	£42,345.06	

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions: A range of interventions aimed at improving outcomes: tutor time revision skills, lunch time, subject specific after school tuition, school holiday revision.	EEF 13, 14, 19, 21, 22, 27, 32, 35	1, 2, 3, 4, 5
1:1 Tuition: Tuition for students below age-related expectations.	EEF 13	1
Librarian 15 hours of reading intervention and development of Reading for Pleasure.	EEF 19	1
Small group tuition: Targeted tuition for pupils who are below age-related expectations	EEF 21, 22, 26	1
Inclusion Intervention: Creating additional teaching and learning opportunities using HLTAs/TAs /Tutors, inc. Good2Learn programme.	EEF 29	1, 2, 4, 6
Inclusion Investment: Enhancement of the 10 th Group and including our new 'Switch' nurture provision for 2025-26. An additional pathway for SEND provision.	EEF 22, 25 The EEF Toolkit and Nurture Groups Nurture UK	1, 2, 4, 6
Optimisation of class sizes, particular focus at KS4 and Group 10/Switch To support detailed teacher feedback.	EEF 6, 22	1, 2, 5
Targeted 'small group' reading intervention supported by NGRT testing results: Reading+ licenses, Read Write Inc Fresh Start, Reading Focus and Guided reading cohorts.	EEF 6, 19, 21, 22, 26, 29, 32, 33	1, 2, 5
"Catch up" Support: Additional lunchtime and out of school hours support to close gaps	EEF 5	1, 5
Online Learning Tools and Study Skills Resources:	https://www.tassomai.com/our-impact	1, 2, 5

Online provision to support pupils with revision, recall and retention inc. the purchase of SENECA Learning for 2025-26.	EEF 33	
Access to IT Facilities: Students are given access to IT facilities as they may not have a study space or may not have WIFI or IT support at home.	EEF 33	1, 3, 4, 6
CEIAG support To develop student's self-efficacy and interest to increase social intelligence. Builds resilience and confidence.	EEF 2, 11, 16, 27,	3

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

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Budgeted cost:

2024-25	2025-26	2026-27
£132,983.40	£132,168.50	

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of Attendance and Welfare Manager role Assistance in delivering the good practice and strategies outlined in DfE's guidance on 'working together to improve school attendance'. A bridge between home and school.	EEF 16 https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1731408825	2, 4, 5, 6
Retention of Attendance Clerk role Admin assistance in delivering the good practice and strategies outlined in DfE's guidance on 'working together to improve school attendance'.	EEF 16 https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1731408825	2, 4, 5, 6
DfE's 'Working Together to Improve School Attendance': Embedding good practice and strategies outlined in DfE's guidance on 'working together to improve school attendance'.	EEF 16 https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1731408825	2, 4, 5, 6
Retention of Thrive Practitioner: To work with children whose social and emotional development has been	EEF 3, 11, 12, 16, 27, 38, 41, 42 SEMHS Intervention Strategies - Top 10 tips to help support students	2, 5, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
interrupted, to build their skills and strengthen their stress regulation systems.		
Behaviour and SEMH Support: Counselling, Hub placements, and support for Commissioned Places, such as transport. Use of external organisations, such as: Tigers Trust and TTF, to support with the teaching of the behaviour curriculum.	EEF 3, 11, 12, 16, 27, 38, 41, 42 SEMH Intervention Strategies - Top 10 tips to help support students	2, 4, 5, 6
Retention of Pupil Premium Learning Manager: Ensures students are school ready and able to support students post 16.	EEF 2, 11, 16	2, 3, 4, 5, 6
House and Colours initiatives: Creating personal development/cultural capital opportunities and to ensure pupils have a sense of belonging.	1, 16,	3, 4
Careers advisor support: Use of Careers Advisor to engage students in CEIAG and ensure appropriate destinations beginning earlier than non-DA students.	EEF 2	3
Breakfast: Breakfast available to ensure students are prepared for learning	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	6
Opportunities Fund: To support with Peripatetic Music lessons, trips, revision guides, equipment, laptops, and reading engagement	EEF 1	3, 4, 6
Learner Engagement: Access to co-curricular activities: clubs and workshops	EEF 1	3
Pastoral Support: Additional pastoral support to respond to pupils' emerging needs.	EEF 2, 3	2, 4, 5, 6
Transport to School: Students and families are supported to breakdown this barrier to school were appropriate.	EEF 39	4, 6
Welfare Fund: Used to support disadvantaged students and their families with particular financial problems with the aim of ensuring access to school activities and opportunities.	EEF 1, 2, 24	2, 4, 5, 6
Rewards Supporting positive achievement, attendance, punctuality, and behaviour.	EEF 38	1, 2, 3, 4, 5,

Part B: Review of outcomes in the previous academic year

2023 – 2024 Review of Impact

Pupil Premium Strategy Outcomes

Outcomes for Disadvantaged Pupils*			
	2024	2023	2022
No. on roll	53	47	41
% of Cohort	20.1	17.8	15.5
P8	-0.93	-0.6	-0.8
English	-0.94	-0.52	-0.7
Maths	-0.65	-0.56	-0.69
EBacc	-0.79	-0.41	-0.81
Open	-1.24	-0.9	-0.95
% 9-7 EM	0	4.3	7.3
% 9-5 EM	5.7	21.3	34.1
% 9-4 EM	32.1	40.4	58.5
EBacc APS	2.53	3.14	3.46

Percentage (%) Attendance Gap			
		22/23	23/24
Year 11	Non-Disadvantaged	86.1	87.9
	Disadvantaged	77.5	75.4
	Gap	8.6	12.5
Year 10	Non-Disadvantaged	91.4	91.9
	Disadvantaged	83.2	82.1
	Gap	8.2	9.8
Year 9	Non-Disadvantaged	92	93.4
	Disadvantaged	87.8	87.7
	Gap	4.2	5.7
Year 8	Non-Disadvantaged	93.9	93.4
	Disadvantaged	90.3	86.7
	Gap	3.6	6.7
Year 7	Non-Disadvantaged	94.2	94.3
	Disadvantaged	89.9	90.5
	Gap	4.3	3.8

Quality first teaching

Impact

The Quality First Teaching strand focuses on Continued Professional Development to support key areas of teaching and learning. This strand has the potential for maximum impact as all students benefit from high quality provision. Monitoring, evaluation and review Lesson Reviews, Learning Walks and Work Reviews across 2023-24 concluded: Teaching and Learning continues to be of a good standard across the school impacting on positive student outcomes across the majority of curriculum areas.

The Walk Thrus evidence informed professional learning is having a clear impact on practice.

The evidence confirms:

- There is an increase in the use of retrieval practice in lessons across the school.
- Visualisers are used effectively to model and explain learning and tasks in many lessons.
- In KS4/5 there is a clear focus on exam questions and the techniques needed.
- Cold Calling continues to be the norm in questioning.
- Lesson routines are good in the vast majority of lessons which leads to limited low level disruption.

Targeted Academic Support

Impact

Yipiyap Tutors:

The tutor working in school within the English department supported the Read Write Inc and Reading Plus sessions.

Third Space Learning:

9 x Y8 students (4 PP) and 34 x Y7 students (18 PP) received 10 weekly one-hour sessions for Maths.

Academic Tutors:

6th form students were employed as academic tutors for English, Maths, Science, Geography and History via the SLTG.

Recovery Classes:

Sessions in a range of subjects were well attended, and students responded very positively to the support.

Reading Intervention:

Over 2000 hours of intervention was delivered across a variety of reading programmes.

Wider Strategies

Impact

SMASH (Social Mediation and Self Help)

SMASH operated a group work programme and one-to-one support from the SMASH lead practitioner.

- Cohort 1 (9 students) – Provision Map impact = 0
- Cohort 2 (10 students) – Provision Map impact = +0.5

Provision Map impact is rated: 0 = expected progress; 1 better than expected progress; 2 significantly better than expected progress.

The Hub Alternative Provision (temporary placement):

Four Year 9 students were supported at the Hub Short Stay - all of whom were entitled to the Pupil Premium. The placement has shown high levels of success for each of them. One student with an EHCP has successfully returned to Mainstream education following his short stay placement, a female student who was at high risk of permanent exclusion returned to Wolfreton following her placement and showed higher levels of engagement with school staff, she has subsequently left Wolfreton and has begun a commissioned placement with a bespoke curriculum to support her future ambitions and is thriving - in the first half term she had 100% attendance and was identified as a top performing student. Two of the students who attended in the Summer term had a day at a college as part of their provision - both were so successful they have continued with the same providers this academic year and have been successful in securing commissioned placements in KS4 - this is also funded by the Pupil Premium.

TFTF

A mentor from Think for the Future (TFTF) worked with small groups of students last year focussing on behaviour and/or resilience - 36 groups of students from across Year 7-11 who were identified as needing additional support took part in group sessions with a small number also having 1-1 support. The TFTF programme has been successful with the majority of students involving showing significant improvements in behaviour. This was particularly evident with the Year 10 cohort who showed a 78% improvement in the number of written comments received.

Mentoring Support:

Mentors continue to provide a vital support for students in school. They monitor behaviour and attendance with students. They also support students in lessons, especially when catch up is required with key subjects such as Health and Social Care.

Run With It:

In Term 2, an afternoon a week was used to take students to Beverley to participate in the Run with It program which aims to provide new skills to students and increase their confidence in interacting with others. 19 PP students attended this and on the whole students reported to find the programme improved their resilience and confidence.

Provision Map Impact:

- Cohort 1 = +1.33
- Cohort 2 = +1

Provision Map impact is rated: 0 = expected progress; 1 better than expected progress; 2 significantly better than expected progress.

Careers Advice:

- Good CEIAG engagement supported across year groups including: Year 10 Donaldson Challenge, Year 9 Ace Day, Year 8 (selected cohort) attended Women in Engineering event.
- All Y11 PP students received at least one interview.
- Y9 PP student received support with their guided choices.

Opportunities Fund:

Impact is difficult to measure/isolate, yet this provides a crucial role in ensuring fair access to education through a wide range of strategies, including, but not limited to, equipment, uniform, revision guides, loan of laptops, intervention sessions, peri music lessons, extracurricular resources e.g. reading books, art packs. This year we have been able to support a number of trips out of school e.g. Medical Museum in Leeds, Plastic Pollution, Dalby Forest

Breakfast Provision:

A change to the Catering provider and new tills has meant that this year we were able to introduce breakfast provision to students up to the value of £1 that can be used up to the end of break. This is regularly used by a consistent group of students.

Resilience Coaching:

29 students were coached this year.

Overall, the Provision Map impact was +0.34

Provision Map impact is rated: 0 = expected progress; 1 better than expected progress; 2 significantly better than expected progress.

Mable Therapy:

This is an online counselling service. 44 students engaged with this service (13 PP).

Bounce Forward:

43 students from Y7 to Y8 participated in Bounce Forward. Themes covered include:

- The role of emotions
- The benefits of experiencing positive emotions
- Mindfulness for focus and calm
- The 3 main functions of the brain
- The ABC (cognitive behavioural systems)
- Gremlin beliefs
- Optimism
- Flexible thinking
- Wobble skill
- The benefits of practicing gratitude

Learner voice was positive, including:

"I have learnt that doing Mindfulness can calm me down"

"I have learnt how to be more positive in certain situations and how to not get angry anymore when some things go wrong. I've learnt how to help comfort other people by using the things I do to help myself"

"I catastrophise a bit and use 'they' and 'always' gremlins"

2024 – 2025 Review of Impact

Pupil Premium Strategy Outcomes

	2025	2024	2023
No. on roll	39	53	47
% of Cohort	16.5	20.1	17.8
P8	N/A	N/A	-0.6
English	N/A	N/A	-0.52
Maths	N/A	N/A	-0.56
EBacc	N/A	N/A	-0.41
Open	N/A	N/A	-0.9
A8	38.65	29.10	36.13
% 9-7 EM	7.7	0	4.3
% 9-5 EM	25.6	5.7	21.3
% 9-4 EM	48.7	32.1	40.4
EBacc APS	3.24	2.53	3.14

Percentage (%) Attendance Gap				
		22/23	23/24	24/25
Year 11	Non Dis	86.1	87.9	91.1
	Dis	77.5	75.4	86.3
	Gap	8.6	12.5	4.8
Year 10	Non Dis	91.4	91.9	94
	Dis	83.2	82.1	87.2
	Gap	8.2	9.8	6.8
Year 9	Non Dis	92	93.4	93.9
	Dis	87.8	87.7	87.2
	Gap	4.2	5.7	6.7
Year 8	Non Dis	93.9	93.4	95.3
	Dis	90.3	86.7	89.3
	Gap	3.6	6.7	6
Year 7	Non Dis	94.2	94.3	96.8
	Dis	89.9	90.5	91
	Gap	4.3	3.8	5.8

Quality first teaching

Impact
<p>The Quality First Teaching strand in 2024–25 continued to focus on evidence-informed CPDL, reading and SEND practice, and curriculum refinement, with Pupil Premium funding used to sustain key elements such as WalkThrus, the Wolfreton Canon, tutor reading, T&L resources, technology, Rushanje House and the Deputy SENCO role.</p>
<p><u>Teaching & learning and classroom experience</u></p> <ul style="list-style-type: none"> • Learning Insights, lesson reviews and work scrutiny in 2024–25 indicate that overall teaching quality remains effective, with disadvantaged pupils generally experiencing clear routines, calm classrooms and structured learning sequences. • There is widespread use of retrieval practice, modelling with visualisers and cold calling, with increasing evidence that these are being applied deliberately for disadvantaged pupils (e.g. targeted questioning, structured scaffolding, and explicit checking of understanding for PP/disadvantaged learners). • Faculty QA and specific PP “lens” work (including PP and SEND lenses) show that more departments now plan explicitly with PP cohorts in mind.
<p><u>Reading and curriculum access</u></p> <ul style="list-style-type: none"> • The Wolfreton Canon and reading expectations are increasingly visible in classroom practice and tutor time, supporting disadvantaged pupils’ access to texts across subjects. • CPDL on reading and SEND has enabled more staff to use a consistent repertoire of strategies (Wolfreton High 5, explicit vocabulary teaching, modelling disciplinary reading), which is particularly beneficial for disadvantaged pupils with low reading ages. • Internal reading data (ART/NGRT and other assessments) from 2024–25 show that the profile of disadvantaged readers has shifted. A higher proportion of PP pupils are now reading at/close to chronological age in Y7–9 compared due to the success of the reading intervention last year. • Lesson visits confirm that more subjects beyond English (e.g. humanities, science, some vocational areas) are planning for reading explicitly, though this remains less consistent in a minority of subjects.

Leadership, SEND and inclusion

- The Deputy SENCO and Rushanje House have continue to strengthen oversight of PP and SEND provision, ensuring that reasonable adjustments and classroom strategies for these pupils are clearer and more consistently applied.
- Faculty leaders and heads of year report that PP and PP and SEND pupils are more visible in data conversations and QA, supported by tools such as 'Focus 4', PowerBi, and lens work.

Link to outcomes

- 2024–25 outcomes for disadvantaged pupils are stronger in Eng, EBACC but maths and the open buckets need further improvement. Basics 4+, 5+ and 7+ all improved on 2024 and 2023, A8 is narrowing from 18pts in 2024 to 13pts in 2025. This indicates that high-quality teaching is a necessary but not yet sufficient to close gaps.
- There remain specific pressure points for disadvantaged pupils in Maths and the open bucket subjects, which will be a focus for subject-specific T&L development in 2025–26, with 'Explaining and Modelling' as the TCAT T&L Framework focus which will develop into deliberate practice.
- Disadvantaged pupils performed better in Japanese and Business, with virtually no gap also in Art, Biology, Chemistry and Physics.

Overall evaluation of this strand (2024–25)

Quality First Teaching remains a strength of Wolfreton's offer, with clear evidence that CPDL, reading and SEND work are improving the day-to-day classroom experience for disadvantaged pupils. The next step is to ensure this translates more consistently into measurable gains in outcomes in identified subjects and cohorts.

Targeted Academic Support

Impact

In 2024–25, targeted academic support continued to be delivered through a blend of structured interventions, 1:1 and small-group tuition, SEND pathways and reading interventions, closely aligned to the three core challenges of literacy/numeracy, attendance and readiness to learn.

Structured interventions and tutoring

- A programme of before/after-school, tutor-time and holiday interventions operated across English, Maths, science and selected EBacc/vocational subjects, with disadvantaged pupils a priority for places.
- 1:1 and small-group tuition (including Good2Learn and internal tuition) was directed towards disadvantaged pupils.

SEND and alternative academic pathways

- Development of the 10th Group, the launch of the SWITCH provision and additional SEND-focused teaching has provided a more appropriate academic pathway for a subset of disadvantaged pupils with significant SEND needs, helping them access a coherent, achievable curriculum rather than accumulating repeated failure in unsuitable areas.
- Close collaboration between PP, SEND, the PP mentor and leadership has ensured that disadvantaged pupils are better matched to course choices at KS4, reducing the risk of disengagement and underperformance.

Reading intervention and academic catch-up

- Targeted reading intervention, guided by ART testing and other assessments, continued to provide intensive support for disadvantaged pupils with low reading ages, using programmes such as Reading Plus and Read Write Inc Fresh Start.
- Over the year, disadvantaged pupils completing full intervention cycles show clear changes in reading profiles e.g. 40% of PP pupils on reading programmes improved their SAS score.

- “Catch-up” support and online learning tools (e.g. Seneca, EverLearner, GCSEPod, Tassomai) have been increasingly used with disadvantaged pupils to reinforce core knowledge, retrieval and exam readiness, with usage data indicating higher engagement from targeted PP cohorts

Link to outcomes

- For specific groups of disadvantaged pupils, there is evidence of improved internal assessment performance, mock outcomes or coursework completion following targeted
- However, not all disadvantaged pupils in need of support engaged consistently with interventions (due to attendance, competing commitments or motivation), and this limited impact for some of the hardest-to-reach learners.
- Learners that attended school above 90% achieved an A8 score equivalent to the full cohort of learners, thus indicating that if pupils attend school, they achieve in line with every other pupil.

Overall evaluation of this strand (2024–25)

Targeted academic support in 2024–25 was well aligned to identified needs and produced strong impact for engaged disadvantaged pupils, particularly in reading and in some key subjects. The main challenge remains securing consistent engagement from all priority pupils and ensuring that the highest-leverage interventions are prioritised and tightly tracked for impact.

Wider Strategies

Impact

In 2024–25, wider strategies targeted the non-academic barriers that disproportionately affect disadvantaged pupils: attendance, behaviour, SEMH, cultural capital and readiness to learn. This included continued investment in attendance infrastructure, Thrive, ELSA and SEMH support, vocational learning, CEIAG, breakfast provision, Opportunities Fund, enrichment and pastoral capacity.

Attendance and punctuality

- The Attendance and Welfare Manager and Attendance Clerk roles, aligned explicitly to DfE “Working Together to Improve School Attendance” guidance, underpinned a more systematic approach to disadvantaged attendance casework.
- Disadvantaged pupils were prioritised in call lists, home visits and multi-agency meetings, with pastoral and SEND teams working jointly around the most complex cases.
- Attendance data for 2024–25 shows that disadvantaged pupils still face significant attendance challenges, but there is evidence of improvement for targeted cohorts. PP attendance is now 5% higher than in 2023 and some year groups show narrowing gaps.

Behaviour, SEMH and inclusion

- Thrive intervention (50% PP), Mable Therapy, Hub / Rushanje House, TFTF, Tigers Trust, resilience coaching and mentoring continued to provide structured emotional regulation and behaviour support for disadvantaged pupils with high need.
- Qualitative learner voice indicating improved self-regulation, confidence and relationships with staff/peers.
- The combination of Hub placements, commissioned off-site provision and vocational routes has enabled a small number of high-risk disadvantaged pupils to remain engaged in education and move towards appropriate post-16 pathways, rather than disengaging or facing repeated exclusion.

Cultural capital, CEIAG and readiness to learn

- The Vocational Learning Manager, careers adviser, House system and enrichment offer have provided disadvantaged pupils with more structured exposure to trips, visits, leadership and CEIAG, supporting aspiration and sense of belonging.
- The Opportunities Fund and Welfare Fund have been used to remove practical barriers (equipment, uniform, revision guides, laptops, peripatetic music, trip contributions), ensuring PP pupils can access the full curriculum and enrichment offer.

- Breakfast provision has been taken up regularly by a core group of disadvantaged pupils, helping them start the day ready to learn and supporting punctuality.

Link to outcomes

- For individual disadvantaged pupils, particularly those with complex SEMH/attendance needs, wider strategies have delivered clear improvements in engagement, emotional regulation, attendance to key sessions and readiness to learn. The Wolfreton suspension rate continues to be significantly below the national and Yorkshire and Humber suspension rate.
- At whole-cohort level, outcome and attendance data for 2024–25 e.g. the DA students who attended 90%+ achieved as well as the full Y11 cohort. However, this does show that while wider strategies are mitigating some of the most acute barriers and enabling positive individual stories, there is still substantial work to do to secure sustained, measurable improvement across all disadvantaged pupils.
- Only 2 DA learners are not confirmed as undertaken post 16 provision. The CEIAG team continue to gain contact here.

Overall evaluation of this strand (2024–25)

Wider strategies in 2024–25 provided essential scaffolding for many disadvantaged pupils, particularly those with significant SEMH and attendance barriers. The work has prevented breakdown for a number of learners and broadened access to enrichment and CEIAG. The next step is to tighten the link between these programmes and headline PP metrics (attendance, exclusions, P8/Basics and destinations) so that future reviews can evidence more clearly their impact at scale.

Externally provided programmes

Programme	Provider
Counselling and Emotional Resilience	Mable Therapy
Think for the Future Programme	TFTF
Read, Write Inc. Fresh Start	Ruth Miskin
Reading+	Reading Plus
PL Inspires	Tigers Trust
Access Reading	Hodder Education

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Appendix 1 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Education Endowment Foundation Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged students.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

1	Arts participation Moderate impact for very low cost based on moderate evidence			
2	Aspiration interventions Unclear impact for very low cost based on insufficient evidence			
3	Behaviour interventions Moderate impact for low cost based on limited evidence			
4	Collaborative learning approaches High impact for very low cost based on limited evidence			
5	Extending school time Moderate impact for moderate cost based on limited evidence			
6	Feedback Very high impact for very low cost based on extensive evidence			
7	Homework High impact for very low cost based on very limited evidence			
8	Individualised instruction Moderate impact for very low cost based on limited evidence			
9	Learning styles Unclear impact for very low cost based on insufficient evidence			
10	Mastery learning High impact for very low cost based on limited evidence			
11	Mentoring Low impact for moderate cost based on moderate evidence			

12	Metacognition and self-regulation Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+7
13	One to one tuition High impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
14	Oral language interventions Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
15	Outdoor adventure learning Unclear impact for moderate cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	●
16	Parental engagement Moderate impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
17	Peer tutoring High impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
18	Performance pay Low impact for low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
19	Phonics High impact for very low cost based on very extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
20	Physical activity Low impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
21	Reading comprehension strategies Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
22	Reducing class size Low impact for very high cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
23	Repeating a year Negative impact for very high cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-3
24	School uniform Unclear impact for very low cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	●
25	Setting and streaming No impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
26	Small group tuition Moderate impact for low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4

27	Social and emotional learning Moderate impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
28	Summer schools Moderate impact for moderate cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
29	Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
30	Within class attainment grouping Low impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2

EYFS

31	Built environment No impact for low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
32	Communication and language approaches Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
33	Digital technology Moderate impact for moderate cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
34	Earlier starting age Very high impact for very high cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
35	Early literacy approaches Moderate impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
36	Early numeracy approaches Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
37	Extra hours Moderate impact for very high cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
38	Parental engagement Moderate impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
39	Physical development approaches Moderate impact for very low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
40	Play-based learning High impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5

41

Self-regulation strategies

High impact for very low cost based on limited evidence



+5

42

Social and emotional learning strategies

Moderate impact for moderate cost based on very limited evidence



+3

<http://educationendowmentfoundation.org.uk/toolkit/>