Pupil Premium strategy statement – Wye School

This statement details our school's use of pupil premium (and recovery 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	583
Proportion (%) of pupil premium eligible pupils	22.6%
Academic year/years that our current pupil premium strategy plan covers	2024-25 2025-26 2026-27
Date this statement was published	16 October 2026
Date on which it will be reviewed	16 September 2027
Statement authorised by	Luke Magee, Principal
Pupil premium lead	Katherine Davis, Vice Principal
Governor / Trustee lead	Margaret Williams, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£158 500
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£158 500

Part A: Pupil premium strategy plan

Statement of intent

Our vision at Wye School is to create a school that can transform children's lives and help them achieve things they may never have imagined. For disadvantaged students, we believe that it is our role to balance the scales and ensure equity, not equality, in what we do and how we provide for our students, so that every child progresses to their next step in life on a level playing field.

We aim to ensure that our disadvantaged students achieve academic excellence in line with their non-disadvantaged peers. We will do this through high-quality teaching and learning, and a relentless approach to student attendance. We are also committed to raising the aspirations of our disadvantaged students, removing barriers and providing opportunities that will allow them to lead successful and fulfilling lives. The academic curriculum that we offer, delivered alongside our Wye School Pupil Charter, will enable all our students, but particularly our disadvantaged students, to flourish and embody our School Values: Ambition; Confidence; Creativity; Determination; Enthusiasm; Respect.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students join Wye School with, on average, a lower overall prior attainment than their non-disadvantaged peers and, therefore, require support with catching up.
2	Disadvantaged students join Wye School with, on average, a lower reading age than their non-disadvantaged peers and, therefore, require support with catching up.
3	Attendance for disadvantaged students is, on average, lower than that of non-disadvantaged students.
4	Disadvantaged students are less likely to participate in the co-curricular opportunities and trips available than their non-disadvantaged peers, which impacts aspiration and their cultural capital.

5	Disadvantaged students are less likely to go on to secure work experience and progress onto further education and training than their non-disadvantaged peers.

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 overall attainment for disadvantaged students	Disadvantaged students to achieve the same overall attainment at KS4 as their non-disadvantaged peers.
Improved literacy amongst disadvantaged students in KS3	Reading ages and NGRT results show a closing gap between disadvantaged and non-disadvantaged over time. Lexonik Leap intervention data also to show a closing gap in reading ages for disadvantaged students.
Improved attendance for disadvantaged students	Disadvantaged students' attendance to be in line with non-disadvantaged and for both to be above national and local averages. Over time, falling Persistent Absence and Severely Persistent Absence rates for disadvantaged students.
Disadvantaged students to be given opportunities for personal development through the co-curricular and enrichment programme, and through the wider Wye School Pupil Charter	All disadvantaged students to have at least one club at KS3 that they are participating regularly in. All disadvantaged students to have attended a school trip by the end of Year 10. By the end of the three-year strategy plan, all disadvantaged students will be on track to meet the Wye School Pupil Charter by the end of Year 10.
Disadvantaged students have opportunities to raise their aspirations and engage with providers and employers in a meaningful way	Disadvantaged students all secure a work experience placement in Year 10. No disadvantaged students to be at risk of NEET at the end of KS4.

	All disadvantaged students to have had at least one one-to-one personal careers guidance session by the end of KS4. All disadvantaged students to have had at least four meaningful interactions with providers and employers by the end of KS4.

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: £90 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed, monitor, and develop a shared approach to teaching and learning across the school through ongoing CPD intensive support and coaching for ECTs and rigorous support in place for all staff.	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. (EEF) The EEF states that schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. Supporting continuous and sustained professional development is crucial to developing teacher practice. (EEF) Mentoring and coaching can be an important source of support, particularly for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach. (EEF)	1, 2
Maintaining an additional set	The EEF state that reducing class size has a moderate impact when class size is fewer than	1, 2

across core subjects to support with literacy and numeracy. Reducing set sizes for lower ability students	20. To improve progress for lower ability pupils, certain groups in core subjects are limited to 20 students.	
Increased staffing in Core subjects	Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. (EEF)	1, 2

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

Budgeted cost: £40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional curriculum time through Year 11 tutor time intervention with Heads of Core departments	By providing additional curriculum time, we are increasing the total time students receive high quality teaching. Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. (EEF). Students receive tutor time intervention three times a week; this frequency shows the greatest impact (EEF). Tutor time intervention is tailored to students' specific needs; we use mock exams to identify and target these needs. The EEF has found that small group intervention has an average impact on progress of +4 months over the course of a year.	1, 2
Additional curriculum time	EEF evidence states that, on average, pupils make two additional months' progress per year	1, 2

through lunchtime and after school intervention for KS4 students, prioritising disadvantaged students	from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. Interventions at lunchtime and afterschool are done in small class sizes, fewer than 20. Which allows teachers to teach differently. The EEF states that the gains from smaller class sizes (i.e. intervention groups) are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.	
Timetabling intervention groups using additional teaching staff capacity, prioritising disadvantaged students	The EEF states that small group tuition enables the teaching to focus exclusively on a small number of learners. It can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1, 2
Targeted interventions in numeracy and literacy by trained SSAs for disadvantaged students	The EEF states that small group tuition enables the teaching to focus exclusively on a small number of learners. It can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.	1, 2
NGRT tests for KS3 students, three times yearly	NGRT tests are used to help determine reading ages and diagnose what support may be needed with literacy. Effective diagnosis of reading difficulties is crucial for ensuring that the right students get the support they need for developing reading comprehension strategies (EEF).	1, 2
Lexonik Leap literacy intervention	Intervention in small groups delivered by a trained teacher or SSA, structured intervention sessions are brief and regular.	1, 2

	The EEF states that it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers. Small group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. The intervention follows the EEF's recommended TARGET model for interventions.	
Guided reading programme in tutor time for Years 7-10, to develop literacy, oracy, and promote a love of reading. Purchasing texts to support with the programme.	Reading comprehension strategies have high impact on average (+6 months, according to the EEF). Our tutor time reading programme ensures students are regularly accessing ambitious and challenging texts and are exposed to a high number of words that will support their understanding across the curriculum.	1, 2
Homework support clubs at lunchtime and after school	Our homework clubs target students who are underperforming on a number of measures (e.g. time spent completing homework tasks). Completing high-quality homework can have a high impact on student 2, 3, 5 6 progress, according to the EEF (+5 months).	1, 2

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

Budgeted cost: £30 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support, trackers, first response phone calls and home visits	Robust tracking of attendance data is crucial to address attendance issues (Durrington Research School). This allows patterns of absence to be scrutinised and interventions (e.g., phone calls from Heads of Year, home visits and rewards) to be implemented in a timely manner.	3

	The EEF states that poor attendance at school is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.	
Pastoral support and mentoring by the pastoral support staff and inclusion team staff to support with disadvantaged students' SEMH	The Institute of Education Studies (IES) states that to sustain improved attendance at an individual level, students with poor attendance should be assigned to a member of the pastoral team to provide targeted support to understand and address the specific barriers. Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. (EEF)	3, 4, 5
Staff CPD relating to attendance, behaviour and mental health, to be able to support students and parents/carers with barriers to education and attendance	Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. (EEF)	3, 4, 5
Careers support and guidance with an external careers advisor (CXK) during Year 10 for disadvantaged students, to raise aspiration and improve attendance	The Gatsby Benchmarks are central to the planning and delivery of the careers provision at Wye School. These benchmarks detail the components of good practice from a broad range of international research. The EEF states that young people from poorer backgrounds are more likely to have career aspirations that are misaligned with their educational ambitions.	3, 4, 5
Co-curricular clubs and sports fixtures to increase engagement	Outdoor adventure learning, afterschool clubs (including physical activity and arts participation, including music lessons) and	3, 4, 5

opportunities with school, to improve and support with wellbeing and attendance	trips 'support pupils to develop non-cognitive skills such as resilience which in turn have a positive effect on academic outcomes' (EEF). There is some evidence that involvement in extra-curricular activities may increase pupil attendance and retention (EEF).	
Music peripatetic lessons for KS3 and KS4 disadvantaged students who would like to learn an instrument	Outdoor adventure learning, afterschool clubs (including physical activity and arts participation, including music lessons) and trips 'support pupils to develop non-cognitive skills such as resilience which in turn have a positive effect on academic outcomes' (EEF). There is some evidence that involvement in extra-curricular activities may increase pupil attendance and retention (EEF).	4
Duke of Edinburgh Bronze Award for all disadvantaged Year 9 students, to promote wellbeing	Outdoor adventure learning, afterschool clubs (including physical activity and arts participation, including music lessons) and trips 'support pupils to develop non-cognitive skills such as resilience which in turn have a positive effect on academic outcomes' (EEF). There is some evidence that involvement in extra-curricular activities may increase pupil attendance and retention (EEF).	4
Resources provided to disadvantaged students, including stationery, uniform, equipment and travel expenses, to support with attendance and readiness to learn	School uniform and equipment is subsidised to remove barriers to attendance, maximise attendance and ensure disadvantaged students have the tools ready for learning.	1, 3

Total budgeted cost: £160 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have seen outcomes for disadvantaged students improve, as follows:

Improved overall attainment for disadvantaged students

There is an improving trend in our outcomes for Pupil Premium students. Our 2024/25 GCSE results showed an Attainment 8 score of 39.74 compared to 2023/24 of 37.63. In 2025/26, our Attainment 8 score for Pupil Premium students was 40.66. The 5+ English and Maths benchmark has also improved for Pupil Premium students over time, going from 21% to 24% to 32% over the course of this strategy plan.

2025-26 also saw a continued reduction in the attainment gap between Pupil Premium and non-Pupil Premium compared to outset of the strategy plan:
4+ Basics -22% (from -32%); 5+ Basics -20% (from -32%); A8 –6.54 (from -13.32).

Overall attainment for our disadvantaged students is, therefore, improving, and we are levelling up compared to our non-disadvantaged.

Improved literacy amongst disadvantaged students in KS3

By the end of the academic year 2024-25, 82% of Pupil Premium students in Year 7 and 8 achieved expected or higher progress, compared to 79% of non-Pupil Premium students. The average Standard Age Score (SAS) for Year 7 Pupil Premium students increased from 99.4 in NGRT A to 103.4 in NGRT C, while non-Pupil Premium students' scores improved from 104.5 to 106.3. This data demonstrates a closing gap between Pupil Premium and non-Pupil Premium students, highlighting the effectiveness of the interventions and support provided in the first year of this 3-year strategy plan.

In 2025-26, the percentage of Year 7 Pupil Premium students falling into Stanines 4+ increased from 68% to 85% from their baseline to end of year (+17%). Non-Pupil Premium increased from 88% to 90% (+2%. Pupil Premium students are making more progress overall in their literacy, though overall still falling slightly behind compared to non-Pupil Premium.

Improved attendance for disadvantaged students

Overall attendance for Pupil Premium students in 2024-25 was 88.9%, an increase from 86.7% the previous year, and compared with 95.1% for non-Pupil Premium. The gap between Pupil Premium and non-Pupil Premium attendance was 5.1% in 2024-25, a slightly smaller gap than in the previous year which was 6.5%.

In 2025-26, overall attendance for Pupil Premium students increased to 89.0%, with non Pupil Premium attendance of 95.5%.

The DfE 'Similar schools comparison report' for attendance in the summer term of 2025-26 stated that Wye School's FSM attendance was 89.3%, compared to 85.2% for similar schools.

Disadvantaged students to be given opportunities for personal development through the co-curricular and enrichment programme, and through the wider Wye School Pupil Charter

In 2024-25, we began to track engagement of Pupil Premium students in co-curricular activities for Years 7 and 8. This will be a priority for 2025-26, enabling us to better target Pupil Premium students for specific opportunities moving forward.

In 2025-26, 57% and 59% of Pupil Premium students were participating in at least two co-curricular activities, compared to 63% and 64% non-Pupil Premium, for Year 7 and 8 students respectively. As part of our Enrichment Week, all Pupil Premium students in Year 7-9 either attended a residential activity, or accessed a performing arts activity, charity fundraising event, and heard from an inspirational speaker.

Pupil Premium students who wish to undertake peripatetic music lessons receive reduced rate on their lessons, to improve access to music.

Disadvantaged students have opportunities to raise their aspirations and engage with providers and employers in a meaningful way

All Pupil Premium students in Year 11 continue receive bespoke, independent careers information, advice and guidance. Throughout this strategy plan, Pupil Premium students were invited to attend additional careers activities, including mock interviews and as part of this strategy. 80% of all Pupil Premium students in Year 10 during 2024-25 completed work experience, higher than any previous year. In 2025-26, 100% of Pupil Premium students completed work experience, and every Pupil Premium student met with a range of employers at our Careers Fair and through our careers programme of events.

Externally provided programmes

Programme	Provider
Seneca	Seneca
Sparx Maths	Sparx Maths
Bedrock Learning	Bedrock Learning

EverLearner	EverLearner
Focus on Sound	Focus on Sound
Lexonik Leap	Lexonik Leap
The Day	The Day
Emotional Wellbeing Team	Kent and Medway Mental Health NHS Trust
Emotional Wellbeing: Anger Management Support	Kent School Health
Therapeutic Support Service (Mental Health Counselling) HERA (Healthy Relationships Programme)	SALUS
1:1 Mentoring (Domestic Violence)	Rising Sun
1:1 Mentoring (Drug and Alcohol misuse) !:1 Mentoring (Self- Harm)	We Are With You
Careers Education, Information and Guidance sessions	CXK