

## Pupil Premium Strategy Statement 2024

This statement utilises the Education Endowment Foundation (ETF) guided template to inform stakeholders of how the Pupil Premium Grant is used at Wilmington Academy. Part A details the three-year strategy aims, challenges and intended use of the additional finance. Part B details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

### School overview

Detail	Data
School name	Wilmington Academy
Number of pupils in school	Y7-11: 1208 Whole academy: 1399
Proportion (%) of pupil premium eligible pupils	18.5%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Michael Gore, Principal
Pupil premium lead	Kate Murray, Assistant Principal
Governor / Trustee lead	Darrel Linehan-Dumont

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£ 285,765.76</b>
Recovery premium funding allocation this academic year	<b>£0.00</b>
Pupil premium funding carried forward from previous years	<b>£0.00</b>
<b>Total budget for this academic year</b>	<b>£ 285,765.76</b>

## Part A: Pupil premium strategy 2024-27 - Statement of intent

Wilmington Academy is committed to ensuring that all students have equitable access to opportunities that foster academic success, irrespective of their socio-economic backgrounds. We aim to achieve this primarily through the delivery of a high-quality, balanced, and enriching curriculum. Our focus is on elevating lifelong aspirations, dismantling barriers to learning, and promoting excellence, ensuring that no child is disadvantaged due to socio-economic factors.

In addressing the needs of vulnerable students, we will consider those who may not qualify for pupil premium funding, such as children with social workers and young carers. The initiatives outlined in this statement are designed to support all students facing challenges, regardless of their classification as disadvantaged.

Wilmington Academy considers its unique context and the specific challenges it faces when making decisions about Pupil Premium funding. We adopt a research-based, evidence-informed approach, drawing on studies conducted by leading organisations, such as the Education Endowment Foundation (EEF).

Disadvantaged children often encounter various barriers to learning, including limited support at home, low literacy and communication skills, lack of confidence, low aspirations, difficulties with self-regulation, and issues with attendance and punctuality. Family circumstances may also hinder their development. Given the complexity and diversity of these challenges, a tailored approach is essential.

We will ensure that all teaching staff can identify pupil premium students, understand the barriers they face, and possess a thorough understanding of their attainment data. This enables staff to recognize individual strengths and weaknesses and to implement targeted interventions to bridge knowledge and skill gaps through high-quality, differentiated instruction. Our emphasis on exceptional teaching is proven to be the most effective strategy for narrowing the attainment gap, benefiting both disadvantaged and non-disadvantaged students.

In addition to prioritising high-quality teaching, we will focus on enhancing literacy for all students, fostering emotional resilience, and providing targeted wellbeing support for our most vulnerable learners. We are dedicated to offering enriching experiences beyond the classroom and minimising student absence. This comprehensive approach to closing the achievement gap involves our entire staff, all of whom play a crucial role in ensuring the academic success of every pupil at Wilmington Academy.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Progress (English and maths)</b> - to improve student attainment for disadvantaged students through high quality teaching and learning.</p> <p>To effectively use data tracking points to identify disadvantaged students for interventions.</p> <p>To improve metacognitive, self-regulatory and study skills of disadvantaged students.</p> <p>To ensure students have access to materials to support their learning.</p> <p><b><u>Mathematics &amp; Numeracy</u></b></p> <p>An attainment gap exists at GCSE level in maths as informed by 2024 outcomes:</p> <ul style="list-style-type: none"> <li>9-4: 55% (disadvantaged) compared to 70% (non-disadvantaged) – 15% gap</li> <li>9-5: 50% (disadvantaged) compared to 28% (non-disadvantaged) – 22% gap</li> </ul>

	<ul style="list-style-type: none"> <li>9-7: 14% (disadvantaged) compared to 6% (non-disadvantaged) – 8% gap</li> </ul> <p>The progress gap is more pronounced based on gender, with disadvantaged female pupils making less progress than disadvantaged males.</p>
2	<p><b><u>Literacy Skills</u></b></p> <p>To improve the literacy, oracy and reading scores of disadvantaged students so that the gap diminishes between DA and their non-DA peers.</p> <p>To develop an extended writing strategy to enable students to produce more sophisticated pieces of written work, raising the quality of work produced and student academic outcomes.</p>
3	<p><b><u>Attainment Gap</u></b></p> <p>To reduce the attainment gap between disadvantaged students and their peers. Disadvantaged pupils have lower attainment when compared to their peers in terms of GCSE outcomes. In 2023-24, disadvantaged pupils had an average A8 grade of 3.88 compared to an average A8 grade of 4.74 for non-disadvantaged pupils.</p>
4	<p><b><u>Low aspirations, self-esteem and social, emotional and mental health needs.</u></b></p> <p>To increase the number of disadvantaged students accessing extracurricular activities, trips and experiences and provide additional support with social and emotional needs.</p> <p>Our observations of our student cohort and interactions with students and families, show that an increasing number of students are experiencing a range of social and emotional issues, such as depression (diagnosed by medical professionals), anxiety, low self-esteem and poor self image. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Additionally, many of our most disadvantaged pupils currently require additional support with social and emotional needs via a range of small group interventions as well as one-to-one support, which is overseen by our Wellbeing Manager.</p>
5	<p><b><u>Attendance</u></b></p> <p>To improve attendance for all pupils, with a specific focus on improving the attendance of disadvantaged pupils.</p> <p>WA attendance data for the 2023-2024 academic year indicates that attendance among disadvantaged pupils was 88.2%, compared to 92.5% for all students.</p> <p>The disadvantaged attendance rate of 88.2% was also slightly lower than the national average attendance for disadvantaged students 88.9%).*</p> <p>34% of disadvantaged pupils have been 'persistently absent' compared to 19.1% for all students.*</p> <p>*Please note that national disadvantaged figure encompasses all phases of education (not separated as per overall attendance figures)</p>

## 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
<p>Progress (English and maths) - to improve student attainment for disadvantaged students through high quality teaching and learning.</p> <p>To effectively use data tracking points to identify disadvantaged students for interventions.</p> <p>To improve metacognitive, self-regulatory and study skills of disadvantaged students.</p> <p>To ensure students have access to materials to support their learning.</p> <p>Improved attainment among disadvantaged pupils within mathematics.</p>	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• an average Attainment 8 score of 4 or above</li> <li>• a P8 score of 0</li> <li>• Maths attainment will rise to be in line with the academy expectations as noted above. This will be evidenced through the impact of the maths mastery curriculum in internal KS3 assessments as well as KS4 outcomes.</li> </ul>
<p>Improved reading comprehension among disadvantaged pupils across KS3.</p> <p>Embedding consistent application of the academy extended writing strategy.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Evidence from student outcomes and quality assurance processes demonstrate an increase in the quality and breadth of students' extended writing.</p>
<p>To reduce the attainment gap between disadvantaged students and their peers.</p>	<p>Student outcomes demonstrate that the attainment gap between disadvantaged students and their peers has reduced from 2023/24 to 2024/25.</p>
<p>To increase the number of disadvantaged students accessing extracurricular activities, trips and experiences and provide additional support with social and emotional needs.</p>	<p>We will receive positive feedback from a range of qualitative data including student voice, student and parent surveys and teacher observations as well as data for referrals to wellbeing interventions. We will also see a significant increase in participation in enrichment activities (clubs, school trips etc), particularly among disadvantaged pupils.</p>

To improve attendance for all pupils, with a specific focus on improving the attendance of disadvantaged pupils.	<p>We will close the gap in attendance between all pupils and disadvantaged pupils.</p> <p>We will ensure that WA attendance for disadvantaged pupils is at least in line with the national average.</p>
--	--

### 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment into the implementation of a strong CPD offer for staff with a sharp focus on research-informed approaches and pedagogy to help ensure high quality teaching practice and ultimately, stronger pupil outcomes for the most disadvantaged.	<a href="#">EEF research into effective professional development</a> .	1-4
Continued investment into the implementation of a digital strategy where all pupils have their own Chromebook so that technology can be used to enhance the learning experience of students and to personalise their learning experience.	<a href="#">Research by the EEF</a> into the use of technology to enhance learning.	1-4
Enhancement of our teaching of literacy (explicit teaching of reading, writing, oracy and vocabulary). To close the writing gap, the academy will focus on strategies for developing extended writing at all Key Stages.	<p><a href="#">EEF Improving Literacy in Schools</a> guidance and toolkit.</p> <p>Research (and accompanying resources and strategies) by Alex Quigley into the importance of closing the <a href="#">vocabulary gap</a>, <a href="#">reading gap</a> and <a href="#">writing gap</a> in order to support improved academic outcomes as well as enhanced life chances.</p> <p>Research into the importance of <a href="#">the word gap</a> and its link to attainment.</p>	1, 3 & 4
Funding teacher release time to engage in NPQ programmes to support them to lead change within the academy, positively impacting our disadvantaged pupils.	From <a href="#">DfE recommendations</a> as part of a wider set of teacher development reforms.	1-6

Investment into time for subject staff to work collaboratively to joint plan and share resources, thus reducing workload and helping to retain/attract quality staff.	From <a href="#">research commissioned by the DfE</a> to support a reduction in staff workload to help retain and attract strong talent.	1-4
Retaining staff by reducing workload and pressures by evaluating and improving behaviour policies, practices and systems.	From <a href="#">research commissioned by the DfE</a> to support a reduction in staff workload to help retain and attract strong talent.  <a href="#">Tom Bennett's research into 'Creating a Culture'</a> .	1-4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group mentoring provided to Year 7 and 11 pupil premium students by KS5 students to support personal development and well-being and to provide bespoke literacy and numeracy interventions.	Research suggests that tuition (one-to-one or small group) can have a positive impact when it has a sharp focus on uncovering gaps and ensuring that these knowledge gaps are closed.	1-4
The development of a bespoke small group Y11 intervention programme to support pupils to close knowledge gaps and excel academically.	Supported by <a href="#">research from the EEF</a> which outlines the effectiveness of small group intervention.	1-4
Investment in bespoke intervention programmes & resources to support the work of the Director of Literacy	<a href="#">The significance of supporting pupils who are behind with literacy</a> & <a href="#">EEF reading intervention strategy research</a> .	1 & 4
Continue to use platforms to promote a love of reading in order to broaden the vocabularies, imaginations and comprehension abilities of pupils (e.g. the Accelerated Reader programme and myON platform).	EEF study found that Year 7 pupils who were offered 'Accelerated Reader' made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. Enhanced by the Chromebook scheme we provide further access to texts from myON Reader, which provides unlimited, 24/7 access to thousands of high-quality fiction and nonfiction titles.	1 & 4
Providing disadvantaged students with the necessary resources to be able to carry out their studies, such as revision guides, equipment, calculators and subject specific resources such as covering the cost of materials for cooking in food technology Uniform Swap Shop - a significant amount of uniform has been accumulated through the swap shop and this will be distributed to students who require assistance.	<a href="#">Department for Education</a> - Guidance on using pupil premium for school leaders.	2, 3, 5 & 6
Weekly intervention with selected pupil premium students from Year 7-11 with SWE to provide emotional support and monitor wellbeing.	The Department for Education stress the importance of promoting and supporting mental health and wellbeing in schools for all students.	5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional time protected for our Attendance Lead to analyse attendance data. Implementation of key initiatives, including: H.E.R.O. (Here, Every day, Ready, On time), W.o.W. (Wilmington on Wheels) and Persistent Absence (PA) Improvement Strategy which targets disadvantaged PA students.	Evidence from the Department for Education study shows a strong correlation between school attendance and outcomes.	6
Improved attendance through: Cycle scheme 'Wilmington on Wheels' to allow disadvantaged students unable to afford travel to school to be able to loan a bike so that they can cycle to school. HERO Reward Programme to provide enrichment activities and food vouchers, targeted at pupil premium students, as a reward for those with 100% attendance	Section 5.3 of the Attendance and Persistent absence ESC Submission <a href="#">EEF - ESC Submission</a>	6
Development of an enriching co-curricular offer which ensures that disadvantaged pupils are able to access a range of clubs, societies, activities, trips and experiences which they may not otherwise have the chance to experience.	Children from the poorest backgrounds are three times more likely to not take part in any extra-curricular activity compared to those from the richest families, study finds. A report by the Social Mobility Commission revealed that young people from better-off families are much more likely to engage in a range of activities out of school – including music and sport. Cost barriers, access difficulties and a fear they will not fit in are all reasons behind the disparities.	4, 5 & 6

**Total budgeted cost:** £285,766

## Part B: Review for 2023-24

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

### **To improve student attainment for disadvantaged students through high quality teaching and learning and interventions.**

- It is clear that the strategies applied for several years have gained traction. This is no more evident in the outcomes of students. Headline figures have improved for DA students. A8: 2023 (34.53) 2024 (38.73), P8: 2023 (-0.50) 2024 (-0.05)
- Efforts in both English and maths have ensured further impact, with more students achieving both En and maths from 2023 (48%) to 2024 (55%). Pleasingly the 7+ has increased from 3.4% to 6%.
- Curriculum changes have encouraged DA students to access full Ebacc has proved fruitful with Ebacc APS results of 2023 (2.93) to 2024 (3.59)
- P16 outcomes have also demonstrated a narrowing of the gap with Applied General subjects averaging a Merit + the same as the rest of the cohort.
- Student outcomes at KS4 demonstrate that the quality of education is in line with the high expectations set by a world average target from each year group from yr 7-9.
- 94.1% of teachers were rated “effective” or better and 51% were rated as “highly effective” which evidences the impact of the comprehensive CPD offer made available to our staff (weekly CPD training, a bespoke LAT Teach programme to support teacher development, employment of Teaching and Learning Lead Practitioners) to ensure students are exposed to high quality teaching at all times.
- Positive MYP Evaluation/Monitoring Visit:  
‘The Learner Profile was explicitly used in teaching and learning in all classrooms. It was clearly evident that the students have embraced the LP attributes and could reflect upon how their development had impacted their learning’.  
‘The team at Wilmington were enthusiastic about the developments that the school has made since its authorization. The progress that has been made in such a short time is commendable. In all areas visited, students and teachers could describe examples of authentic MYP practice’.
- All 48 Year 11 students were offered the opportunity for additional 1:1 tuition (Modules 3/ 4) with MyTutor and 60 Years 9/10 (DA/HAP/SEND) (3:1 tuition) (Module 4/5). Previous impact has shown an average increase of 0.6 grade after 15 hours of tuition.

### **To improve the literacy, oracy and reading scores of disadvantaged students so that the gap diminishes between DA and their non-DA peers.**

- Word of the Week (Tier 2) - embedded into lessons and the tutor time programme. Each student has a Yellow Vocabulary Notebook (bank of vocabulary) to support their learning in MYP assessments and GCSE exams.
- Accelerated Reader Lessons for KS3 - Year 7 and 8 students have sat their STAR reading tests at the beginning and end of the Academic Year.

### **To reduce the attendance gap for Disadvantaged students**

- Attendance for all pupils in the academy is above national average for 2023-24. Persistent absenteeism is below the national average. Work is currently ongoing to further reduce the number of persistent absenteeism and has enabled internal attendance staff to focus on early response contact with parents/carers when pupils are absent from school.
- H.E.R.O Attendance Programme - re-launched across the academy.
- PA Champion completes a ‘LAZER’ weekly attendance report which highlights all micro-populations to ensure DA/PP can be monitored carefully.
- Weekly meetings are held with the PA Champion and the Attendance Leads to discuss strategies. PA students are discussed in weekly College meetings.
- Wilmington on Wheels Bike Rental Scheme - currently 6 bikes on loan to DA/PP students.
- Breakfast boxes
- Kent SLO has reported that all staff are enthusiastic about school attendance and actively support and promote this.

- In terms of our vision to ensure that all pupils had access to an electronic device to support them with classwork, homework and other independent learning opportunities, all pupils have now been issued with their own device along with lessons in digital citizenship and an embedded digital strategy which ensures that they are utilised as learning tools on a daily basis.

**To increase the number of disadvantaged students accessing extracurricular activities, trips and experiences (cultural capital).**

- Enriching experiences have been provided for WA pupils, with a broad range of clubs and activities offered to students. There was a specific focus on the engagement of DA and SEND students and, pleasingly, 20.8% of all students attending Extra Curricular Activities were DA.
- **Feedback from student:**  
*"I have never been to the theatre before. I like the characters and how they acted with each other. The costumes were really bright. I have never thought about going to the theatre before because it is quite expensive. I feel inspired with how the cast used their memory in terms of learning lines for over an hour which is a good transferable skills which can be used in others subjects like Spanish or Science. I liked how they made it really intriguing in terms of the set. This could help in drama (how they express their voices loudly). I am really grateful for the opportunity" (Year 9)*
- KS3 students complete a bespoke programme during tutor time, on rotation with numeracy sessions. In addition, Year 9 students have extra sessions during Morals and Ethics in preparation for their options.
- KS4 students have access to Unifrog during tutor time (on a rotation with Computing). There is a focus on developing an awareness of the different opportunities available to students at Post 16, and the different skills that students will require in their adult life.
- KS5 students have access to Unifrog during form time. They develop the skills that they will need in order to succeed in their next destination.
- 100% of students have engaged with Unifrog.
- Students of all ages are offered bespoke assemblies throughout the year with different providers, in order to develop their awareness of the different opportunities that are available to them. Student feedback is overwhelmingly positive, with many students exploring future potential opportunities across the UK and Europe.
- DA students in Years 11 and 13 have received careers advice from an independent career's advisor. Meetings with Year 12 DA students were also scheduled. The programme will aid them in their next steps in further education, apprenticeships or employment.

**To improve resilience and engagement of DA students.**

- For disadvantaged students, we have seen an increase in the number of merits compared to the previous academic year.
- We have seen a decrease in the number of negative logs from module 1.
- Well-being Support - 1:1 meetings with 54 DA Year 7 students to support transition over M1&2 and also providing additional equipment where needed.

**To increase parental engagement.**

- Attendance Reward - vouchers have been changed to 'Just Eat' to incentivise families to further support consistent attendance. This has had an impact as families can benefit from the reward, especially during the current climate and cost of living crisis.
- Support Letters - free school meal and universal credit information sent out to parents. We have supported parents in applying for free school meals online.
- Uniform Swap Shop - a significant amount of uniform has been accumulated through the swap shop and has been distributed to students who require assistance.

**To improve metacognitive, self-regulatory and study skills of disadvantaged students (UDL).**

- Year11 students (DA and SEND) were mentored by KS5 students - programme launched in Module 2.
- Over 30 KS5 students have applied for the mentoring programme and have been trained by DA Champion.
- We have seen an improvement in students' confidence, social skills and ability to reflect on their daily, short/long term goals.

## Externally provided programmes

Programme	Provider
myON digital library	Renaissance
Accelerated Reader - reading comprehension programme	Renaissance
Maths Mastery programme	Ark
Bedrock	
Read and write	
Seneca	
Sparx maths	
Tassomai	
LanguageNut	
Sparx Science	