

Wexham School Pupil premium strategy statement

2024 - 2025



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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wexham School
Number of pupils in school (October 24 Census)	1212 (11-16 = 1075)
Proportion (%) of pupil premium eligible pupils	28%
Years that our current pupil premium strategy plan covers	3 Years (2024 – 2027)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Lawrence Smith
Pupil premium lead	Sumen Bains
Governor / Trustee lead	Julie Tidey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£333,375
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£333,375

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to remove the variance in progress and life experiences between disadvantaged students and their peers. All students, irrespective of their socio-economic background, follow a challenging and inspiring curriculum that embeds knowledge, develops skills and enriches their lives and learning. We consider ourselves to be a school for all and we work tirelessly to ensure that this is an intent shared by all staff and stakeholders. Through these high expectations we aim to create successful, responsible and well-informed young adults.

The focus of our pupil premium strategy is to support our disadvantaged students in achieving their academic goals. To make this a reality, we focus not only on high quality teaching, but also on enrichment activities to provide cultural capital as well as a whole-school responsibility for supporting literacy development across all year groups.

A relentless drive on improving teaching and learning through CPD, formal and informal monitoring and shared best practice has increasingly fallen under the remit of Pupil Premium provision nationally. The Sutton Trust's 2011 report stated that the quality of teaching disproportionately affects disadvantaged learners. Poor teaching holds them back six months more each year than their more fortunate peers, while excellent teaching benefits them more than it benefits learners from better-off families. Excellent teaching then is an absolute necessity in closing our disadvantage gap. To this end, our CPD and school-based research is clearly focused on the needs of our disadvantaged students. In addition, we place a clear emphasis on supporting our high and high-mid-on entry students to meet their challenging academic targets since they are, historically, a group at risk of the greatest under-achievement. Implicit in our intended outcomes is the intention that non-disadvantaged students' attainment will be sustained and improved alongside that of their disadvantaged peers.

We work closely with our pastoral and curriculum leaders to ensure that our approach is responsive to both common challenges as well as individual needs. Academic interventions and approaches are rooted in robust diagnostic assessment and well-informed professional judgements, not assumptions.

Challenges

Every child comes to the School with a unique set of experiences, goals and prior accomplishments. This details common barriers we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Levels of literacy Lower than expected reading levels on entry for pupil premium students. Low literacy skills entering Year 7 typified by low reading ages and limited tier 2 and 3 vocabulary. In 2024, 60% of our PP students achieved a 4+ in GCSE English, compared to 63% non-PP. Mean Reading KS2 Scaled score for the Year 7 2024-25 cohort are 102 PP and 104 Non-PP
2	Levels of numeracy Assessments indicate that disadvantaged students have generally lower numeracy levels than their peers. In 2024, 51% and 5% of PP students achieved a 4+ and 7+ respectively in GCSE Maths, compared to 55% and 13% non-PP. Mean Maths KS2 Scaled score for the Year 7 2024-25 cohort are 102 PP and 105 Non-PP
3	Stretching the more able Mid and high attaining students eligible for PP typically make less progress than their non-disadvantaged peers.
4	Parental engagement and support Our observations and data from attendance at parent evenings suggests that pupil premium parental engagement is lower than their peers. There is also limited support from home in preparing for external examinations.
5	Lack of aspiration and cultural capital A gap in employment outcomes exists between young people from lower socio-economic backgrounds and their more advantaged peers. Working alongside our Careers Advisor, we have found that our disadvantaged students require greater guidance to identify pathways in education and employment, alongside additional support in setting goals, reaching them and taking advantage of the extracurricular enrichment opportunities the school has to offer.
6	Attendance Our attendance data over the last 3 years indicates that attendance among disadvantaged students is 3.2% lower than for non-disadvantaged students. This data has been collected to cover the period of September 2021 to July 2024.
7	Accessibility to resources Students having equitable access to resources and opportunities is integral to our whole school strategy, enabling them to develop their knowledge and understanding of the world and achieving success.

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
High levels of progress in writing	English written assessments should show PP eligible students meeting their expected targets. PP eligible students' progress with written outcomes should be evidenced across the curriculum in a range of tasks

	and assessments. Teachers should also have recognised this progress through engagement in lessons and book marking.
High levels of progress in reading and vocabulary acquisition	Reading progress will be evidenced using Accelerated Reader assessments which occur three times a year and we should see PP eligible students making progress and achieving reading ages close to or at their chronological ages. There will be greater vocabulary acquisition and usage which will be evidenced using Bedrock Vocabulary with selected PP students with reading ages below their expected level, in year 7 and year 8.
High levels of progress in maths	Assessments should show PP eligible students meeting their expected targets. Teachers should also have recognised this progress through engagement in lessons and book marking.
Improved rates of progress for mid and high attaining students eligible for PP	Students eligible for PP identified as high and mid attaining from KS2 to make as much progress as other high attaining students across KS3 with a closing of the gap at KS4.
Greater aspiration for future success	Students have a clear understanding of career paths through higher education or work-based training and aspire to the best of which they are capable.
Greater access to enrichment opportunities to build cultural capital	Evidence suggests that the cultural capital passed on through families helps children do better in school. We aim to equip disadvantaged students who have a paucity of opportunity with the knowledge and cultural capital they need to succeed in school and indeed, in life.
Maintain increased attendance	PP attendance to continue to be in line with non-PP peers, through varied and timely intervention.

% of Pupils making expected progress

Year Group (2023/2024)	PP%	Non-PP%	Gap%
Year 7	57%	77%	-20%
Year 8	67%	68%	-1%
Year 9	76%	86%	-10%

Group	Attainment 8	Progress 8
GCSE results 2023/24 – Mid & High PP students (39 students)	36.51	-1.56
Year 11 2024/25 Term 1 – Mid & High PP students (41 students)	38.83	n/a
Gap	+2.32	n/a

The current cohort of Year 11 Mid & High PP students are predicted to perform much better than the 2023/24 cohort. However, to ensure the best progress students will have bespoke, targeted and timely 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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £160,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A relentless drive on improving teaching and learning through CPD, formal and informal monitoring and shared best practice and recruitment to keep class sizes smaller.</p>	<p>The Sutton Trust’s 2011 report stated that the quality of teaching disproportionately affects disadvantaged learners. Poor teaching holds them back six months more each year than their more fortunate peers, while excellent teaching benefits them more than it benefits learners from better-off families. Smaller classes allow teachers to provide increased individualised support and improved quality of feedback</p> <p>Excellent teaching then is an absolute necessity in closing the disadvantage gap.</p> <p>Reducing class size EEF</p>	<p>1, 2, 3</p>
<p>Develop literacy across the curriculum, to include the use of the Talk for Writing Strategy, across the school through CPD processes.</p>	<p>A paucity of language acquisition is a barrier to learning and is well evidenced at every level. Talk for Writing is a well-reputed pedagogical framework ideally suited to the needs of our PP eligible students.</p> <p>The School recognises the established links between improved literacy and successful life chances, particularly for disadvantaged students.</p> <p>Improving Literacy in Secondary Schools EEF</p>	<p>1</p>

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

Budgeted cost: £81,527

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reader subscription for every student in years 7 – 11 with sufficient engaging and up-to-date library stock at the right ZPDs.	Accelerated Reader was found to have a positive impact in an independent evaluation (EEF).	1
Using Accelerated Reader to identify the specific needs of lower attaining PP eligible students.	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated (EEF) and shown to be effective. It has also been successfully used in previous years at this school.	1
All PP eligible higher attaining students involved in small group interventions and study support.	The idea is to provide extra support to maintain high attainment with these group of students. Motivation sessions, alongside small group interventions and provision of home study material from year 7 to 11, ensures a range of needs are met. This is the continuation of an approach that has been successful in narrowing the gap for high on entry PP eligible students for a number of years. It is designed to be a 5 year programme beginning in Year 7.	1,2,3,4
Bedrock Vocabulary to be offered to selected PP students with reading ages below their expected level, in year 7 and 8.	Acquiring disciplinary literacy through a tailored online vocabulary acquisition programme.	1
Resources provided	Students provided with the revised edition of scientific calculators for their GCSE Maths course, together with maths sets and revision guides to support their learning and preparation for public examinations.	2, 3, 5, 7
Numeracy Ninjas	A weekly tutor time numeracy focused quick activity led by the pastoral team. Students spend 10 minutes a week on numeracy in pastoral time, which is tracked and monitored by the maths department. The programme is aimed at all Year 7 – 10 students with a drive to promote numerical literacy across the school.	2, 3, 5, 7

Enrichment – clubs for mid – higher attainers in maths	<p>KS3 Geometric club: selected students amongst others, invited to the club to encourage maths for fun through art.</p> <p>Orienteering club: selected students amongst others, invited to the club to encourage maths for fun through the outdoors and adventure.</p> <p>Maths and Stats Club: selected students amongst others, invited to the club to combine a love of sports with maths by arranging trips to the F1 in Oxford, a tennis club and a cricket club to explore maths and stats in sports.</p>	2, 3, 5, 7
Bookbuzz	All Year 7 pupils receive a free of their choice from the selection of books, to encourage reading for pleasure and to support in school reading for progress.	1, 5
Penguin 100	The school was awarded 100 free (diverse literature) books, to encourage reading diverse literature for pleasure, which was open to the whole school.	1, 5
KS3 Reading for Pleasure book club	KS3 reading group to encourage and nurture reading for pleasure amongst KS3, to spearhead a reading campaign in the school, as 'Reading Champions'.	1,4,5
Class readers for pleasure/ modelling	Books chosen to encourage active reading and participation in reading for all.	1
Front facing bookshelves	Installed in all English classrooms, with a view to expanding to Humanities and across the school. Research suggests front facing bookshelves inspire a reading curiosity in reluctant readers and encourage reading.	1
Author visits	Several author visits across the academic Year and including three in one day to mark World Book Day and to offer our students the opportunity to engage with real authors and develop an appreciation for literature and the arts. We plan to again hosts a renowned local author and poet, diverse authors and one writer aimed at HoE boys with a focus on football fiction.	1, 3, 5
The Brilliant Club	Through this bespoke, high-quality programme, our focus group of HoE Year 9 students are exposed to and inspired to consider HE and academia. The Scholars Programme inspires a love of learning and instils curiosity in students, provides practical experience of higher education	3, 5

	and helps develop the skills needed to thrive in academia and careers.	
HoE Oxford University Project	Through this programme, our HoE Year 8 students are exposed to and inspired to consider HE and academia. The project and tour are led by an inspiring young BAME Professor.	3, 4, 5
HoE Cambridge University Project	Through this bespoke lecture series and project lead by a member of Cambridge University, our HoE Year 9 students are exposed to and inspired to consider HE and academia.	3, 4, 5
HoE Year 10 & 11 Revision weekend/ Away day	A focus group of HoE Year 10 & 11 students are exposed to the great outdoors to combine outdoor adventure with seminars to develop the necessary revision skills for their public examinations, with a focus on mindfulness and forming healthy study habits.	3, 4, 5

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

Budgeted cost: £91,538

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider learning opportunities and access to Higher Education experiences to be made available as appropriate to pupil premium eligible student needs.	Universities (Oxford and Cambridge in particular) work with the school, to support people who might not have traditionally entered higher education to do so. Through 'outreach' – programmes that provide advice and information about and experience of higher education – they raise awareness and expectations, removing barriers and creating pathways. Outreach is delivered in schools and in the community as well as on campus, with many activities typically delivered face-to-face.	3, 4, 5
The Brilliant Club	Through this bespoke, high-quality programme, our focus group of HoE Year 9 students are exposed to and inspired to consider HE and academia. The Scholars Programme inspires a love of learning and instils curiosity in students, provides practical experience of higher education	1, 3, 4, 5

	and helps develop the skills needed to thrive in academia and careers.	
HoE Oxford University visit	To this programme, our HoE Year 8 students are exposed to and inspired to consider HE and academia. The programme and tour are led by an inspiring young BAME Professor.	3,4, 5
HoE Cambridge University Project	Through this bespoke lecture series and project lead by a member of Cambridge University, our HoE Year 9 students are exposed to and inspired to consider HE and academia.	3,4, 5
<p>Cultural Capital Enrichment opportunities to include:</p> <ul style="list-style-type: none"> • Theatre trips • Museums and galleries • Hampton Court • Shakespeare’s Stratford • The Globe Theatre • Westminster Abbey • Residential Trip to an Arts Centre in Devon • Beck Theatre • Wycombe Swan • Theatre Royal Windsor • Dickens Museum • Author visits • Poet visits • STEM trips 	<p>Evidence suggests that the cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking developed by acquiring cultural capital.</p> <p>Studies by organisations such as the Sutton Trust how considered how types of education and family background confer advantages on some children. In addition, wealthy parents buy in extra schooling, often in Arts subjects.</p> <p>It is incumbent on us to cover all cultural forms and expressions. We should enable our children to stand on the shoulders of those that have gone before. We want definitions of cultural capital to celebrate and embrace the different backgrounds, heritage, language and traditions of the children in this school.</p> <p><i>-Adapted and interpreted from work by The Cultural Learning Alliance, an organisation that champions a right to arts and culture for every child.</i></p>	3, 5, 6

Total budgeted cost: £333,375

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 4 performance data and our own internal assessments. At Wexham, disadvantaged pupils accounted for 31% of the school's Year 11 cohort, completing their GCSEs in June 2023.

The average Progress 8 score for our disadvantaged pupils was -1.00. This result is below that of the national average P8 score for disadvantaged students, which was -0.57 for 2023/24. More positively, their average Attainment 8 score was 35.39 (an increase from 30.8 the previous year), which was a score that was above the national average of 34.5 for disadvantaged students in 2023/24.

When focusing on our mid-high disadvantaged students, 50% of our disadvantaged pupils were able to secure a grade 4 pass in both Maths and English, compared to 51% of their non-disadvantaged peers. In the analogous grade 5 measure, 23% of disadvantaged pupils met this target compared to 31% of those who were not considered disadvantaged. From these figures alone, we recognise that there are gaps in attainment between disadvantaged and non-disadvantaged pupils but we remain confident in our implementation of the following strategies to help reduce these gaps for the current year and beyond:

- our continued partnership with PiXL, who we rely on for tailored resources, as well as training and professional development needs
- our established partnership with Pupil Progress, an affiliate of PiXL, whose work to hone in on individual pupil needs from Pre-Public Examinations (PPE) data has helped to scaffold this year's teacher-led intervention programmes in Year 11
- the use of funding e.g., the Pupil Premium, to provide wider opportunities for disadvantaged students beyond the classroom. For instance, STEM trips and careers links.

In addition, we understand from the national picture that absence rates amongst disadvantaged pupils is a significantly contributing factor behind declining outcomes and a widening of attainment gaps between the non-disadvantaged. Absence among disadvantaged students was 3.9% lower than their peers, therefore attendance continues to be a focus on our current strategy plan.

Challenges around wellbeing and mental health remain significantly higher than before the pandemic and disproportionately affect our disadvantaged students. Therefore, a range of approaches to support the holistic development of students remains as a cornerstone of our provision.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Through a relentless drive to improve literacy and in particular reading, at Wexham, over the past few years, we have noticed a marked improvement in literacy and reading across the key stages.

Whilst we continue to work on this, we also turn our focus to the emerging gaps in numeracy. In the coming year, alongside the points mentioned above we will also be pursuing the following initiatives to bridge these gaps;

- Invest in Sparks, an online maths programme for the whole school. This will be used as an online home learning platform.
- Tailored resources for all PP learners from the start of their Maths GCSE course in Year 10.
- Whole day drop down of revision for targeted groups of PP learners in preparation for their PPE examinations. The day will consist of 6 x 50-minute sessions on key exam skills and topics.
- Begin a Maths and Stats Club: combine a love of sports with maths by arranging trips to the F1 in Oxford, a tennis club and a cricket club to explore maths and stats in sports.

Our work with universities, in particular through the widening participation and access agenda, continues to grow. This year we have forged closer links with Brunel University in the mathematics and creative writing departments respectively. Furthermore, we have developed a drop-down day of activities at school which will be delivered by a Professor from Cambridge University, followed by a tour of the university including a lecture and seminar on campus. These projects with universities are invaluable in injecting aspiration into our disadvantaged students and open a world to HE for children who may not otherwise have access to it.

The introduction of “fun” academic extracurricular clubs such as the reading for pleasure book club and the various maths clubs will encourage exploration in academia through enjoyable means, all the while better equipping our students to better engage with the curriculum, their public examinations and in turn, better preparing for later life and career.