



Wreake Valley Academy

Pupil Premium Report 2024-25

Number of Disadvantaged Pupils 2024-25

Year Group	Number of Disadvantaged Pupils	Percentage per year group of Disadvantaged Pupils
Year 7	41 of 205	20%
Year 8	46 of 230	20%
Year 9	38 of 200	19%
Year 10	45 of 191	24%
Year 11	35 of 147	24%

Finance

Total: 179 x £1050 = 187,950

High Quality Teaching (Challenge 1)

£4834.00 (Accelerated Reader Subscription)

Targeted Academic Support (Challenge 1 and 2)

£32616.50 (Academic Tutor)

£3399.15 (Revision Materials)

£1553.17 (Music Provision)

Targeted Pastoral Support (Challenge 3 and 4)

£503.85 (Uniform)

£150 (Gift Cards)

£42913.70 (Pastoral Support)

£38950.33 (Pastoral Support)

Additional Pastoral Support

£57583.86

Wider Strategies (Challenge 5 and 6)

£5446.04 (Trip Subsidies)

Challenges

Challenge 1 – Student Progress

Year 7

	KS2 SS	Av ATL	NCE – On Track	NCE- Below Track	NCE – Above Track
PP	104	2.1	57.7%	24.2%	13.1%
Non-PP	105.7	1.8	64.2%	18.1%	16.3%
SEN	102.2	2.0	50.8%	19%	25.5%

Year 8

	KS2 SS	Av ATL	NCE – On Track	NCE- Below Track	NCE – Above Track
PP	100.5	2.2	53.1%	28.9%	18%
Non-PP	105.5	2.0	56.1%	24.8%	19.1%
SEN	100.5	2.1	52.8%	28%	19.6%

Year 9

	KS2 SS	Av ATL	NCE – On Track	NCE- Below Track	NCE – Above Track
PP	101.5	2.2	57.5%	20.4%	22.2%
Non-PP	106.2	1.9	58.7%	22.7%	18.6%
SEN	100.1	2.1	55.4%	18.3%	26.4%

Year 10

	Av ATL	P8	A8	% 4+ M & E	% 5+ M & E	% 7+ M & E	5 GCSE M & E
PP	2.5	-1.31	2.00	13.3	2.2	0	11.1
Non-PP	2.1	-0.75	3.52	47.9	26	0.7	42.5
SEN	2.4	-1.72	2.11	11.8	5.9	0	8.8

Year 11

	Av ATL	P8	A8	% 4+ M & E	% 5+ M & E	% 7+ M & E	5 GCSE M & E
PP	2.5	-1.21	2.88	37.1	20	2.9	28.6
Non-PP	1.9	-0.10	4.49	68.8	39.4	12.8	61.5
SEN	2.3	-0.98	2.61	35.5	9.7	0	19.4

Headline Statement:

In all three year groups at key stage 3 our PP students have come in with a significantly lower scaled score than their Non-PP peers. The data shows that this gap widens each year they are in key stage 3 and this is shown by more PP students being below track than their Non-PP counterparts and more Non-PP being above track.

In all three year groups at key stage 3 our PP students ATL is worse than their Non-PP peers.

In Year 10, PP students significantly underachieve in all indicators with the same pattern identified in Year 11. In Year 11 our PP students underperform by over a grade in comparison to our Non-PP students. Our PP students do not achieve the higher grades and significantly less achieve 5 GCSE's including Maths and English

In both year groups at key stage 4 our PP students ATL is worse than their Non-PP peers.

*the year 10 data is based on end of year 10 progress exam data

Strategies:

- Quality First Teaching
- KS 4 1:1 Intervention sessions
- Providing resources (Art/Maths)
- Providing Music lessons for GCSE students
- Cover Supervisors

Actions:

1. Monitor outcomes of all students against National Progress measures with the aim that the progress of disadvantaged students are close to or better than their non disadvantaged peers.
2. Review the curriculum model in both KS3 and 4 to offer breadth and depth and opportunities to access an ambitious and inspirational curriculum which embed key concepts to build and develop schema.
3. Have a consistent whole school approach to teaching, reducing in-school variables.
4. Implement Quality Assurance at both SLT and departmental level to validate the quality of teaching and learning and curriculum implementation.
5. Deliver staff CPD to support and guide when gaps or challenges are identified.

Challenge 2 – Reading and Literacy

Year 7

	Average Reading Age
PP	10.28
Non-PP	10.53
SEN	9.51

Headline Statement:

The average reading age for PP students is slightly lower than their Non-PP peers on entry to WVA. The average reading age for SEN students is significantly lower than Non-PP peers and PP peers.

Year 8 and Year 9 students did not complete any testing in the academic year 2024-25 due not having access to the library for AR (serious flooding which condemned the facility).

Strategies:

- KS 3 Reading Mentoring
- Accelerated Reader Subscription
- Freshstart programme for Year 7 identified from NGRT testing

Actions:

1. Implement a whole school literacy strategy.
2. Head of Outcomes to provide an oversight of KS4 progress and driving timely support for parents/carers in preparation for exams.
3. Provide KS4 intervention in for students at risk of falling behind their peers and not making progress in line with projected targets.
4. Head of Outcomes to provide an oversight of KS3 progress to be discussed in Link meetings with curriculum leaders and actioned by them.
5. Reading intervention in KS3 to be targeted through regular testing, and progress measured through the AR programme. Students identified as needing 'urgent intervention' has specific, target focussed small group sessions (Fresh Start). Students identified as needing intervention due to below age related reading age will have a reading buddy.
6. Provide home school learning tasks on paper as well as on line.
7. Provide and monitor attendance at Parents evening allowing by priority booking.
8. Provide resources, equipment and fund ancillary costs for certain subjects (e.g Art, Music, PE).
9. Provide specific guidance for SEN students in line with the SEND Policy.

Challenge 3 - Attendance and Punctuality

National Average:

Year Group	PP (%)	Non-PP (%)	SEN (%)
Year 7	86.8	94.4	89
Year 8	77	90.4	79.7
Year 9	84	90.2	85.7
Year 10	79.3	91	71.2
Year 11	77	87.7	68.4

Headline Statement:

The attendance of PP students in all years is significantly lower than their Non-PP peers and at KS 3 are below their SEN peers as well. The attendance of PP students in years 8, 10 and 11 were below 80% as was SEN students attendance in those three year groups.

Strategies:

- First day calls by HOY then referred to Safeguarding Team after 3 days
- Tutors and HOY provided with attendance data to identify where support is required
- Enhanced attendance support
- Rewards events/trips for accepted level attendance and punctuality

Actions:

1. Provide pastoral support from HOYs.
2. Provide attendance support and monitor attendance with the aim of it at least being in line with non-disadvantaged students.
3. Target the well-being of students by implementing ELSA support programmes for students identified which will be reviewed regularly and communicated and shared with staff.
4. Implement a whole school cohesive approach to delivering the school values of 'Ready, Resilient and Respect'.
5. Monitor Positive and negative points in line with non-disadvantaged students.
6. Monitor exclusion rates in line with non-disadvantaged students.

Challenge 4 – Behaviour and Executive Function

Year 7

	Av + Points	Av Behaviour Points	Days of Suspension average per student
PP	243.5	-85.1	1.1
Non-PP	306.2	-21.9	0.4
SEN	273.9	-36.4	0.7

Year 8

	Av + Points	Av Behaviour Points	Days of Suspension average per student
PP	175	-104	1.1
Non-PP	262	-48	0.4
SEN	186	-80	0.8

Year 9

	Av + Points	Av Behaviour Points	Days of Suspension average per student
PP	177	-83	0.9
Non-PP	270	-42.5	0.4
SEN	230	-41.6	0.7

Year 10

	Av + Points	Av Behaviour Points	Days of Suspension average per student
PP	120	-71	1.2
Non-PP	174.5	-29.9	0.7
SEN	118.4	-42.2	0.9

Year 11

	Av + Points	Av Behaviour Points	Days of Suspension average per student
PP	71.5	-34.8	0.8
Non-PP	93.5	-15.4	0.3
SEN	87.2	-15.5	0.7

Headline Statement:

In all year groups PP students received less positive learning points than their Non-PP peers and SEN peers and received double behaviour points than their Non-PP peers.

The average number of days suspension is higher for PP students than SEN and Non-PP students across all 5 year groups.

Strategies:

- Enhanced Pastoral Support
- Pastoral support plans to support students with rising behaviour points
- Pastoral support plans to support students returning from exclusion
- Data provided to tutors and HOY to celebrate success and support students where needed
- Rewards events/trips for accepted number of positive and behaviour points

Actions:

1. Provide pastoral support from HOYs.
2. Provide attendance support and monitor attendance with the aim of it at least being in line with non-disadvantaged students.
3. Target the well-being of students by implementing ELSA support programmes for students identified which will be reviewed regularly and communicated and shared with staff.
4. Implement a whole school cohesive approach to delivering the school values of 'Ready, Resilient and Respect'.
5. Monitor Positive and negative points in line with non-disadvantaged students.
6. Monitor exclusion rates in line with non-disadvantaged students.

Challenge 5 – Careers and Aspirations

Year 7

	Employer Encounters	Careers Assembly	Careers Curriculum
PP	100%	100%	99%
Non-PP	100%	100%	100%
SEN	100%	100%	99%

Year 8

	Enterprise Activities	PAL/Careers Assembly	Careers Curriculum
PP	86%	100%	86%
Non-PP	98%	100%	98%
SEN	84%	100%	84%

Year 9

	PAL Assembly	Careers Curriculum
PP	100%	97%
Non-PP	100%	98%
SEN	100%	96%

Year 10

	Work Experience	Careers Advice	Careers Visits	PAL Assembly	Careers Curriculum
PP	57%	17%	17%	99%	100%
Non-PP	88%	5%	5%	100%	100%
SEN	55%	11%	11%	99%	100%

Year 11

	Mock Interview	PAL Assembly	Careers Curriculum
PP	100%	100%	100%
Non-PP	100%	100%	100%
SEN	100%	100%	100%

Headline Statement:

The Careers programme provides a Universal offer to all through the Careers curriculum which is part of the PD programme.

Year 10 work experience is significantly lower for PP and SEN students. Careers advice was not a universal offer during 2024/25 as this part of the programme was being moved from year 9 to year 10. The only careers advice that was offered this year was for the SEN students on the We Discover pilot programme.

Strategies:

- KS 3 PD and Careers Curriculum (Use of Unifrog)
- KS 4 PD and Careers Curriculum (Use of Unifrog)
- PAL Assemblies (Year 8-11)
- Careers Assembly (Year 7 & 8)
- Employer Encounters (Year 8)
- Work Experience (Year 10)
- Careers Advice (Year 10) - Independent Advice
- Careers Visits (Year 10)
- Mock Interviews (Year 11)

Actions:

1. Implement a PD and Careers curriculum integral to supporting a students' pathway through school.
2. Provide a fast track pathway for an independent Careers interview and support by the Careers Lead (Key Stage 3 and 4).
3. Monitor the reward system and provide as an incentive for students in demonstrating how they can achieve throughout school with the aim that rewards attained by disadvantaged students are at least in line with those of their non-disadvantaged peers.
4. Pro-actively encourage the attendance and participation in extra-curricular activities which enable students to access enrichment beyond the academic classroom.
5. Provide opportunities for wider participation in extracurricular activities to widen cultural capital (e.g Gym membership).

Challenge 6 – Cultural Capital

Year 7

	Trips and Visits (attendance of at least 1)
PP	81%
Non-PP	89%
SEN	97%

Year 8

	Trips and Visits (attendance of at least 1)
PP	56%
Non-PP	83%
SEN	6%

Year 9

	Trips and Visits (attendance of at least 1)
PP	52%
Non-PP	86%
SEN	62%

Year 10

	Trips and Visits (attendance of at least 1)
PP	16%
Non-PP	52%
SEN	31%

Year 11

	Trips and Visits (attendance of at least 1)
PP	28%
Non-PP	29%
SEN	21%

Headline Statement:

In Key stage 3, PP students attendance on trips was lower than their Non-PP peers. The difference in Year 7 was less significant between the 2 groups compared to Year 8 and 9 where the difference was over 30%.

In Key stage 4, trip and visits attendance was generally lower for all groups with those PP students in Year 10 attending the least amount.

SEN student attendance on trips is higher than PP students in Year 7, 9 and 10 but in Year 8 is significantly lower than both PP and Non-PP peers.

Strategies:

- Positive inclusion for trip attendance
- Provide support with funding trip attendance

Actions:

1. Implement a PD and Careers curriculum integral to supporting a students' pathway through school.
2. Provide a fast track pathway for an independent Careers interview and support by the Careers Lead (Key Stage 3 and 4).
3. Monitor the reward system and provide as an incentive for students in demonstrating how they can achieve throughout school with the aim that rewards attained by disadvantaged students are at least in line with those of their non-disadvantaged peers.
4. Pro-actively encourage the attendance and participation in extra-curricular activities which enable students to access enrichment beyond the academic classroom.
5. Provide opportunities for wider participation in extracurricular activities to widen cultural capital (e.g Gym membership).