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WSSC Pupil Premium Strategy Report

WICKERSLEY PARTNERSHIP TRUST

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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.

1. School overview

School Name	Wickersley School and Sports College
Number of Pupils in school	1,696 (year 7-11)
Proportion of Pupil Premium eligible pupils	334 (19.68%)
Academic Year	2025/26
Date this statement was published	September 2025
Date for next review	July 2026
Statement authorised by	Helen O'Brien, CEO, WPT
Pupil Premium Lead	Daniel Wong
Governor Lead	Lisa Carpenter

2. Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£342,286
Pupil Premium funding carried forward from previous years	£0 (Based on 2024/25 report stating £0 carried forward)
Total budget for this academic year	£342,286

Part A: Pupil Premium Strategy Plan

Our Ultimate Objectives for Disadvantaged Pupils

Our moral objective at WSSC is to provide a comprehensive, high-quality education that ensures our disadvantaged students achieve academic parity and develop the personal characteristics necessary to thrive in ambitious post-16 settings.

Specifically, by the end of this strategy (July 2026), our disadvantaged pupils will:

- **Narrow the Attainment Gap:** Achieve an Attainment 8 gap (vs non-PP) of **less than 12.64 points** and secure strong passes (English and Maths 4+) for **over 50%** of the cohort.
- **Achieve High Attendance:** Increase the Pupil Premium attendance rate to **90.5%** and reduce Persistent Absence (PA) from 38% to **32%**.
- **Eliminate Disproportionality in Sanctions:** Reduce the PP students' share of suspensions to **below 35%** and maintain **zero permanent exclusions** for the PP cohort.
- **Close Foundational Gaps:** Ensure all identified PP students complete the required RWI phonics programme to unlock full curriculum access in KS4.
- **Embed High Aspirations:** Achieve **zero** PP students who are NEET (Not in Education, Employment, or Training) and ensure **100%** of Year 10 PP students access a meaningful work experience placement.

Alignment of the Current Strategy Plan (2025/2026)

Our strategy is focused on scaling up proven academic acceleration models while implementing urgent, universal changes to address the severe, persistent disproportionality in attendance and behaviour/sanctions.

Key Principles of the Strategy Plan

The WSSC strategy is built on three core, mutually reinforcing principles:

- **Accelerated Progress via Intervention:** Sustaining the multi-faceted academic intervention model that is proven to rapidly convert raw progress into attainment gains in core subjects, driving continuous gap reduction.
- **Addressing Disproportionality Systematically:** Implementing mandatory staff training and enhanced SEMH interventions to address the root causes of disruptive behaviour, thereby reducing the disproportionate volume of sanctions and time lost to education.
- **Intensive Attendance and Safeguarding:** Employing a clear, staged Attendance Pathway with intensive pastoral and specialist SEMH provision to remove non-academic barriers and prevent the most vulnerable students from disengaging or being permanently excluded.

Challenges

A forensic analysis of student data drives our plan. This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Details of Challenge
1	Attendance & Persistent Absence (PA): PP students' attendance remains significantly lower than that of their non-PP peers. The PP attendance rate for 2024/25 was 87.3%, creating a gap of 6.1% compared to the whole-school attendance of 93.4%. Though the gap narrowed to 5.1% in 2025/26 (YTD), this remains a fundamental barrier to achievement.
2	Literacy & Numeracy Gaps: In Year 7-9, a total of 47 students are currently accessing targeted, timetabled literacy lessons, 17 students are accessing phonics intervention alongside this. Failure to close these gaps inhibits access to the whole curriculum and impacts overall attainment.
3	Lower Attainment & Progress: A persistent attainment gap remains at GCSE. The PP vs non-PP gap for Attainment 8 in 2025 was -12.64 points, and the gap for English & Maths Grade 4+ was 28.98%. While narrowing year-on-year (e.g., the A8 gap was -18.2 in 2023), the absolute attainment is too low, necessitating continued intensive academic support.
4	Behaviour & Extreme Sanctions: PP students are disproportionately subject to extreme sanctions. In 2024/25, PP students accounted for 75% (3 out of 4) of permanent exclusions and 51% (125 out of 245) of suspensions, despite being only ~19.7% of the roll. This disruptive behaviour and time out of education severely impacts learning and progress.
5	Social, Emotional, and Mental Health (SEMH) Needs: A significant number of PP students require intensive SEMH support to access education. Of the 7 students currently accessing the Arran Hill specialist provision, 5 are PP. Furthermore, PP students account for a disproportionately high number of those accessing the school counsellor (7 of 27).
6&7	Lower Aspirations & Engagement in Enrichment: PP students have lower participation rates in key enrichment activities compared to non-PP peers. While 234 PP attendees were recorded across 78 activities in 2024/25, systematic efforts are required to embed a culture of high aspiration and ensure equitable access to cultural capital and post-16 readiness.

Intended Outcomes & Impact Measures

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	Baseline (from 2025 Data)	Target / Success Criteria (by July 2026)
1. Improve Attainment & Progress	PP Attainment 8 Gap (vs non-PP): 12.64 (2025)	PP Attainment 8 Gap (vs non-PP) to be <-12.64 (2025 result) and PP En/Ma 4+ to reach >50% (2025 result was 47.62%).
2. Close Literacy & Numeracy Gaps	7 PP students completed the RWI programme	All PP students to complete the RWI programme if they are identified to need it
3. Improve Attendance	PP Attendance Rate: 87.3% (2024/25)	PP Attendance Rate to reach 90.5%; PP Persistent Absence (PA) to reduce from 38% (2024/25) to 32% (2026/27 target).

4. Reduce Extreme Sanctions & Improve Behaviour	PP Share of Suspensions: 51% (125/245 in 2024/25). 3 PP permanent exclusions in 2024/25.	PP students' share of suspensions dropped to <35%. Zero permanent exclusions for PP students in 2025/26.
5. Boost Aspirations & Post-16 Readiness	1 PP student was NEET in 2024/25. 27 PP students secured self-found work experience.	Zero PP students who are NEET. All Year 10 PP students to access a meaningful work experience placement (either physical or virtual).
6. Increase Engagement in Enrichment	234 total PP attendees across all activities in 2024/25.	Increase the number of PP attendees across Clubs and Trips to >300 for the 2025/26 academic year.

Activity in this academic year

Our strategy is underpinned by significant financial investment, targeted directly at the challenges identified. This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above. This includes teaching, targeted academic support and wider strategies.

Financial Breakdown by Strategic Priority	Key Activities Funded	Budgeted Cost	Activity & Evidence Base
Attainment & Academic Support (Challenge 1 & 3)	Dedicated Core Subject Tutors or additional Teachers, Digital learning platforms (Seneca), and additional Chromebooks for supporting tutor activities, Additional Teaching Assistant hours, and Revision Guides.	£63,665 £23,515	Targeted tuition (+4 to +5 months), Metacognition/Self-Regulation (+7 months), providing key resources.
Literacy & Numeracy (Challenge 2)	Diagnostic Testing (NGRT, Phonics screening), Dedicated Literacy Lessons, Specialist-led Literacy Tutor Groups, Targeted Phonics instruction.	£39,705	Reading Comprehension Strategies (+6 months), Effective Small-Group Tuition, Phonics Instruction (+5 months).
Attendance & Punctuality (Challenge 1)	Educational Welfare Officer (EWO) & Intervention Team time, Parental Engagement work (home visits/mentoring), Removal of transport barriers, Rewards system.	£41,177	Parental engagement (+4 months), DfE guidance on improving attendance, and removing practical barriers.
Behaviour & SEMH (Challenges 4 & 5)	Tiered support system (Universal, Targeted), In-house Counsellor, Specialist Arran Hill Centre provision, WPT Online Tutoring, Bespoke alternative curriculum, CPI training.	£148,894	Social and Emotional Learning (+4 months), Behaviour Interventions (+4 months), Specialist provision to prevent permanent exclusion.
Enrichment & Aspirations (Challenge 6&7)	Peripatetic music lessons, Robust careers provision (interviews, fairs), and a Programme of trips (University visits, STEM events).	£25,329	Arts participation (+2 months), building self-efficacy and motivation, increasing cultural capital.
Total budgeted cost		£342,286	

Part B: Review of the Previous Academic Year

This evaluation measures the impact of the 2024/25 Pupil Premium strategy by aligning outcomes against the seven identified challenges.

Attendance & Persistent Absence

Evaluation Detail	Summary
Impact	Impact: PP attendance improved to 87.3% (up from 86.3% in 2023/24). The gap to non-PP attendance narrowed slightly to 6.4%. The targeted GOPA/NPA cohort system successfully reduced PA figures. Success: Yes. The clear, staged Attendance Pathway and enhanced communication were a strength, leading to quantitative improvements and closer monitoring of vulnerable cohorts.
Areas for Development	Ensure phase meetings and focused intervention cohorts are managed more efficiently and in a timely manner to accelerate progress towards the 90.5% target. (are we changing this target based on the notes from the previous pages?)

Literacy & Numeracy Gaps

Evaluation Detail	Summary
Impact	Impact: The intervention model led to significant attainment gains between the Y10 Mock and GCSE: +23.8% increase in PP Maths 9-4 results and +15.88% increase in English Language 9-4 results. Success: Highly Successful. The targeted, multi-faceted intervention (subject specialist-led, small-group tutoring) proved to be a highly effective accelerator, especially in the core subjects.
Areas for Development	Review the session length/frequency for core subjects like English, where staff suggested the once-weekly format was too short. Consolidate the phonics/literacy gains into sustained curriculum application.

Low Attainment & Progress

Evaluation Detail	Summary
Impact	Impact: The PP vs non-PP attainment gap narrowed across all headline measures (e.g., A8 gap reduced from -14.38 to -12.64). Quality first teaching (QFT) principles were embedded. Success: Partially Successful. The strategy succeeded in narrowing the gap (a clear strength). However, the overall attainment for PP students (e.g., 47.62% En/Ma 4+) remains low.
Areas for Development	Focus on ensuring QFT and adaptive practice leads to a consistently higher percentage of PP students achieving threshold grades in <i>all</i> subjects, not just where intensive intervention was focused.

Behaviour & Extreme Sanctions

Evaluation Detail	Summary
Impact	Impact: The total number of suspensions and exclusions for all students and PP students fell. Specialist provisions (Arran Hill, Cranworth Road) prevented further permanent exclusions. Success: Partially Successful. While the absolute numbers fell, PP students accounted for 51% of suspensions and 75% (3 of 4 students) of permanent exclusions, highlighting a severe, persistent disproportionality.
Areas for Development	Implement urgent, mandatory staff training on trauma-informed practice and behaviour modification techniques to reduce the need for extreme sanctions and address the underlying drivers of disruptive behaviour.

Social, Emotional, and Mental Health (SEMH) Needs

Evaluation Detail	Summary
Impact	Impact: Specialist support was provided to acute cases, with 9 PP students accessing Arran Hill/Cranworth Road and 11 PP students accessing in-house counselling/EMHP services. Success: Successful in identifying and providing crucial support, ensuring the most acute needs are met and exclusions are prevented (a clear strength).
Areas for Development	Expand access to earlier, preventative SEMH and well-being interventions to a wider cohort of PP students.

Low Aspirations & Post-16 Readiness

Evaluation Detail	Summary
Impact	Impact: A comprehensive careers programme was delivered to all KS4 students. Only one PP student was NEET (due to pregnancy), indicating high success in securing post-16 destinations. Success: The low NEET rate and the robustness of the careers programme (mock interviews, university visits) are significant strengths.
Areas for Development	Introduce more varied and earlier aspiration-raising activities for the Key Stage 3 cohort to embed high expectations and influence learning choices sooner.

Lower Engagement in Enrichment

Evaluation Detail	Summary
Impact	Impact: 234 total PP attendees were recorded across 78 activities (clubs and trips). Targeted programmes like boxing and the Army residential successfully engaged high-need PP students. Success: Successful in providing and encouraging participation, and in specifically targeting engagement for high-need students (a strength).
Areas for Development	Focus on increasing the overall participation rate to exceed 300 attendees and ensuring PP students are better represented in the school council and leadership teams to boost confidence and representation.

2024-25 Outcomes

Challenge Number	Strategy Category	Specific Strategy to Do Again (Supported by 2024/25 Outcomes)
1	Attendance & PA	Clear, Staged Attendance Pathway (GOPA/NPA): The consistent use of the structured pathway and targeted cohorts led to an improvement in the PP attendance rate (to 87.3%) and a reduction in PA.
2	Literacy & Numeracy Gaps	Multi-faceted Core Subject Intervention Model: The combination of subject specialist-led tutoring, Period 5/0 boosters, and holiday sessions generated significant attainment uplift (e.g., +23.8% increase in Maths 9-4 results from mock to actual for PP students).
3	Lower Attainment & Progress	Focus on Adaptive Practice in Quality First Teaching (QFT): The embedding of QFT training and forensic data analysis successfully contributed to the narrowing of the A8 gap (reduced to -12.64) and must be sustained to raise absolute attainment.
4	Behaviour & Extreme Sanctions	Targeted Engagement via Alternative Curricula/Enrichment: The use of structured, high-impact activities like the Army Residential and Alternative Provisions (Sport and Hospitality) proved effective in engaging high-need PP students, reducing challenging behaviour, and keeping them in education.
5	Social, Emotional, and Mental Health (SEMH) Needs	Specialist Tiered Provision (Arran Hill/Cranworth Road): This provision acted as a crucial safety net for the most acute needs preventing permanent exclusion and providing a stable learning environment.
6	Lower Aspirations & Post-16 Readiness	Comprehensive KS4 Careers Programme: The combination of Careers Days, mock interviews, work experience, and individualised guidance was highly successful, evidenced by the maintenance of a low NEET rate (1 PP student).
7	Lower Engagement in Enrichment	Active Targeting and Resourcing of Enrichment: The strategy of actively tracking and removing financial barriers to engagement for PP students resulted in 234 attendees across activities and should be continued to boost cultural capital.

Part C: Further Information and Context

GCSE Results

WSSC	A8	En/Ma 4+	En/Ma 5+	En 4+	En 5+	Ma 4+	Ma 5+
2025 PP Results (63)	38.69	47.62%	36.51%	55.56%	41.27%	53.97%	39.68%
2025 Non PP Results	51.42	76.98%	60.00%	81.89%	68.68%	80.75%	64.91%

PP vs Non PP	2025	2024	2023
A8	-12.64	-14.38	-18.2
En/Ma4+	-28.98%	-21.65%	-41.85%
En/Ma5+	-23.49%	-28.55%	-38.08%

Conversion Rates

WSSC	2025 conversion rate
En/Ma 4+	68.18%
En/Ma 5+	85.19%
En 4+	72.92%
En 5+	81.25%
Ma 4+	69.39%
Ma 5+	83.33%

English Impact

English Language	Target	End of Y10 Mock Exam	Results August 2025	Impact
All students 9-4	89.94% (295/328)	51.22% (168/328)	71.87% (235/328)	+ 20.65
PP 9-4	77.78% (49/63)	33.33% (21/63)	49.21% (31/63)	+ 15.88
All students 9-5	70.73 % (232/328)	39.02% (128/328)	58.10% (190/328)	+ 19.08
PP 9-5	50.79% (32/63)	20.63% (13/63)	38.10% (24/63)	+ 17.47
All students 9-7	27.44% (90/328)	10.06% (33/328)	18.96% (62/328)	+ 8.9
PP 9-7	9.52% (6/63)	1.59% (1/63)	9.52 (6/63)	+ 7.93



English Literature	Target	End of Y10 Mock Exam	Results August 2025	Impact
All students 9-4	90.71% (293/323)	56.66% (183/323)	73.37% (237/323)	+ 16.71
PP 9-4	80.33% (49/61)	37.70% (23/61)	50.82% (31/61)	+ 13.12
All students 9-5	71.52% (231/323)	40.25% (130/323)	57.59% (186/323)	+ 17.34
PP 9-5	52.46% (32/61)	26.23% (16/61)	37.70% (23/61)	+ 11.47
All students 9-7	27.86% (90/323)	7.12% (23/323)	19.81% (64/323)	+ 12.69
PP 9-7	9.84% (6/61)	3.28% (2/61)	9.84% (6/61)	+ 6.56

Maths Impact

Maths	Target	End of Y10 Mock Exam	Results August 2025	Impact
All students 9-4	88.7% (291/328)	48.2% (158/328)	75% (246/328)	+ 26.8%
PP 9-4	79.4% (50/63)	30.2% (19/63)	54.0% (34/63)	+ 23.8%
All students 9-5	72.0% (236/328)	29.9% (98/328)	60.1% (197/328)	+ 30.2%
PP 9-5	49.2% (31/63)	19.0% (12/63)	39.7% (25/63)	+ 20.7%
All students 9-7	32.9% (108/328)	10.1% (33/328)	25.6% (84/328)	+ 15.5%
PP 9-7	17.5% (11/63)	1.6% (1/63)	23.8% (15/63)	+ 22.2%

Phonics

Year Group	Students	Speed Sounds: Part 4	Modules 1 to 3	Modules 4 to 13	Modules 11 to 15	Modules 16 to 25	Modules 26 to 33	Completed Fresh Start
7	15	3	4	8	0	0	0	0 / 15
8	16	0	1	0	0	0	4	11 / 16
9	12	0	0	1	0	0	0	11 / 12
10	4	0	0	0	0	0	0	4 / 4



Literacy Impact

All students

	Stanine			1	2	3	4	5	6	7	8	9
	No. of students	Test point	Mean SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National	-	-	100.0	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	40	Start	81.0	18%	33%	30%	18%	3%	0%	0%	0%	0%
		End	88.1	20%	15%	23%	15%	10%	13%	5%	0%	0%

Progress category	National	Group (Start point to end point)	
	%	%	No. of students
Much higher than expected progress	10%	25%	10
Higher than expected progress	15%	23%	9
Expected progress	50%	28%	11
Lower than expected progress	15%	8%	3
Much lower than expected progress	10%	18%	7

No. of students	Start point mean SAS	End point mean SAS	Mean SAS difference
40	81.0	88.1	+7.1

11 students in this cohort are identified as being eligible for FSM, progress for these students was positive and in line with non FSM students.

	Stanine			1	2	3	4	5	6	7	8	9
	No. of students	Test point	Mean SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
National	-	-	100.0	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	40	Start	81.0	18%	33%	30%	18%	3%	0%	0%	0%	0%
		End	88.1	20%	15%	23%	15%	10%	13%	5%	0%	0%
No	29	Start	80.7	24%	24%	31%	17%	3%	0%	0%	0%	0%
		End	87.4	17%	21%	21%	17%	10%	14%	0%	0%	0%
Yes	11	Start	81.7	0%	55%	27%	18%	0%	0%	0%	0%	0%
		End	89.7	27%	0%	27%	9%	9%	9%	18%	0%	0%



Attendance

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	91.1	91.2	92.7	93.4	94.7
PP	85.6	84.6	86.3	87.3	89.8
FSM Ever6	85.3	84	85.8	87	89.6
Gap (PP - All)	5.7	7.2	6.9	6.4	5.1

Attendance Bands

PP Cohorts	2021/22	2022/23	2023/24	2024/25	2025/26*
100%	8	7	11	18	135
95%-100%	81	69	104	123	189
90%-100%	178	161	185	215	226
50%-89%	132	136	96	109	92
Below 50%	22	31	31	23	14
Total	332	328	313	347	332

Exclusions and Suspensions

Permanent Exclusions

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	2	7	4	4	0
PP	0	4	2	3	0
FSM Ever6	0	4	2	2	0

Suspensions

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	857	879	1104	1124	87
PP	105	347	657	866	76
FSM Ever6	694	725	900	966	76

Approximately 50% of WSSC students suspended are only suspended once in an academic year.



Trust isolation numbers and impact

WPT Central Isolation Provision - Data From 18th September upto and including 16th July 2025										
School	Places Requested	PP	FSM	No. of Days Requested	Attended	Successful	Actual No. of Days	Failed to Attend	Unsuccessful	No. of Repeat Visit Students
Clifton	140	128	128	229	104	89	155.5	36	20	34
Rawmarsh	108	82	19	187.5	86	79	123	23	11	21
Thrybergh	247	208	120	393.5	201	169	292.5	46	40	48
Wickersley	198	97	20	358	142	124	228	56	24	43
	includes repeat visits students									
Totals	693	515	287	1168	533	461	799	161	95	146

18th September 2024 - 16th July 2025			21st September 2023 - 16th July 2024		
School	Attendance	Success Rate	School	Attendance	Success Rate
Clifton	74.29	85.58	CCS	85.8%	69.2%
Rawmarsh	79.63	91.86	RCS	78.6%	80.4%
Thrybergh	81.38	84.08	TA	60.3%	81.2%
Wickersley	71.72	87.32	WSSC	81.5%	81.9%
	Down on 23/34	Up on 23/24			

WPT Central Isolation Provision - Data From 2nd September 2025 upto and including 2nd October 2025										
School	Places Requested	PP	FSM	No. of Days Requested	Attended	Successful	Actual No. of Days	Failed to Attend	Unsuccessful	No. of Repeat Visit Students
Clifton	18	16	16	34	15	14	27.5	1	2	1
Rawmarsh	18	15	12	33	17	15	26	1	2	3
Thrybergh	35	31	31	48	27	19	29.5	5	11	8
Wickersley	14	9	0	24	10	8	15.5	4	2	1
	includes repeat visits students									
Totals	85	71	59	139	69	56	98.5	11	17	13
Upto and including 2nd October 2025			% of Places per School				Upto and including 2nd October 2025			
School	Attendance	Success Rate	Clifton	21.18		Trust Wide	Attendance	Success Rate		
Clifton	83.33	93.33	Rawmarsh	21.18			81.18	81.16		
Rawmarsh	94.44	88.24	Thrybergh	41.18		NOTE: Does not include any data from TGA				
Thrybergh	77.14	70.37	Wickersley	16.47						
Wickersley	71.43	80.00								
NOTE: A student may not be successful one day but successfully complete their time another day - this will show in both columns										

WSSC suspension figures have approximately halved since the implementation of the external isolation provision.

Positive Behaviour Points

Positive Events Per Student

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	28.70	38.20	67.26	66.13	16.26
PP	26.90	34.42	58.09	56.32	15.42
FSM Ever6	26.92	34.06	57.27	56.40	15.45



All Events

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	51740	68909	119449	115136	27695
PP	10062	11977	19577	19880	4988
FSM Ever6	9315	10934	17867	18725	4753

Extra Curricular

PP students attending extracurricular/trips activities - across year groups 24-25:

Category	No. of Activities	Total PP Attendees	Male
Clubs	56	143	48
Trips / Residential	24	91	43
Overall Total	78	234	91





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