

Pupil Premium Strategy 2024-25 Review

October 2025

Challenges

This details the key challenges to achievement that we had identified for our disadvantaged pupils in the 3 year Pupil Premium Strategy (2024-2027)

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

Challenge	Detail of challenge
1	Whilst our previous strategy reduced the achievement gap for disadvantaged students from -0.75 to -0.37, we are mindful that a gap remains. We are committed to ensuring that we continue our work to sustain this improvement across the curriculum, supporting our disadvantaged students to achieve essential L2 qualifications that will allow them to progress in their education.
2	Our attendance data over time indicates that attendance and punctuality among disadvantaged students has been lower than for non-disadvantaged pupils. This gap is even wider for those disadvantaged SEND students. We recognise that there are multiple factors leading to higher rates of absence amongst disadvantaged students but know attendance is critical for students to achieve.
3	Our disadvantaged students start secondary school behind their non-disadvantaged peers. KS2 data indicates that the achievement gap exists when students transition to Waldegrave from primary school and we recognise starting secondary school with lower levels of literacy and numeracy presents students with a significant barrier accessing the curriculum. Progress trackers utilised at KS3 for Yr7 to Yr9 indicate a gap between the percentage of our disadvantaged and non disadvantaged pupils' making expected or better than expected progress.
4	Within our cohort of disadvantaged students there is a higher proportion of students with SEND (24%) than within the non disadvantaged cohort (17.3%). Within this cohort the main identified needs are: • SEMH which includes ADHD, • cognition and learning including moderate learning difficulties and dyslexia, • communication and interaction including PDA and ASC. We are mindful that due to disruption in early years education as a result of lockdowns, the lower rates of SEND diagnoses amongst girls and significant waiting periods to access external services, there will be a number of students with unidentified SEND across the whole school cohort.

5	Within our cohort of disadvantaged students there are a number of students who have experience of ACEs (adverse childhood experiences) and attachment issues. This has led to additional social and emotional needs and vulnerabilities which can result in difficulty forming positive peer relationships, increased levels of anxiety and / or a greater need for reassurance and to be noticed.
6	Feedback via pastoral and safeguarding teams indicates that some of our pupil premium students lack access to sufficient resources and study spaces to support independent study.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 2024 - 2027**, and how we will measure whether they have been achieved.

Yr11 GCSE results 2025 (Attainment)

	All pupils	DAS pupils	Gap in school	National	Gap to National
Attainment 8	67	52.2	-14.8	Not published	N/A
5 GCSEs inc Eng & Maths at 4+(good)	94%	78%	-16%	Not published	N/A
5 GCSEs inc Eng & Maths at 5+ (strong)	80%	39%	-41%	Not published	N/A
English Lang 4+	97%	82%	-15%	70.6%	+11.4%
English Lang 5+	90%	76%	-14%	54.2%	+21.8%
Maths 4+	98%	88%	-10%	71.9%	+16.1%
Maths 5+	85%	47%	-38%	52.8%	-5.8%

Intended outcome	Success criteria	Review 2024-25
The achievement of disadvantaged pupils across the curriculum at the end of KS4 is improved, with	The achievement gap is reduced (i.e. is less than -0.37). Disadvantaged pupils achieve a positive P8 score. <i>N.B. Progress scores will not be published in 2025 or 2026 but will be in 2027 at the end of the strategy.</i>	DAS students at Waldegrave achieve strong outcomes against national data allowing our DAS students to progress in their education. Allocation of key groups considered when planning timetables, linked to experienced staff taking critical groups which helped to secure strong outcomes at 5+ passes.

a particular focus on Maths, ensuring disadvantaged students experience success and can progress in their education.	Students secure aspirational post-16 provision. Quality assurance of teaching and learning indicates that disadvantaged students receive feedback that helps them to progress.	The maths department mapped out a support program for flexible pathway students and these sessions were delivered and monitored by maths teachers which lends itself to the graduated approach of assess, plan, do and review. Quality assurance checks demonstrate that all pupils are known to staff, prioritised and supported to succeed. There has been a focus on tailored feedback to all pupils using the professional development gained through the SSAT embedding formative assessment whole school training program which has supported pupil progress The KS3 schemes of work in Maths have been purposefully redeveloped to align with the KS4 curriculum to support better pupil achievement and enjoyment. The attainment in maths at grade 4+ is well above the national average. However there is still a gap to close. Continued focus and work in raising the attainment in Maths at grade 5+ is a priority in this next academic year
Disadvantaged students enjoy school and attend regularly.	Improved attendance and punctuality for disadvantaged students across all year groups. There is a reduction in the number of disadvantaged students with persistent absence. The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced. Students actively participate in the full life of the school.	Attendance data shows persistent absenteeism is below the national data by 2.1% in the DAS cohort. The attendance of pupils with Free School Meals is 0.6% above the national average for this group, and when compared to school data for the previous academic year is the only group where the attendance had improved by 0.9% The attendance gap between pupils with free school meals compared to pupils with no free school meals at Waldegrave is the same as the national gap when these two groups are compared. The attendance gap between disadvantaged and non disadvantaged pupils has decreased when comparing attendance in academic years 2023-2024 and 2024-2025, the respective gaps are 8.5% and 7.1%, showing the gap reducing by 1.4%.

		The committed approach by pastoral teams to engage and build relationships with hard to reach families remained a key ingredient in tackling persistent absenteeism. The attendance officer worked in collaboration with Heads of Year, Heads of Key stage, the Education welfare officer and other external agencies to erode the gap in absence. Disadvantaged students were provided with a range of opportunities to be involved and participate across a range of activities both within school and outside of school demonstrating the school values of enjoy, achieve and empower. The student parliament committees and the prefect system are inclusive of disadvantaged (DAS) pupils.
Disadvantaged students' levels of literacy and numeracy improve in KS3 allowing them to achieve across the curriculum.	Internal tracking data indicate the gap between the percentage of our disadvantaged and non disadvantaged pupils' making expected or better than expected progress between Yr7 to Yr9 is reduced. Students are confident and ready to start their GCSEs.	At KS3 more non disadvantaged pupils gain an average progress score of 'on or above their target grade' compared to disadvantaged pupils. The gap for the Y8 and Y9 cohorts has in fact widened as they progress through the school. The school is not complacent and is tackling this to ensure outcomes are strong at KS4 Training to embed the whole school literacy strategy was delivered to all staff, and examples of this being implemented has been evidenced through quality assurance methods such as book looks of disadvantaged students. The KS3 academic mentor has supported identified disadvantaged students at KS3 who were below expected targets and worked one to one to ensure pupils are catching up to their peers. The evidence from the summer 2025 GCSE results show disadvantaged students have achieved in the basics (English and Maths grade 4+) well above the national average. This shows that the vast majority of students are ready and confident once the GCSE exams begin.
Disadvantaged SEND students are	Appropriate personalised support is in place to allow students to flourish.	Monitoring data suggests that this group of pupils were on track or above targets.

identified and supported so that they enjoy learning, feel valued and experience success.	Annual reviews reflect progress across all aspects of school life and identify areas for development and support. Attendance of disadvantaged students improves. The gap between SEND and Disadvantaged students is reduced.	Quality First Teaching was the main bedrock identified to reduce the achievement gap based on educational research. A comprehensive planned program related to quality assurance processes are timetabled to support this objective such as departmental reviews with our school improvement partner, line management meetings, mock exam analysis meetings with Heads of department, Head of Year. There were 13 pupils across Y7 to Y11 who had an EHCP and were also disadvantaged in 2024-25, all pupils have annual reviews and summaries available to staff thus helping support pupil progress. GCSE 2025 results data shows that for the measure of 5 GCSE's including Eng & Maths at 4+ there is a small difference of 6% where SEND students outperform disadvantaged students. The area of focus will be the measure of 5 GCSE's including Eng & Maths at 5+ there is a difference of 22% therefore SEND students significantly outperformed disadvantaged students. The two Y11 disadvantaged students with EHCPs, one achieved 5 GCSE's including Eng & Maths at 4+ and the other did not due to a grade 3 in Maths.
The social and emotional needs of disadvantaged students are supported so that they are able to enjoy learning, feel valued and experience success.	Student voice activities show disadvantaged students feel known and valued. Quality assurance of teaching and learning indicates that the social and emotional needs of disadvantaged students are recognised by teachers and they receive appropriate support. Students tell us that they have an adult in school that they trust. Students are able to access additional support when needed.	All form tutors check in with disadvantaged pupils on a regular basis particularly following an absence to ensure students feel valued. Examples of student voice activity which has been captured include one to one meetings between Y7 disadvantaged pupils and senior leaders to build a sense of belonging. Y11 disadvantaged pupils had two academic one to one meetings with the Head of Year 11 and Head of Key Stage 4 following key assessment points. Through these meetings pupils have been able to identify a trusted adult in school. Students access support from our wellbeing officers, school counsellors and the education welfare service (mental health support team).

		Sixth formers were trained and used to mentor Y9 and 10 disadvantaged pupils in the main school, supporting them academically with some emotional support too. Feedback through student voice showed Yr9 and 10 disadvantaged students feeling generally positive and reflective of the mentoring partnerships.
Disadvantaged students are empowered to learn independently.	Disadvantage students have resources to support independent learning. Disadvantaged students are provided with a chromebook by the school in order to support their independent learning.	All disadvantaged pupils have been provided with a chromebook. Resources have been provided to all Y10 disadvantaged pupils at the start of the academic year such as textbooks and revision guides. Investment in GCSE Pod as an independent learning platform for all subjects provides all students equal access to learn independently in and out of school The new library is accessible for all pupils to benefit from as an independent study space. Intervention and after school support through homework clubs is regular and frequent. Disadvantaged students are prioritised for these resources to encourage and develop supported independent learning, and different disadvantaged students access these at different times.