

Wexham School Pupil premium strategy statement 2025 - 2026



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 25 Census)	1239 (11-16 = 1026)
Proportion (%) of pupil premium eligible pupils	26.7% (at Oct 25 census)
Years that our current pupil premium strategy plan covers	3 Years
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
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	£333,769
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	£333,769

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy is designed to ensure that disadvantaged students are fully supported in achieving their academic ambitions. To realise this, we prioritise high-quality teaching, provide meaningful enrichment opportunities that build cultural capital, and promote a whole-school commitment to literacy development across all year groups.

Our overarching aim is to reduce the gap in both progress and life experiences between disadvantaged students and their peers. All students, regardless of socio-economic background, are offered an ambitious and engaging curriculum that strengthens knowledge, develops skills, and enriches their personal and academic growth. As a school, we are committed to serving every learner, and we work diligently to make this a shared responsibility among all staff and stakeholders. Through maintaining high expectations, we strive to develop successful, responsible, and well-informed young adults.

Nationally, Pupil Premium provision increasingly encompasses the drive to improve teaching and learning through high-quality CPD, rigorous monitoring, and the sharing of best practice. The Sutton Trust's 2011 report highlighted that teaching quality has a disproportionate impact on disadvantaged learners: poor teaching sets them back significantly more than their peers, while excellent teaching benefits them to an even greater degree. Outstanding teaching is therefore essential in closing the disadvantage gap. In line with this, our CPD programme and school-based research are sharply focused on the needs of disadvantaged students.

We also place particular emphasis on supporting students who enter school with high or high-mid prior attainment, as they have historically been at greater risk of under-achievement. Our intended outcomes include ensuring that the progress and attainment of non-disadvantaged students are maintained and enhanced alongside those of their disadvantaged peers.

Collaboration between pastoral and curriculum leaders ensures that our approach remains responsive to both widespread challenges and individual needs. All academic interventions and strategies are informed by robust diagnostic assessment and professional judgement, rather than 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 2025, 45% of our PP students achieved a 4+ in GCSE English, compared to 64% non-PP. Mean Reading KS2 Scaled score for the Year 7 2024-25 cohort are 103.3 PP and 104.3 Non-PP
2	Levels of numeracy Assessments indicate that disadvantaged students have generally lower numeracy levels than their peers. In 2025, 43% and 8% of PP students achieved a 4+ and 7+ respectively in GCSE Maths, compared to 58% and 10% non-PP. Mean Maths KS2 Scaled score for the Year 7 2024-25 cohort are 102 PP and 104 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 3.6% lower than for non-disadvantaged students. This data has been collected to cover the period of September 2022 to July 2025.
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 demonstrate that Pupil Premium students are meeting their expected targets. Their progress in written outcomes should be evident across the curriculum through a range of tasks and assessments. This progress should also be recognised by teachers through lesson engagement and the quality of work seen in books
High levels of progress in reading and vocabulary acquisition	The expectation that Pupil Premium students make sustained progress and attain reading ages close to or in line with their chronological age. Improved vocabulary acquisition and usage will be evidenced through Bedrock Vocabulary data for selected Pupil Premium students in Years 7 and 8 whose reading ages fall below expected levels.
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, career advice and fair's 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 (2024/2025)	PP%	Non-PP%	Gap%
Year 7	12	29	17
Year 8	15	20	5
Year 9	4	11	7

Group	Attainment 8
GCSE results 2024/25 – Mid & High PP students (27 students)	36.51

The current cohort of Year 11 Mid & High PP students are predicted to perform much better than the 2024/25 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:£140,256

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop literacy across the curriculum, across the school through CPD processes.	The school recognises the established links between improved literacy and successful life chances, particularly for disadvantaged students. The school has recruited a literacy coordinator to oversee the implementation of a whole-school literacy strategy, deliver sustained CPD to staff, support departments in embedding subject-specific literacy, and evaluate the impact of these initiatives to improve outcomes—especially for disadvantaged learners. Improving Literacy in Secondary Schools EEF	1
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.	The school has implemented a structured CPD programme aligned to whole-school priorities, supported by regular learning walks, book looks and coaching cycles. Recruitment of additional teaching staff has enabled smaller class sizes, allowing for more targeted feedback and personalised support. Excellent teaching then is an absolute necessity in closing the disadvantage gap. 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 Utilising CPD delivered by the Pixl Programme. Reducing class size EEF	1, 2, 3

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

Budgeted cost:£95,137

Activity	Evidence that supports this approach	Challenge number(s) addressed
All PP eligible higher attaining students involved in 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
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 and helps develop the skills needed to thrive in academia and careers.	3, 5
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
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	KS3 Geometric club: selected students amongst others, invited to the club to encourage maths for fun through art. Orienteering club: selected students amongst others, invited to the club to encourage maths for fun through the outdoors and adventure. 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.	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
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
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

Increased staffing	Learning Mentors, counselling etc.	1, 2, 3, 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:£98,376

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.	The school has established a structured programme of wider learning opportunities, including university taster days, subject-specific masterclasses, mentoring programmes and cultural enrichment visits. Pupil premium students are specifically targeted to ensure they gain exposure to experiences that broaden aspirations and support informed progression into Higher Education. 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 and helps develop the skills needed to thrive in academia and careers.	1, 3, 4, 5
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

Cultural Capital Enrichment	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. Opportunities to include Theatre trips, Museums and galleries, Shakespeare's Stratford, Author visits, Poet visits, STEM trips	3, 5, 6
Breakfast Club	Provision of free breakfasts to students that would like this as having something to eat before school leads to better learning.	1, 2, 3, 6

Total budgeted cost: £333,769

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 2024 to 2025 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 4 performance data and our own internal assessments. At Wexham, disadvantaged pupils accounted for 23% of the school's Year 11 cohort, completing their GCSEs in June 2024. The average Attainment 8 score was 32% for our disadvantaged students

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 3.6% lower than their peers, therefore attendance continues to be a focus on our current strategy plan.

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.

Our widening participation work with Higher Education institutions continues to expand. Strengthened partnerships with Brunel University and the development of a new programme delivered by a University of Cambridge professor, including on-site academic sessions and a university tour, provide high-impact opportunities that raise aspirations and support informed progression for disadvantaged students.

Over recent years, Wexham has achieved sustained improvements in literacy and reading across all key stages, reflecting our strategic focus on strengthening core literacy skills. While literacy remains a priority, diagnostic assessment has identified emerging gaps in numeracy, which will form a key area of development in the coming year.

Finally, the introduction of academic enrichment clubs, such as a reading-for-pleasure book club and a suite of mathematics clubs, supports deeper engagement with learning, enhances preparation for public examinations and contributes to improved long-term outcomes for Pupil Premium learner.