Pupil Premium Strategy Statement – Wymondham College

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	1425
Proportion (%) of pupil premium eligible pupils (Main School) Proportion (%) of Service Pupil Premium eligible pupils (Main School and Sixth form)	186 (13.05%)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	September 2024 – 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Ms Emma Arrand (Principal)
Pupil premium lead	Held by Emma Arrand until appointment Jan 27
Governor / Trustee lead	Peter Rout

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,135
Service Pupil Premium allocation this academic year	£18,200
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£Nil
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£Nil
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*	£191,335

Part A: Pupil premium strategy plan

Statement of intent

At Wymondham College, our mission is to foster the highest levels of progress, achievement, and personal development for every student, regardless of their socioeconomic background. We take pride in delivering an exceptional, comprehensive, and well-rounded educational experience that supports our students' growth and fully prepares them for life beyond our college.

We strive for curriculum equity through **Quality First Teaching**, complemented by tailored pastoral and academic support. This responsive school-wide model is underpinned by thorough diagnostic assessments, ensuring that students facing socioeconomic challenges can succeed.

Our strategy is built around the **TALENT framework**, reflecting our belief that every disadvantaged pupil has talent that must be unlocked:

- **T – Teaching:** Delivering Quality First Teaching for all, adapted to individual needs.
- **A – Attendance:** Raising attendance to 95%+ and tackling persistent absence.
- **L – Literacy & Numeracy:** Closing gaps through targeted interventions.
- **E – Enrichment:** Broadening horizons through Wymondham Life and cultural capital opportunities.
- **N – Next steps:** Ensuring CEIAG guidance and successful progression choices.
- **T – Transparency:** Using funding clearly and effectively to maximise impact.

In line with this framework, we are committed to:

- Ensuring that Pupil Premium funding is used for its intended purpose and reported transparently.
- Actively promoting the uptake of Free School Meals (FSM) by engaging sensitively with families.
- Recognising that Pupil Premium, Looked After Children and Service pupils are diverse groups with individual needs.
- Implementing evidence-based early interventions to support pupils academically, emotionally, and socially.
- Continuously evaluating the impact of our interventions and adapting practice to maximise outcomes.

Our core values of Pride, Passion, and Positivity guide all our actions. We are dedicated to cultivating a compassionate and caring community that collaborates effectively, honours tradition, and embraces change. Through our Pupil Premium Strategy, and by unlocking TALENT, we aim to provide every student with the opportunity to uncover their abilities, achieve excellence, and build the resilience necessary to thrive in an ever-evolving world.

By adhering to these principles and consistently seeking improvement, we aspire to be recognised as one of the leading selective schools in the country, offering a rich curriculum and focused support that empowers every child to pursue their aspirations.

Challenges

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

Challenge number	Detail of challenge
1	**Literacy and Numeracy Gaps** Disadvantaged pupils often enter secondary school with lower literacy and numeracy levels, which can hinder their ability to access the full curriculum, particularly in subjects that require strong foundational skills. This has an impact on overall GCSE results in English and Maths.
2	**Engagement and Motivation** Some disadvantaged pupils may struggle with engagement in learning due to external factors, which impacts their overall motivation and attendance. This can lead to gaps in knowledge and missed opportunities for progress.
3	**Aspirational and Cultural Capital Deficits** Disadvantaged pupils may have limited exposure to aspirational experiences, higher education pathways, and cultural enrichment opportunities, which can affect their long-term goals and aspirations.
4	**Limited Access to Resources and Support Outside School** Due to financial constraints, many disadvantaged pupils lack access to educational resources, including books, technology, and private tutoring, which limits their ability to reinforce learning outside of school hours.
5	**Social and Emotional Wellbeing** A proportion of our disadvantaged pupils face social, emotional, and mental health challenges, which can affect their focus and resilience in the school environment. Ensuring robust pastoral care is essential to support these pupils in overcoming these barriers.
6	**Attendance and Persistent Absenteeism** Disadvantaged pupils often experience lower attendance rates and higher levels of persistent absenteeism due to a range of socioeconomic and health-related factors. Poor attendance contributes to gaps in learning and disrupts progress across the curriculum.

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
Increase attendance among disadvantaged pupils to match or exceed national averages.	Achieve a 95% attendance rate among disadvantaged pupils. Reduce persistent absenteeism (pupils missing 10% or more school days) by at least 20%. Termly attendance reviews show steady improvement towards the annual goal.
Narrow the attainment gap in literacy and numeracy between disadvantaged and non-disadvantaged pupils by providing targeted interventions and support to ensure positive GCSE outcomes.	Achieve at least a 10% improvement in literacy and numeracy scores among disadvantaged pupils by year-end. Disadvantaged pupils to achieve a minimum of expected progress on standardised assessments. 75% of disadvantaged pupils reach age-related expectations in reading and mathematics.
Increase engagement levels, as reflected in active participation in lessons and extracurricular activities, leading to improved academic progress and positive behaviour.	15% increase in disadvantaged pupils participating in extracurricular activities. 20% reduction in behaviour incidents among disadvantaged pupils. Pupil feedback surveys show an improvement in engagement and enjoyment of school.
Continue to closely monitor and support the emotional and social wellbeing of disadvantaged students across the school.	15% increase in disadvantaged pupils participating in extracurricular activities. 20% reduction in behaviour incidents among disadvantaged pupils. Pupil feedback surveys show an improvement in engagement and enjoyment of school.
Provide clear and consistent communication with parents and carers	90%+ attendance at parent evenings and engagement events, responding to 95% of parental queries within 48 hours Newsletters Collecting feedback through annual surveys with at least 75% participation and an 85%+ satisfaction rate.

Ensuring adaptive teaching for all	95% of observed lessons demonstrating effective differentiation 90%+ of students meeting or exceeding their target grades 100% of staff attending at least one CPD session on adaptive teaching annually.
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.	Having at least one independent careers interviews at KS4. Supporting progression through priority attention. Being mentored by a specialist mentor during KS4. All PP students making successful progression choices 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: *£86,568 (50%)*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidencebased approaches:	1,3,5
We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).	Teaching mathematics at key stage 3 To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: Improving Mathematics in Key Stages 2 and 3	1,2,3

Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly. When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	1,2,3
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Whole school initiative linked to reading for all	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: word-gap (Oxford University Press)	1,2

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

Budgeted cost: £34,627 (20%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with the MyTutor programme to provide a blend of one-to-one online tuition, mentoring, and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils receiving this support are from disadvantaged backgrounds, including highattaining students, to ensure they reach their full potential.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | Teaching and Learning Toolkit | EEF And in small groups: Small group tuition | Teaching and Learning Toolkit | EEF	1,2,3
The targeted tutor intervention for English and Maths focuses on providing personalised support to address specific areas of need, ensuring students build the foundational skills required for success.	The Education Endowment Foundation (EEF) has found that one-to-one tuition can accelerate learning by up to five months over an academic year, with the most significant gains observed among disadvantaged students. One to one tuition | Teaching and Learning Toolkit | EEF	1,2,3

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

Budgeted cost: £51,941 (30%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding good practice set out in DfE's guidance on working together to improve school attendance. Staff training and release time to develop and implement procedures. Attendance/support officers will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6,7
Provide additional support for the College Wellbeing Centre so that identified PP & SPP students are provided with timely support.	EEF Teaching and Learning tool kit: Social and Emotional Learning	6
Provide financial support for students to engage with the College's curriculum enhancement	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	4,5,6

Total budgeted cost: £191,335

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the previous academic year, disadvantaged pupils at our school achieved an Average Attainment 8 score of 40.62, which is above the national average for disadvantaged pupils (≈36–37). In English and Maths, 76% of disadvantaged pupils achieved a Grade 4+ (compared to a national disadvantaged average of 65%), and 38% achieved Grade 5+ (compared to a national disadvantaged average of 31%). These outcomes demonstrate that our disadvantaged pupils are performing above their peers nationally, reflecting the positive impact of our targeted support and interventions.

While our disadvantaged pupils are achieving well above national averages, we recognise that there remains a gap between disadvantaged outcomes and those of non-disadvantaged pupils within our school (whole-school English and Maths 5+: 67%). Closing this internal gap remains a priority.

Nationally, the attainment gap between disadvantaged pupils and their peers has widened since the pandemic, with attendance and wellbeing continuing to be significant challenges. Our disadvantaged attendance stood at 91.2% compared with 94.4% for their peers, and behaviour data indicates a higher proportion of interventions required. However, our mentoring programmes, pastoral support, and attendance initiatives are starting to show a positive impact in re-engaging pupils and addressing persistent barriers to learning.

Looking ahead, we are committed to raising the profile of disadvantaged achievement across the school. This year, we will strengthen staff expertise through targeted CPD on high-impact teaching strategies, ensuring classroom practice consistently supports disadvantaged learners to access and master challenging content. Departments will make more refined use of formative assessment and diagnostic data to tailor interventions, while subject-based strategies will be implemented to drive greater EBacc participation, particularly in languages and sciences.

We are also expanding pastoral and mental health provision to tackle barriers outside the classroom, enabling pupils to engage fully with their learning.

Overall, disadvantaged pupils at Wymondham College are performing above national averages in all key measures, and we are proud of the progress made so far. With a continued focus on high-quality teaching, CPD, and targeted support, we are confident that this positive trajectory will accelerate further, closing the internal gap and ensuring every pupil can thrive.

While there is still work to be done, we are proud of the progress our disadvantaged pupils are making and the impact of our strategies so far. This evaluation underscores our commitment to closing the attainment gap and ensuring every pupil can succeed.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
CPD	Princes Training Institute (PTI)
Cognitive Analysis & English Progress Tracking	GL Assessment
Reading test	GL Assessment NGRT/ Scholastic/YARC
Vocabulary enhancement	Bedrock
FFT Aspire	Attendance Tracker

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Last academic year, the Service Pupil Premium (SPP) funding was carefully allocated to support the specific needs of children from Armed Forces families. The funding allowed us to implement a range of targeted initiatives aimed at enhancing both the academic and emotional wellbeing of our service students, fostering a sense of belonging and ensuring they feel valued within the school community. One of the key initiatives was the creation of a badge designed by a service student, which was distributed to all service students. This not only celebrated their unique contributions but also helped to build a sense of identity and pride among the group. Additionally, a dedicated stall at the school's gala day raised awareness of service students within the wider school community, promoting inclusivity and understanding. To better understand the needs and experiences of service students, a tailored questionnaire was developed and distributed. The insights gained have been invaluable in shaping our strategies and ensuring that the support provided is relevant and impactful. Alongside this, training sessions were delivered to boarding staff to deepen their understanding of the challenges faced by service students and to equip them with the skills to offer tailored support. This training has significantly enhanced the care provided within our boarding facilities.

Wellbeing and emotional support for service students were also prioritised. Complimentary resources from Little Troopers were provided to the wellbeing team, offering bespoke tools to address the unique challenges faced by these students.

Additionally, a range of library books tailored to service students was funded and ordered, providing relatable and supportive materials to aid their emotional wellbeing. The Little Troopers newsletter was also distributed to all service students, giving them access to further support and inspirational content.

We strengthened our connections both internally and externally to improve the support network for service students. Within the school, we raised awareness of service students in all Houses, fostering a more inclusive environment. Externally, we established closer links with the PREP school, ensuring continuity in support for service students transitioning between key stages. Meetings were also held with an agent who connects schools with military families, allowing us to better understand their specific needs and adapt our provision accordingly.

In addition to these initiatives, the school actively promoted and participated in Remembrance Day activities. This provided an opportunity to honour the contributions of Armed Forces families and reinforced the importance of service within our school community.

Looking ahead, the focus this year is on delivering one-to-one academic tutoring, where strategically and supportively required, starting with Year 11 students. This targeted support will address specific academic needs, ensuring service pupils are equipped to excel in their studies and achieve strong outcomes. Furthermore, we are adopting a more community-focused approach, fostering collaboration among students, families, and staff. This will help to create a supportive network where service students feel connected and empowered to succeed both academically and socially.

Our Service Pupil Premium allocation has been instrumental in creating a more inclusive and supportive environment for our service students. By addressing both their academic and emotional needs, these initiatives have helped to ensure they thrive within our school. We are proud of the progress made and remain committed to building on these successes in the years to come.

The impact of that spending on service pupil premium eligible pupils

The Service Pupil Premium (SPP) funding has delivered measurable improvements for eligible pupils. Attendance among service pupils increased by 5%, and anxiety-related wellbeing issues decreased based on survey responses.

Pastoral care quality improved, with 100% of boarding staff completing training specific to service pupil needs. Participation in extracurricular activities was high, reflecting enhanced emotional resilience. Awareness initiatives, including the badge project and Remembrance Day participation, increased community engagement.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- embedding more effective practice around feedback. EEF evidence on feedback demonstrates it has significant benefits, particularly for disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- offering a range of high-quality extra-curricular activities through our Wymondham Life programme to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We will commission a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.