



Pupil premium strategy statement

This statement details our school's use of pupil funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged students last academic year.

School overview

Detail	Data
Number of students in school	411
Proportion (%) of pupil premium eligible students	37%
Academic year/years that our current pupil premium strategy plan covers	2024-25 to 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Julia Polley Headteacher
Pupil premium lead	Charlie Barnett Deputy Headteacher
Governor	Louise Fieldgate LA Gov

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83755
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	£83755



Part A: Pupil Premium strategy plan

Statement of intent

The **Pupil Premium Grant** is additional funding paid to schools in respect of their disadvantaged students (students who have been registered for free school meals (FSM) at any point in the last six years, or are looked after continuously by the local authority for more than six months, or whose parents are currently serving in the armed forces). Schools receive this funding to support their eligible students and narrow any attainment/progress gap between them and their peers.

The level of pupil premium funding for secondary age students is £1075.

Children who are looked after by a local authority, or who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order), will attract a higher rate of funding than children from low-income families - the '**Pupil Premium Plus Grant**', which is £2,630 per pupil for 2024-25

Students who have parents in the armed forces are supported through the service child premium which for 2024-25 will be set at £350 per pupil.

At Wensleydale, we are committed to raising the achievement for students who are eligible for the Pupil Premium Grant and all our staff work scrupulously to achieve the very best outcomes they can for every child through **quality first teaching**. Using research-informed evidence, such as the [Education Endowment Foundation](#), we invest in high quality training and pedagogy for all staff to ensure that teaching and learning remains at a consistently exceptional standard. We recognise that not every child receiving PPG is socially disadvantaged and also that not every child who is disadvantaged receives PPG. In addition, we are very careful not to confuse eligibility for the Pupil Premium Grant with low ability.

We strongly believe that financial disadvantage should not present as a barrier to students' ambition and aspiration. Furthermore we understand that many of these students must make **accelerated progress** compared to their non-eligible peers.

As a school we are able to determine how best to use the Pupil Premium grant to support students and therefore raise their progress and attainment. The school rigorously monitors and evaluates the impact of Pupil Premium funding, making adjustments to specific interventions if required using our 100 day School Improvement Plan and strategic approach. By focusing on children's individual needs and barriers, we aim to enable every child to achieve and make the best progress they can. Whilst maintaining a careful track of all students' progress, we also closely track how well PPG children are achieving in comparison to their peers in order to close the gap. All listed strategies and interventions are heavily influenced by the [Education Endowment Foundation](#) and the [Sutton Trust](#).



Challenges

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

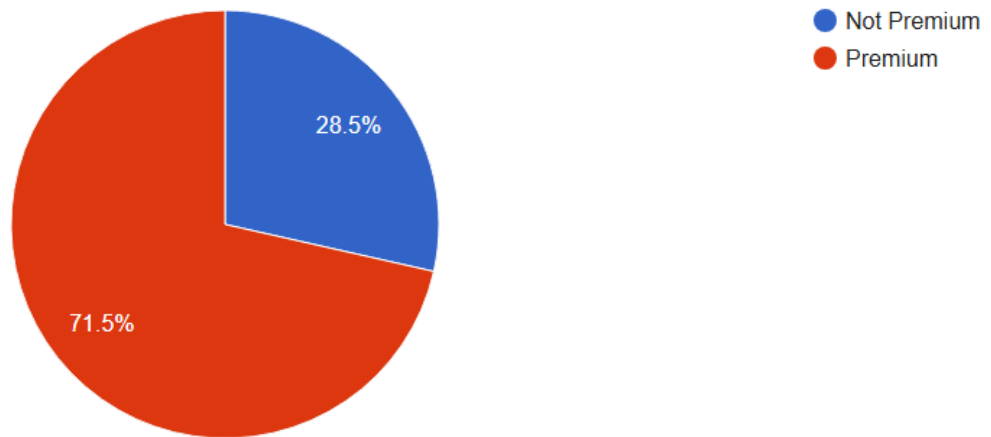
Challenge	Detail of challenge									
1. GCSE Y11 historic data	The attainment/progress of PP students in 2023-2025 was lower than non PP students by 0.3-0.4 grades. Attainment and progress in Maths was significantly lower than for English where PP students matched or outperformed non PP students in 2 out of 3 years and in 1 year out of 3 the difference was smaller than for Maths. Given the size of the school the statistical significance of this data, and therefore the relevance, is minimised.									
2. Live data	Current data indicated that PP students are further from target in Y9, 10 and 11 than non PP students. Current data indicates that for Y11, subjects with the largest distance from target are combined science (-2.31) sociology (-2.33), English Lit (-2.10) and H&C (-1.64) whereas in Y10 the subjects are History (-2.16) Art (-2.30) Computing (-2.77) and Combined science (-2.86). Reading scores at KS2 vary between year groups with the most significant difference seen in Y9 and Y7. Y10 PP (101) vs non PP (102) Y9 PP (99.3) vs non PP (104.6) Y8 PP (101) vs non PP (105) Y7 PP (95) vs non PP (101.6)									
3. Attendance	In all years there is a significant difference in attendance (to the detriment of PP) between PP and non PP. However, The gap is not the only significant factor as PP in Y11, despite having the largest gap they are still higher than non PP in Y10. There are 2 elements to this issue, gaps within years and overall attendance which will impact on attainment. Y11 PP 90.6% vs non PP 95.8% -5.2 Y10 PP 87.8% vs non PP 89.6% -1.8 Y9 PP 92.6% vs non PP 93.4% -0.8 Y8 PP 93.7% vs non PP 95.5% -1.8 Y7 PP 92.4% vs non PP 95.9% -3.6									
4. Behaviour	Behaviour data from 2024-25 academic year <table border="1" data-bbox="375 1809 1409 2027"> <thead> <tr> <th>Year</th> <th>PP average points</th> <th>Non-PP average points</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>667</td> <td>809</td> </tr> <tr> <td>8</td> <td>564</td> <td>768</td> </tr> </tbody> </table>	Year	PP average points	Non-PP average points	7	667	809	8	564	768
Year	PP average points	Non-PP average points								
7	667	809								
8	564	768								



9	298	558
10	512	725
11	546	531

The data above shows a significant disparity between the average behaviour points that non-PP students are receiving compared to PP students. This means that PP students are more likely to receive negative points in lessons and less likely to receive positive points. The only exception is in Year 11 where PP and non-PP students' points are broadly comparable.

**5.
CPOMS
pastoral**



The chart above shows that 71.5% of the incidents recorded were from PP students, despite 39% of the school being recorded on CPOMS as PP. This shows that students with PP are significantly more likely to have safeguarding or child protection issues in school.



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
Ensure PP students achieve equally well in both Mathematics and English, and significantly close the overall attainment gap with their non-disadvantaged peers.	The attainment gap between Maths and English PP reduces over time with Maths improving to match English and both then increasing to close the gap between PP and non-PP. 2025-26 PP attainment gap reduces from -0.4 to less than -0.2.
To close the attainment gap between pupil premium and non-pupil premium students in the specified subjects, ensuring that PP students make accelerated progress from their starting points.	A reduction in the attainment gap (without a decline in non-PP) to half of the current position between PP and non-PP in the specified subjects by the end of 2025-26.
To eliminate attendance as a barrier to learning for PP students by ensuring they attend school as regularly as their non-PP peers, enabling all students to fully access the curriculum, achieve well academically, and be prepared for the next stage of their education.	Maintaining current attendance for non-PP and working towards improving PP attendance such that the gap is closed in each year. The overall target is for each year group to exceed 93%.
Support PP students to demonstrate positive behaviour patterns that are comparable to non-PP students, thereby removing barriers to their learning and enabling them to achieve their full potential.	Reduction in the gap between PP and non-PP students in terms of positive vs negative behaviour points, in all year groups. Target to be no more than 100 points different per year group by the end of 2025/26
Ensure PP students receive the right help at the right time to address safeguarding risks and prevent issues escalating	100% of PP students involved in safeguarding incidents receive timely, individualised support.

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: **£35356.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To use rigorous monitoring and diagnostic systems to accurately identify gaps in knowledge/barriers to learning in order to plan high quality interventions matched to individual needs. Whole school ethos of 'attainment for all' embedded via staff training, CPD and line management meetings.</p>	<p>"More successful schools have an ethos of high attainment for all students. They view each pupil as an individual and consciously avoid stereotyping disadvantaged students by referring to them as a group – they never assume that all disadvantaged students face similar barriers or have less potential to succeed." - NFER</p> <p>Education Endowment Foundation '<u>Teacher Toolkit</u>' to be deployed via training, CPD and when considering appropriate interventions.</p>	<p>All</p>
<p>All staff will receive ongoing training and development of pedagogy to sustain quality first teaching and curriculum development/enrichment across the school</p>	<p><u>Excellent teaching has the greatest impact on the outcomes of disadvantaged students</u> in particular, so this must be a priority. Principles of '<u>what makes great teaching</u>' to be followed and applied to CPD strategy planning (Sutton Trust research).</p>	<p>All</p>
<p>Teaching staff meeting time dedicated to five EEF areas of research, including those with the highest impact score: Metacognition and Feedback. Other three focus areas are: Literacy, SEN and Oracy</p>	<p>"The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress), although it can be difficult to realise this impact in practice as such methods require students to take greater responsibility for their learning and develop their understanding of what is required to succeed" - Education Endowment Foundation</p>	<p>1, 2, 3, 4</p>
<p>To develop a love of reading and vocabulary acquisition through high quality teaching of vocabulary and a consistent approach to literacy across all year groups. All staff focus on developing a reading culture; including vocabulary training and curriculum development. Alongside</p>	<p>"Explicit vocabulary teaching can provide a vital boost to our students' vocabulary development" - Alex Quigley (Closing the Vocabulary Gap). Initiated by Hart and Risely's landmark research on the vocabulary gap</p>	<p>1, 2, 3</p>



<p>this ensuring purposeful, curriculum-focused, dialogue and interaction. Mentoring schemes in place for those with low vocabulary/reading scores.</p>	<p>Studies show children with larger vocabularies achieve more academically and display better behaviour. By the end of the Early Years Foundation Stage a third of disadvantaged children have speech, language and communication delays compared with one sixth of their peers. UK children who receive free school meals are 2.3 times more likely to have a speech, language or communication need.</p> <p>According to <u>research by the EEF</u>, oral language and reading comprehension approaches have a high impact on pupil outcomes.</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£35356.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Pupil Premium students will be targeted and supported in our enrichment programme, to enrich their learning and enhance confidence, self-esteem and motivation	“A student’s availability to learn depends largely on their motivation. Our personal desire to achieve results and improve our knowledge, regardless of the material being studied, is one of the most important factors in our ability to learn” - Maslow’s Hierarchy of School Needs	3, 4, 5
Targeted KS4 Pupil Premium students who are underachieving In English and Maths to be provided with intervention (either onsite or resource provision) from specialist teachers and/or HLTAs.	“Targeted English/literacy interventions are crucial for Key Stage 4 Pupil Premium students due to a significant and widening attainment gap in English and literacy compared to their non-disadvantaged peers. Data indicates only 25.8% of disadvantaged pupils achieved a grade 5 in English and maths in 2023/24, versus 53.1% of their non-disadvantaged peers” - Education Endowment Foundation (EEF)	1, 2
Timetabled numeracy and literacy intervention sessions at KS3 for Pupil Premium students and students in need of catch up support.	Targeted Academic Support is High Impact: The EEF's "Guide to the Pupil Premium" and "Teaching and Learning Toolkit" identify targeted academic support (including small group and one-to-one tuition) as a powerful tool, with evidence suggesting it can result in an additional four to six months' progress on average when delivered effectively. Education Endowment Foundation (EEF)	1, 2



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

Budgeted cost: **£13 042**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Addressing attendance through weekly Inclusion Lead meeting with Attendance Officer, clear accountability systems, pastoral support, relationships with parents/carers/external agencies and strategic monitoring and planning</p>	<p>“More successful schools set up rapid response systems to address poor attendance. If the problem persists, staff work with families to address any barriers they face in getting their children to school” - DfE research</p>	<p>3</p>
<p>To meet the SEMH of all Pupil Premium students to ensure that they are ready to learn by knowing the potential barriers to learning and therefore putting targeted and personalised interventions in place to support them in school. This includes one to one and small group sessions timetabled into the Enrichment programme. Alongside financial support with trips and equipment as necessary.</p>	<p>Diagnostic assessment is crucial for understanding the specific elements of education that students are finding challenging. Schools should also develop an understanding of any non-academic challenges that students are facing that are negatively affecting their education and impact their access to teaching - DfE guidance</p> <p>“More successful schools see students as individuals, each with their own challenges, talents and interests” - NFER</p>	<p>3, 4, 5</p>
<p>Wellbeing in Mind and MIND Darlington, recruited to provide in school support. Priority given to PP.</p>	<p>“1. The impact of mentoring varies but, on average, it is likely to have a small positive impact on attainment. 2. Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how</p>	<p>All</p>



	<p>you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour.</p> <p>3. Both community-based and school-based approaches can be successful.</p> <p>4. Mentor drop-out can have detrimental effects on mentees. It is important to consider how to support mentors.” EEF</p>	
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WENSLEYDALE
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Total budgeted cost: £83755



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 students in the 2024-25 academic year.

Desired Outcomes	Success Criteria	Impact 2024-25
High levels of progress in literacy and numeracy for KS3 students eligible for PPG.	Students eligible for PP in KS3 who have been identified as having weak literacy and/or numeracy will make good progress by the end of Ks3 100% will continue to make expected progress by remaining on their entry flightpath. 50% will exceed expected progress and move onto the next flightpath in either maths or English or both	50% Year 7 cohort targeted made improvement between 1 and 3 years in reading age. 65% Year 8 cohort improved by over 1 yr. 4 students improved by 4 chronological years 81% Year 9 cohort improved by 1 yr.
Improved attendance and behaviour of PP students	Records of parental contact and weekly attendance analysis show improved rates of attendance. Timely analysis allows early intervention and action to be taken.	23 of PP student attendance Improved to the 95%+ band across the year. However there is still a persistent 2% Gap in overall attendance between PP and Non
Increased progress rates for PP students and increased uptake of EBacc.	Students make as much progress as non PP students across each key stage so they are on track for at least 4 levels of progress by the end of KS4. Increased % on EBacc	PP student in Yr 11 did not perform as well as other. However were significantly closer to target than previous PPs On average -0.3 grades away from non. However, those PP students with multiple very high needs and complex EHCP and SEND needs out performed non with +0.4. Also very small cohort



		which makes data unreliable statistically insignificant.
To improve the engagement and achievement for our most	Attendance for PP students is higher than the national average and exclusion rates are as they are for non PP students.	Suspension rates extremely low – 34% of all exclusions were 13 PP students a reduction of 10% on previous year. However of all PP students this accounted for 9% of PP subject to suspension, a reduction of 1% on previous year
To offer opportunities to PP students to increase aspiration, overall and increase engagement in subjects within school.	All PP students have a clear Post 16/18 destination.	ALL PP students enrolled on Post 16 provision or Apprenticeships. No NEET

Externally provided programmes

Programme	Provider
Wellbeing counselling	Wellbeing in Mind
Wellbeing counselling	MIND
Beyond Barracks	
Careers Intervention	NYCC Careers officer

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have both a CCF and Service Pupil champion in school. We offer additional emotional and financial support to aid participation in trips. We engage with the local Garrison and family days experiences to promote service life and support



	<p>service students. This supports friendships between service students.</p> <p>BEYOND BARRACKS</p> <p>A dedicated member of staff is available to support service students with anxiety and loss when a family member is deployed.</p>
<p>What was the impact of that spending on service pupil premium eligible students?</p>	<p>We have a stable and growing service student population. Attendance and support for additional resources, uniform and trip has meant a large proportion of service families have engaged with wider enrichment activities.</p>