

# Pupil premium strategy statement – Waverley Studio College

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	133 (KS4)
Proportion (%) of pupil premium eligible pupils	57.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-26
Date this statement was published	Nov 24
Date on which it will be reviewed	Sept 26
Statement authorised by	J.Kler (Principal)
Pupil premium lead	J.Kler
Governor / Trustee lead	Ms Yasmin Sadique

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,800 2024-25 £67,188 2025-26
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£67,188

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students regardless of background or challenges are successful and supported as they progress through their pathways with us.

We aim to do this by knowing all of our students and the challenges that they face both inside and outside of college.

The activity we have outlined in this document is also intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with focus on areas in which disadvantaged students require the most support we will do this by providing a well sequenced and inclusive curriculum.

We also plan to use targeted intervention to raise achievement and remove barriers not just to education but to help support the whole child preparing them for life after college.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<ul style="list-style-type: none"> <li>Attainment – Some disadvantaged students arrive to the college with low levels of attainment, this may be due to gaps in schooling, home education or being new to the country/EAL.</li> <li>For some students joining us their first experience of the National Curriculum is at KS4.</li> <li>In 23/24 KS4 performance measures there was a 2-point A8 gap between disadvantaged students and non-disadvantaged students. In 24/25 this gap has widened to 3.7 points.</li> </ul>
2	<ul style="list-style-type: none"> <li>Reading and comprehension – Assessments, observations and discussion with KS4 students indicate that disadvantaged students generally have lower levels of reading comprehension than their peers.</li> <li>The reading ages of disadvantaged students is below age related expectations.</li> <li>The average reading age of our disadvantaged students is 9:09 years compared to 10:21 years for non-disadvantaged students.</li> </ul>
3	<ul style="list-style-type: none"> <li>SEND inc SEMH – Increasing numbers of students requiring SEN support and arriving to us with undiagnosed needs.</li> <li>Some students also make slow progress because of SEMH and behaviour issues beyond school.</li> </ul>
4	<ul style="list-style-type: none"> <li>Attendance – Attendance for disadvantaged students is lower than that expected. Some students joining us find being in school difficult especially those from home education, those new to the country (if not previously schooled) and those with gaps in their schooling.</li> <li>60% of disadvantaged students are persistently absent compared to 45% of non-disadvantaged students.</li> <li>23% of disadvantaged students are severely absent compared to 21% of non-disadvantaged students.</li> </ul>
5	<ul style="list-style-type: none"> <li>Behaviour – Some disadvantaged students including SEND cause low level disruption that impacts their learning and show a lack of self-regulation strategies, this is indicated across the curriculum.</li> </ul>
6	<ul style="list-style-type: none"> <li>Lack of first-hand experiences outside of the classroom. For some students they travel only between college and home and never experience more than this.</li> </ul>

## 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
------------------	------------------



	<ul style="list-style-type: none"> <li>• Reduction in suspensions issued to disadvantaged students.</li> </ul>
Provide further enrichment opportunities and cultural experiences to enhance students experience outside of the classroom.	<ul style="list-style-type: none"> <li>• Increased number of after school activities and trips taking place for students.</li> <li>• Disadvantaged pupils are at least proportionally represented in attendance to educational visits</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 50,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a>	1, 2
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time. It will first be rolled out in maths and english followed by other subjects.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: <a href="#">Metacognition and self-regulation   Teaching and Learning Toolkit   EEF</a>	1, 5
Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area. Purchase of whole class book sets and reading programmes.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a> Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in all subjects: <a href="#">word-gap (Oxford University Press)</a>	1, 2

Purchase of classcharts for the sharing and recording of information. Training to be provided to ensure all staff use correctly.	When used effectively it can help to share and record information and help to support the needs of every child.	1, 3, 4, 5
Expand the EAL hub in KS4, using subject specialists to teach some lessons to allow the EAL lead to deliver personalised interventions		1, 2
Developing high quality teaching by providing staff with CPD on Adaptive teaching and reading strategies (funded by DLP project)		1, 2, 3, 5

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: <a href="#">Tutoring: guidance for education settings</a>	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a> <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1, 2
Impress the examiner workshops in English, Maths and Science for SEND students (funded by DLP project)		1, 3

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

Budgeted cost: £ 5,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Embedding good practice set out in DfE's guidance on Staff training and release time to develop and implement procedures. Attendance/support officers will be appointed to improve attendance.</p>	<ul style="list-style-type: none"> <li>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</li> <li>The attendance/support officers will engage with parents and families regularly, particularly those that are hardest to reach. The average impact of the Parental engagement approach is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</li> </ul> <p><a href="#">working together to improve school attendance.</a></p>	4
<p>Sport activities delivered through extra-curricular clubs and cultural trips</p>	<ul style="list-style-type: none"> <li>Outdoor learning and Arts participation can raise attitudes to school and academic performance. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress.</li> <li>There is also evidence of an impact on non-cognitive outcomes such as self-confidence. We also feel it is important to bridge the gap in cultural experiences that our pupils eligible for PP are likely to have.</li> <li>Benefits have been found in both primary and secondary schools, with greater effects for disadvantaged pupils. Wider benefits such as more positive attitudes to learning and increased wellbeing have also consistently been reported.</li> </ul> <p>EEF-teaching-learning-toolkit/arts-participation EEF-teaching-learning-toolkit/outdoor-adventure-learning</p>	6
<p>Purchase and introduction of Sparx across Maths, Science and Reading</p>	<ul style="list-style-type: none"> <li>EEF research: has identified tutorial use of technology is particularly practical for lower attaining pupils, those with SEND or those from disadvantaged backgrounds in providing intensive support to enable them to catch up with their peers. Technology can be particularly useful in personalising learning to match pupils' individual abilities and needs given the potential for such programmes to adapt and focus on the child's learning needs.</li> </ul>	1, 2, 3
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.  This includes training for school staff, collaboration with our local behaviour hub and teacher release time.</p>	<ul style="list-style-type: none"> <li>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: <a href="#">Cognitive Behavioural Therapy (Youth Endowment Fund)</a></li> <li>Early Intervention Foundation's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions</a></li> </ul>	3, 5

<p>PP pupils provided with resources where required to remove barriers when accessing the curriculum</p>	<ul style="list-style-type: none"> <li>Pupils who are eligible for PP may not be able to purchase all the revision materials and equipment that are required for effective study. Pupils who are eligible for PP should have the same access to resources and study materials as their more advantaged peers. They may also have reduced access to devices and internet connections, so the resources we provide become essential.</li> </ul> <p><a href="https://www.cam.ac.uk/stories/digitaldivide">https://www.cam.ac.uk/stories/digitaldivide</a></p>	<p>1, 2, 3</p>
--	--	----------------

**Total budgeted cost: £ 58,800**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Context

48/81 (59%) of the whole year 11 cohort were classified as Pupil Premium. WSC is able to dis-apply some students from results and this leaves a cohort of 55, of the 55 students 35 were classified as Pupil Premium (64%).

#### Strategies

A number of strategies were put in place to support and improve the outcomes of the disadvantaged students last year including:

- Additional revision resources, including revision guides and examination papers
- Additional classes before/after school and during the holidays
- Additional Tutoring, including 1:1 tutoring
- Support on examination techniques, targeting those students on the threshold of a grade boundary
- Parents/carers revision support session
- Adjusted form group structure to provide additional support for Eng/Ma/Sci
- Additional enrichment session used to provide bespoke targeted support to students for Eng/Ma/Sci
- Workshops – Impress the examiner and Coachbright

#### Attendance

2024-25	Disadvantaged students	Non-disadvantaged	Disadvantaged students (nationally)
% Attendance	81.40	80.85	85.6

Attendance of our disadvantaged students is just below that of the rest of the cohort and is significantly below the National Average for disadvantaged students.

#### Outcomes

Below are the outcomes for the disadvantaged students in 2025 compared to the outcomes of all students in the year group. The comparative outcomes on non-disadvantaged students both locally and nationally have also been added. Columns have also been added at the end to show how the outcomes of the disadvantaged students in 2025 compared with the outcomes of disadvantaged students in 2024 and 2023.

	Disadvantaged (2025)	All Students (2025)	Disadvantaged (2024)	Disadvantaged (2023)
Average Attainment 8 score per student	18.11	21.84	24.4	27.59
Attainment 8 – English element	4.6	5.36	6.43	6.38

Attainment 8 – Maths element	4.51	5.38	5.47	5.88
% of students achieving grade 4 or above in Eng and Maths	16.1	24	39.1	34.4
% of students achieving grade 5 or above in Eng and Maths	11.4	12.7	13.3	12.5

There has been a reduction over the past two years in the average attainment 8 score per student. Furthermore, the attainment 8 figure for the English element has also declined in 2025 of 4.6 compared to that of 6.38 in 2023. A difference of 2.32.

Attainment 8 with the Maths element has also decreased by 0.96. at 4.51 in 2025, and 5.47 in 2024.

% of students achieving a grade 4 or above in English and Maths has dropped considerably from 2024 at 39.1% to 16.1% in 2025. A difference of 23%.

% of students achieving a grade 5 or above in English and Maths has seen a decline from 2024 of 13.3% to 11.4% in 2025. A difference of 1.7%.

Although the data is showing a decline in figures over the years, in terms of outcomes, this is due to a high volume of disadvantaged students being of a SEND background. Many of our admissions are of students who have not yet been diagnosed at earlier stages of education. Once these students have been enrolled with us, we face many challenges that come with the process of getting a diagnosis, as well as consider the support and guidance such disadvantaged students will require whilst awaiting a diagnosis, which can take up to two years, once a referral has been put through.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
KS4 study intervention	Impress the Examiner, Coachbright, WSC Teachers and Sherpa
Subject specific support, teaching, learning, assessment	PiXL
Mentoring support	Anna Freud

