

# **Pupil premium strategy statement – Will Adams 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.

## **Note:**

**The Pupil Premium is additional funding from the Government to help schools close the attainment gap between disadvantaged children and their peers. The funding is allocated to schools for children from Reception to Year 11 who have registered for free school meals in the last 6 years, are in care or have parents in the Armed Forces.**

**In 2024 - 2025 the funding allocation is £1,050 per child.**

**In 2025 – 2026 the funding allocation is £1,075 per child.**

**As an alternative provision, we do not directly receive Pupil Premium for all eligible pupils. Our aim as a school is for all pupils to remain on role with their mainstream school and, where possible, return to that school if this is an appropriate pathway for the child.**

**Will Adams Academy (WAA) commits to ensuring that every child or young person who would usually be entitled to this additional funding receives additional support, bespoke to their needs during their stay at our school.**

**WAA is committed to closing the gap between the progress of pupils who receive Pupil Premium funding and those considered not to be disadvantaged.**

## School overview

Detail	Data
Number of pupils in school	65 (PAN) 37 (Current)
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Emma Smith
Pupil premium lead	Emma Smith
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
<b>Total budget for this academic year</b> <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>	£12900

## Part A: Pupil premium strategy plan

### Statement of intent

At Will Adams Academy, our aim is to provide the highest quality learning experience and ensure that each of our pupils is provided with a supporting, inspiring and motivating learning environment. We recognise that for many of our pupils, disadvantage and a negative mainstream schooling experience are detrimental to their development and growth as learners and young people. For this reason, we are committed to closing the gaps between disadvantaged pupils, and those recognised as not disadvantaged. We strive to treat each child as an individual and pride ourselves on providing a child-centered, tailored approach to provide our pupils with new opportunities, an equitable education experience, and outcomes that provide the best possible chance of success for every child and young person.

We want our learners to thrive academically and personally, building a strong sense of self and becoming independent individuals, with a thirst for knowledge, progress and achievement. We want to inspire our staff and students to build positive relationships, value their own development, and strive for the very best outcomes for themselves and our community.

We want to ensure that our disadvantaged pupils receive consistency, support, academic success and wraparound care that empowers them in their next steps.

Our pupil premium strategy supports this intent through:

- Understanding the impact of disadvantage on pupil premium learners and ensuring an appropriate support offer is provided to counteract this disadvantage
- Working with staff, students, families and partner schools to ensure we know our students the best we can and maintain a person-centered approach in all we do
- Reducing the gap in attainment between PP and non-PP learners
- Utilising 1:1 and group interventions to close the gap in literacy and numeracy between PP and non-PP learners
- Providing quality first teaching to ensure all learners have access to a good education
- Empowering our pupils to strive for ambitious, aspirational and appropriate post-16 provision
- Offering cultural capital and work towards Boxall targets through extra-

curricular activities and educational visits

- Providing individualised support plans and interventions for our pupils and families, that respond to their personal needs and ensure effective, timely support.

Our key principles are:

- Knowing each of our pupils as an individual, ensuring that students, families and partner schools are seen and listened to
- Supporting the academic and individual progress of our disadvantaged learners
- Removing the barriers to learning for our disadvantaged pupils, whether related to attendance, educational trauma or SEND
- Providing support and wraparound pastoral care to ensure the safety, wellbeing and progress of our disadvantaged learners

## Challenges

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

Challenge number	Detail of challenge
1	Poor attendance and punctuality to school
2	Truancy and disengagement from lessons
3	Undiagnosed/unrecognised SEND
4	Low levels of literacy and numeracy/gaps in knowledge
5	Disengagement/mistrust of the education system for students and families
6	Risk of becoming NEET and not securing a suitable provision for Post-16 study.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attendance and punctuality for disadvantaged pupils and a reduction in	<ul style="list-style-type: none"><li>• Increased attendance figures for PP students.</li><li>• Increased punctuality figures for PP</li></ul>

<p>the gap between pupil premium and non-pupil premium individuals.</p>	<p>students. Home visits and attendance meetings held for PP students.</p>
<p>Reduction in the number of disadvantaged pupils failing to secure a suitable post-16 provision and becoming at risk of NEET.</p>	<ul style="list-style-type: none"> <li>• 1:1 careers support for disadvantaged year 11 pupils to plan for post-16 provision.</li> <li>• Appropriate work experience placements for all year 11 pupils.</li> <li>• 1:1 support in completing applications for post-16 provision for disadvantaged pupils.</li> <li>• Decrease in number of NEET pupils in September 2026</li> </ul> <p>Increase in enrolment onto appropriate courses of study for post-16 for disadvantaged pupils.</p>
<p>Closing the gap in attainment between pupil premium and non-pupil premium students in literacy and numeracy.</p>	<ul style="list-style-type: none"> <li>• Successful identification of gaps in knowledge in the admissions process</li> <li>• 1:1 and group interventions to address gaps in literacy and numeracy</li> </ul> <p>Decrease in PP/non-PP attainment gaps in literacy and numeracy</p>
<p>To ensure that all pupils receive individualised support plans that meet their specific needs in regards to academic progress, SEND, welfare and pastoral care.</p>	<ul style="list-style-type: none"> <li>• Early identification of SEND during admissions process</li> <li>• 1:1 and group interventions to support literacy and numeracy needs</li> <li>• 1:1 and group SEMH interventions</li> <li>• Access to school counsellors and SEMH team to ensure support with welfare, behaviour and cognitive understanding of oneself.</li> <li>• Support from the behaviour team and tutors to reflect on behaviour and achieve positive targets</li> </ul> <p>Regular communication and meetings with families and partner schools to ensure timely and effective support and a positive transition back into a home school, where this is in the best interest of the child</p>

## 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Crisis Prevention Institute training for all staff</i>	<p>“Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment and engagement with learning is the first step to develop an effective Pupil Premium strategy. This may include exploring... teacher feedback on pupils’ levels of engagement and participation; behaviour and exclusions data; pupil and family feedback: identify strengths and challenges; information on wellbeing, mental health, and safeguarding;” (EEF 2025)</p>	2,3,5
<i>Effective and timely assessments completed for all students as part of the enrolment process</i>	<p>“Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment and engagement with learning is the first step to develop an effective Pupil Premium strategy.” (EEF 2025)</p>	2,3,4,6
<i>Restorative Practice training for all staff</i>	<p>As identified by Public Health England (2021), there are eight key principles to promoting a whole school approach to mental health and wellbeing including – working with parents and carers, teaching and learning to support emotional/social learning, an ethos and environment that promotes respect and diversity, enabling student voice and staff development to support their own and students’ wellbeing. Restorative practice (RP) is an approach that focuses on healthy relationships and supports the five principles highlighted above. RP aims to empower individuals to overcome harm and move forward from conflict in a positive way, emphasising the importance of respect and the need to understand everyone’s</p>	1,2,5,6

	emotions and needs. Restorative processes encourage empathy, increase emotional literacy, and support positive mental health and healthy relationship building. It is an evidence-based approach that has been shown to have a high rating of effectiveness at preventing bullying (Department for Education 2010), improve attendance and reduce exclusion rates (Skinns 2009 and Moore, 2008) and increase confidence among staff to deal with bullying and conflicts in schools (Moore, 2008).	
--	---	--

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>1:1 and group literacy and numeracy interventions</i>	<p>“Provide high quality literacy interventions for struggling students” (EEF 2021)</p> <p>“The attainment gap at end of the reception year is 4.6 months, and that gap doubles by end of primary and doubles again by end of secondary. A key focus of your Pupil Premium strategy should be to intervene early to prevent gaps from growing.” (EEF 2021)</p>	2,3,4,6
<i>Safeguarding CPD to support contextual safeguarding concerns</i>	<p>“Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk” (KCSIE 2025)</p>	1,5
<i>PSHE workshops to tackle contextual safeguarding concerns</i>	<p>“Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.”</p>	1,5

	(KCSIE 2025)	
<i>SEMH interventions: lego therapy, draw and talk, permission to feel, emotional literacy, 1:1 counselling, group work for exam anxiety</i>	“Good mental health and wellbeing improves standards in schools and helps pupils achieve and thrive in education, setting them up well for life and work.” (DfE 2025)	1,2,3,5

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Breakfast and lunch meals provided free of charge (hot or cold meals)</i>	“Wider barriers to learning are important to consider as part of your Pupil Premium strategy. While many challenges may be common between schools, the specific features of the community your school serves will affect which approaches you prioritise in this category.” (EEF 2025)	1,5
<i>Student/families voice</i>	“Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment and engagement with learning is the first step to develop an effective Pupil Premium strategy.” (EEF 2025) “Support pupils and parents by working together to address any in-school barriers to attendance.” (DfE 2024)	1,2,3,5,6
<i>Newsletters, meetings and events to increase parent/carer engagement</i>	“Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment and engagement with learning is the first step to develop an effective Pupil Premium strategy.” (EEF 2025) “Support pupils and parents by working together to address any in-school barriers to attendance.” (DfE 2024)	1,5,6
<i>Weekly trips to increase cultural capital and work towards Boxall targets</i>	“An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils’ needs, and promotes high standards and the fulfilment of potential for	1,2,3,5,6

	all pupils.” (EEF 2025)	
<i>Careers support and work experience for all Y11 pupils to support engagement with post-16 opportunities</i>	“good careers education and guidance can result in better attainment, engagement and outcomes for learners, particularly young people from low socio-economic backgrounds.” (DfE 2025)	1,2,5,6
<i>Home visits completed by the attendance officer/deputy DSL for families where attendance, wellbeing or engagement are cause for concern</i>	“Build strong relationships and work jointly with families, listening to and understanding barriers to attendance and working in partnership with families to remove them.” (DfE 2025) “Where a pupil or family needs support with attendance, it is important that the best placed person in the school works alongside and supports the family and wherever possible the person should be kept consistent.” (DfE 2025) “For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided.” (DfE 2025)	1,2,5

## Part B: Review of 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.

#### How much Pupil Premium did the school receive?

Total number of pupils on roll (years 7- 11)	65
Total number of pupils eligible for Pupil Premium Grant	40
CIC	8
Total amount of PP received	<b>£30,744</b>

Year 11 Achievement:

As over 90% of our Year 11 students were pupil premium, we aren't able to give an accurate breakdown of how pupil premium students achieved vs. non pupil premium. However, our results were as follows:

- 73% of students gained a Grade 1 or better in English, with 33% gaining Grade 3 or better
- 63% of students gained a Grade 1 or better in Maths, with 15% gaining Grade 3 or better
- 68% of students left with 4 qualifications of Grade 1 or better
- 50% of students left with 5 qualifications of Grade 1 or better

One of our priority performance indicators at Will Adams Academy are our NEET figures and we are proud to state that 87% of our previous Year 11 students started the equivalent of Year 12 in education, employment or training.