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Pupil premium strategy statement – 2025-26

This statement details our school's use of pupil premium funding to help improve the attainment and progress of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wallingford School
Number of pupils in school	1182 (KS3 - KS4) 1508 (KS3-KS5)
Proportion (%) of pupil premium eligible pupils	19.2% (KS3 - KS4) 3.7% SPP (KS3 - KS4)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025/26 to 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	John Marston, Headteacher
Pupil Premium lead	Nick Lamb, Deputy Headteacher
Governor / Trustee lead	Ian Skeels, Pupil Premium Lead Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£227,550
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	£227,550

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Part A: Pupil premium strategy plan 2025-28

Statement of intent

At Wallingford School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, leaving school "able and qualified".

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, and young carers. The activity we have outlined in this statement 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 a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit non-disadvantaged pupils in our school – sustained over time for all pupils. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. We adopt a whole--school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our approach will be reflective and responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions. Our actions complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are supported and challenged in the work that they're set.
- Act early to intervene at the point need is identified.

We have a rigorous academic curriculum driven by our curriculum principles, including ambition for every pupil and a curriculum designed to drive forward the progress of disadvantaged pupils. We do not offer qualifications (academic or vocational) that provide insufficient challenge or value, and all our pupils have the opportunity to sit both English Language and English Literature.

In line with the EEF (Educational Endowment Foundation) research into effective strategies for schools, we follow a 3-tiered approach:

- High Quality Teaching
- Targeted Academic Support-
- Wider Strategies

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Challenges

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

Challenge number	Detail of challenge
1 Attainment	**The GCSE attainment of disadvantaged pupils is lower than non-disadvantaged pupils**. This is particularly true in subjects that rely on high levels of literacy, such as English. There are also a disproportionate number of disadvantaged pupils who do not achieve a grade of 4+ in both English and Maths.
2 Literacy	Assessments, observations and discussion with pupils indicate that **disadvantaged pupils generally have lower levels of literacy than their peers.** When they arrive to the school there are discrepancies. These can open-up as pupils progress through the school where the role of wider reading, background knowledge and vocabulary come in to play and become more important to achieving success across the curriculum.
3 Numeracy	Assessments, internal progress data and observations indicate that **disadvantaged pupils generally have lower levels of numeracy than their peers.** When they arrive to the school there are discrepancies. These can open-up as pupils progress through the school and become more important to achieving success across the curriculum, particularly in STEM subjects. *It is important to note that KS4 outcomes indicate that disadvantaged pupils make progress in line with or above the national average for 'all' pupils in Maths. Ie. Numeracy is less of a challenge than Literacy.*
4 Attendance	Our attendance data over the last 3 years indicates that **attendance among disadvantaged pupils is on average lower than the figure for non-disadvantaged pupils** across years 7-11. Although the average attendance figure for both groups and the gap between these groups is improving, there remains a strong desire to close our internal gap in attendance rates, including persistent absence. There are a range of 'general' and 'individual' factors that contribute to pupils' attendance at school.
5 Attitude to Learning / Behaviour	Our data on attitude and behaviour show that **disadvantaged pupils tend to have a worse average 'attitude to learning' scores and are the recipients of more negative behaviour consequences than non-disadvantaged pupils**. Suspension rates for disadvantaged pupils are above those for non-disadvantaged pupils and national averages. Observations and data suggest many of these pupils lack self-regulation strategies to cope with challenging tasks and situations, which has a negative impact upon their learning. It should be noted that there have been no permanent exclusions in the last 5 years.

6 Personal Development & Aspirations	Through observations and discussions with pupils, families and staff it is clear that **disadvantaged pupils more often lack personal skills that will help them to be successful in and out of school, now and in the future**. Particularly evident in disadvantaged pupils are lower levels of confidence, resilience, self-esteem and motivation. Similarly, disadvantaged pupils, particularly KS3, tend to be less ambitious in terms of the variety and nature of future pathways they consider achievable.
7 Belonging and sense of connection	Results of discussions with pupils and families indicate **a lack of connectedness with aspects of school life amongst our most vulnerable pupils compared to others**. It is clear that this lack of belonging has an impact on attainment, attendance and attitude in school and on pupil well-being.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (end of 2027-28)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria – compared to end of 2024-25
1 Attainment Improved academic performance, both for attainment and progress, by the end of KS4.	Greater % of disadvantaged pupils achieving grades 4+ in English and Maths when compared with similar schools. Positive Progress 8 score for disadvantaged pupils.
2 Literacy Improved levels of literacy by the end of KS3 and KS4.	Small disparity between the attainment of disadvantaged pupils and non-disadvantaged pupils on KS3 standardised reading assessments. Positive progress for disadvantaged pupils in GCSE English Language compared to the national average.
3 Numeracy Maintain high levels of numeracy by the end of KS3 and KS4.	Reduced disparity between the Maths progress made by disadvantaged and non-disadvantaged pupils, using KS4 GCSE outcomes. Positive progress for disadvantaged pupils in GCSE Maths compared to the national average.
4 Attendance High levels of attendance to school.	An increased average attendance figure for disadvantaged pupils. A reduced gap between disadvantaged and non-disadvantaged pupils' average attendance. A reduced % of disadvantaged pupils with persistent absence.
5 Attitude to Learning / Behaviour Improved attitude to learning, engagement in lessons and reduced inappropriate behaviour.	Increased average 'Attitude to Learning' scores for disadvantaged pupils and associated improvement in qualitative data on attitude of disadvantaged pupils. Decreased frequency of Reset referrals for disadvantaged pupils. A reduced gap between disadvantaged and non-disadvantaged pupils in terms of Reset referrals. Decreased frequency of suspensions for disadvantaged pupils. A reduced gap between disadvantaged and non-disadvantaged pupils in terms of suspensions.
6 Personal Development & Aspirations Development of desirable personal skills and ambitious aspirations.	Qualitative data indicates an improvement in confidence, resilience, self-esteem and motivation in disadvantaged pupils. Disadvantaged pupils illustrate a greater awareness

	of aspirational pathways and an ambition to achieve success on them.
7 Belonging and sense of connection	Qualitative data indicates an improved sense of belonging at the school.
	Increased disadvantaged pupil participation in school and community enrichment opportunities.

Activity in this academic year – 2025-26

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

NB: Other 'established' strategies will be maintained throughout 2025-26.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 133,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop teachers' ability deliver high quality lessons, with a particular focus on engagement and challenge.	Evidence that focusing on professional development makes an impact on outcomes is provided by the EEF Guidance Report on Effective PD. Base teacher CPD around the Walk-Thrus model, with a focus on evidence-based strategies.	**1**, 2, 3, 5
Ensure there is a rigorous approach to *identifying* disadvantaged pupils and teachers are well-equipped to support them using adaptive teaching strategies.	Evidence that there needs to be rigorous identification of need comes from step 1 of the EEF Guide to the Pupil Premium. Evidence for the benefits of adaptive teaching comes from a range of different sources, including the SEND Guidance Report.	**1**, 2, 3, 5
Introduce standardised approaches to improving literacy in the classroom through CPD from our Literacy Lead.	The EEF guidance, Improving Literacy in Secondary Schools, provides recommendations on improving literacy across the curriculum. EEF Literacy for Learning, from the National Literacy Trust, reinforces the importance of developing literacy in young people in order to overcome barriers to social mobility and how a sustained programme of CPD can lead to progress over time.	1, **2**, 3, 5
Ensure disadvantaged pupils remain high on the agenda for all curriculum leaders when considering	Numerous research pieces and publications highlight the importance of strong curriculum leadership when considering how to best support disadvantaged pupils: EEF Teaching & Learning Toolkit	**1**, 2, 3, 5

curriculum design and performance analysis.	Chartered College of Teaching The Key	

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

Budgeted cost: £ 26,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce a more robust approach to 'needs identification' through the use of GL assessments (alongside existing KS2 SAT & KS3 CAT data)	Evidence that there needs to be rigorous identification of need comes from step 1 of the EEF Guide to the Pupil Premium. Similarly, research from the Nuffield Foundation highlights the importance of standardised testing for identification, benchmarking and tracking performance.	**1**, 2, 3
Continue high -quality one-to---one and small -group tuition in English (and Maths) and within the Enhanced Pathway	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Largely, this will be delivered through our SEND & Inclusion teams.	1, **2**, 3
Ensure the LAMDA qualifications in place for KS3 disadvantaged pupils are run efficiently to maximise language and personal skill development.	Evidence from LAMDA suggests pupils can benefit in a number of ways from completing qualifications, including language, communication, self-confidence, resilience, commitment. Internal pupil and teacher feedback suggests that there are significant benefits for pupils who complete LAMDA qualifications, that have positive effects on future success more widely.	1, **2**, 5, **6**, 7
Planning for pupils with Special Educational Needs and Disabilities (SEND), particularly those who are also disadvantaged, largely through the effective deployment of teaching assistants.	EEF guidance suggests the strategic deployment of teaching assistants (TAs) will be important in ensuring pupils with SEND are supported. Special Education in Mainstream Schools - EEF	**1**, 2, 3, 5

(During 2025-26) Put the plans in place to introduce a Peer Tutoring / Mentoring scheme for KS3 disadvantaged pupils, ready for implementation in 2026-27.	Evidence from EEF on Peer Tutoring indicates that there can be a significant positive impact for pupils, both 'tutors' and 'tutees' and is a cost-effective approach. It is most effective when 'tutors' are well-trained and the focus is on consolidation rather than new academic material.	1, 4, 5, **6**, 7

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

Budgeted cost: £ 67,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased focus on the attendance of disadvantaged pupils through strategic and day-to-day procedures. Internal and external monitoring of attendance will have a sharp focus on disadvantaged pupils, from senior leadership, teaching and non-teaching staff. Effective management of the school attendance officer.	We will follow guidance provided by: EEF – Supporting school attendance DfE – Working together to improve school attendance	**4**
Embedding of an early intervention approach for pupils to support mental health across the school. This includes training for school staff. Pupils made aware of Mental Health First Aiders and Mental Health Champions. This is further supported by financing of an additional school counsellor.	EIF's report on adolescent mental health found good evidence around the approach of promotion, prevention and behaviour to support young people's social and emotional skills and reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions	Early Intervention Foundation (eif.org.uk) Mental Health Lead Kinsuki scheme CAMHS Outreach	**4**, 5, 6, 7
(During 2025-6) Planning for the increase in internal and local community projects, with a focus on improving the sense of belonging and connection in disadvantaged pupils.	Evidence from EEF describes how to build a culture of community and belonging for pupils. Pupil voice data collected internally indicates the disparity in sense of belonging between disadvantaged pupils and others and the positive impact of belonging on pupil	4, 5, 6, **7**

	attendance, attainment and well-being.	
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5, 6, 7

Total budgeted cost: £ 227,550

Part B: Review of outcomes in the previous academic year – 2024-25

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal assessments. The data demonstrated that whilst the gap between disadvantaged and non-disadvantaged pupils remains stubborn, the progress of disadvantaged pupils is improving in some areas.

NB: There is no national Progress 8 data for 2025 & 2026 summer results.

Comparisons with national data demonstrate that on average our disadvantaged pupils are making progress above the overall national figure for disadvantaged pupils in recent years. In terms of the 2025 Progress 8 measure (internally-calculated), our disadvantaged pupils achieved a Progress 8 score of -0.25 which compares to the 2024 national average for disadvantaged pupils (-0.58) and for all pupils (0.00). There is still work to do to raise overall attainment and progress, which was a key objective for the outcome at the end of the previous three-year strategy period.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The attendance of disadvantage pupils remains an ongoing concern. Whilst the attendance of our disadvantaged pupils has increased significantly since last academic year (+6.3%), it remains below the national average for disadvantaged pupils (82.2% vs 88.2%). We would expect this gap to be closing in upcoming years. Disadvantaged pupils are still overly represented in our internal and external suspensions, although it should be noted that the school has taken and kept on roll a number of vulnerable pupils, with no permanent exclusions in recent years. Behaviour and attendance for disadvantaged pupils is heavily linked with rising social emotional and mental health needs. Additional resource to our SEMH provision and greater co-ordination between teaching and specialist staff has helped ensure we are able to meet needs internally and/or in collaboration with local support networks. Of particular note are our Pupil Premium and Services Champions, roles that are integral in the support of our disadvantaged young people.

Overall, significant progress has been made during the previous three-year period, but there is work to do if we are to make further progress. The new three-year strategy,

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launched in September 2025, has ambitious outcomes to be met at the end of the 2027-28 academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	All information in this statement is applicable to service pupil premium pupils. Our Services Champion is funded through service pupil premium funding. The focus is on pastoral care of service pupils and their families.
What was the impact of that spending on service pupil premium eligible pupils?	All information in this statement is applicable to service pupil premium pupils.

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Further information (optional)

Additional activity

Wallingford School pupils have been further supported by the Merchant Taylors' Education Fund.