

Pupil premium strategy statement – Washington Academy

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	620
Proportion (%) of pupil premium eligible pupils	58.5% (362)
Academic year/years that our current pupil premium strategy plan covers	2025-2026; 2026-2027; 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Victoria Carter
Pupil premium lead	Helen Brooke
Governor / Trustee lead	Amanda Robson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£358,814
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£358,814

Part A: Pupil premium strategy plan

Statement of intent

At Washington Academy, we are dedicated to fostering an inclusive and equitable learning environment where every student can thrive, irrespective of their socio-economic background. Our vision for the Pupil Premium Strategic Plan is rooted in the unwavering belief that every student possesses unique talents and potential, and it is our responsibility to unlock and nurture these abilities. Our commitment to equality of opportunity is the driving force behind our Pupil Premium Strategic Plan. We envision a school where socio-economic circumstances never become barriers to success. Through targeted and innovative initiatives, we strive to empower all students, particularly those eligible for pupil premium, with the tools and resources needed to excel academically, socially, and emotionally.

Key Pillars of Our Vision:

Inclusive Learning Environments: We aspire to create classrooms and learning spaces that celebrate diversity and accommodate the varied needs of our students. Through responsive teaching strategies, personalised support, and collaborative learning experiences, we aim to provide an inclusive and enriching education for all.

Tailored Support: Our vision includes the implementation of targeted support programmes designed to address the specific challenges faced by students eligible for pupil premium. Whether it be additional academic assistance, mentoring, or access to extracurricular activities, we are committed to offering a range of interventions that cater to individual needs.

Professional Development: We recognise the pivotal role our teachers play in shaping the educational experience. As part of our vision, we are committed to providing continuous professional development opportunities for our teaching staff. This ensures that they are equipped with the knowledge and skills needed to deliver high-quality, inclusive teaching that meets the diverse needs of our student body.

Engagement with Families: We believe in the power of collaboration between school and home. Our vision includes fostering strong partnerships with families, ensuring open lines of communication, and involving parents and guardians in their child's educational journey. Together, we can create a support network that extends beyond the school gates.

Monitoring and Evaluation: A crucial aspect of our vision is a robust system of monitoring and evaluation. We are committed to regularly assessing the impact of our Pupil Premium Strategic Plan to identify areas of success and areas for improvement.

This data-driven approach allows us to continually refine and enhance our initiatives to ensure they effectively address the needs of our students. In embracing this vision, Washington Academy is dedicated to realising the full potential of every student, fostering a culture of equality, and preparing our young learners for a future where they can contribute meaningfully to society. Together, we strive for a school where opportunity knows no bounds and where the potential for success is limited only by ambition and effort, not by background or circumstance.

Challenges

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

Challenge number	Detail of challenge
1	Socio-Economic Disadvantage: Limited access to resources at home and opportunities due to financial constraints, which can impact access to educational materials, extracurricular activities, and additional learning support.
2	Low literacy levels on entry: Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects. School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.
3	Limited Home Support: Insufficient support at home due to various factors, such as parents' time constraints, lack of awareness about the education system, or language barriers
4	Lower Aspirations and Expectations: Pupil premium learners may face lower aspirations and expectations, either due to a lack of exposure to diverse career options or a perceived sense of limited opportunities.
5	Social and Emotional Well-being: Challenges related to social and emotional well-being, including potential stressors such as unstable home environments, mental health issues, or difficulties in building positive relationships with peers.
6	Attendance and Punctuality: Higher rates of absenteeism and tardiness, which can be linked to socio-economic factors, health issues, or a lack of motivation stemming from a sense of disconnection from the school environment
7	Lack of Access to Technology: Limited access to technology and the internet at home, hindering the ability to engage in digital learning, complete homework, and access online educational resources

8	Stigma and Stereotyping: Perceptions and stereotypes associated with being a pupil premium learner, which may result in feelings of stigma and impact self-esteem and confidence.
9	Special Educational Needs (SEN): A higher likelihood of having special educational needs, which may require additional support and resources to address specific learning challenges.
10	Limited Cultural Capital: Lack of exposure to cultural and enrichment activities, which can contribute to disparities in cultural capital and impact social and academic integration.

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>1. Narrowing the Attainment Gap: Demonstrate a significant reduction in the attainment gap between pupils eligible for pupil premium and their non-eligible peers across key academic milestones.</p>	<ul style="list-style-type: none"> • Data will demonstrate an overall increase in whole school attainment as the attainment of PP learners increases in line with peers across all phases and curriculum areas. • The gap between percentage achieved in KS3 assessments will narrow significantly for PP and non-PP learners. • Reading data will improve as PP learners achieve in line with non-PP students. Students will achieve at least in line with chronological reading age.
<p>2. Improved Academic Progress: Evidence consistent and accelerated academic progress among pupil premium students, with a focus on improved performance in core subjects such as English, Mathematics, and Science.</p>	<ul style="list-style-type: none"> • Improvement in whole school progress score to 0.00 • The gap between PP and non-PP student progress will be significantly reduced or diminished. • Progress in English, Mathematics and Science will improve to 0.00 • RAG meetings at KS4 will explicitly focus on PP students, ensuring that gaps are identified and closed in a timely manner. • P6 intervention and use of revision room during holidays to provide students a quiet working space
<p>3. Enhanced Attendance and Engagement: Achieve a noticeable increase in overall attendance rates and a decrease in persistent absenteeism among pupil premium students,</p>	<ul style="list-style-type: none"> • Targeted intervention and support for key children and families will result in data that shows PP learners' attendance is in line with non-PP

<p>indicating a higher level of engagement with school activities.</p>	<p>learners or the gap will be diminishing.</p> <ul style="list-style-type: none"> • Identified intervention to support with punctuality for PP students to increase access to initiatives at the start of the school day, in line with non-PP students. • Targeted interventions will support increased numbers of PP students to achieve weekly 100% attendance in line with non-PP students
<p>4. Increased Access to Enrichment: Opportunities: Ensure that pupils eligible for pupil premium have equitable access to a wide range of extracurricular activities, educational trips, and enrichment programs, fostering holistic development.</p>	<ul style="list-style-type: none"> • Increase in participation in after-school and lunchtime clubs leading to a closure in the gap between PP and non-PP engagement. • Increased opportunities for PP students to access motivational speakers and engage with employers through targeted in-school activities. • Narrowing in the gap between PP and non-PP access to external trips and visits because of strategic support for PP students/families.
<p>5. Elevated Aspirations and Confidence: Witness a positive shift in the aspirations and self-confidence of pupil premium students, reflected in their attitudes towards future education, careers, and personal growth.</p>	<ul style="list-style-type: none"> • Destinations of PP learners will be broad and spread across multiple disciplines. The range of providers and disciplines will be as diverse for PP learners as it is for non-PP students. • Destinations of PP learners will include academic routes such as A-levels and T-levels as well as vocational routes. • Access to level 3 courses will increase for PP learners and the gap between PP and non-PP will be diminished. • Access to raising aspiration programmes through University visits will target PP students.
<p>6. Successful Transitions: Facilitate smooth transitions for pupil premium students between key stages, such as the move from primary to secondary school and the transition to post-16 education or employment, reducing the likelihood of dropouts.</p>	<ul style="list-style-type: none"> • The gap between PP and non-PP families attending transition events (Welcome to Y7, Y9 Preferences, Welcome to KS4, Post-16 Guidance) will be narrowed and diminished over time. The gap between PP and non-PP students accessing open events will be narrowed using targeted travel support. • Destinations data will indicate that PP learners do not become NEET.

<p>7. Effective Use of Targeted Interventions: Implement and refine targeted interventions that demonstrate clear efficacy in supporting the specific needs of pupil premium students, leading to improved learning outcomes</p>	<ul style="list-style-type: none"> • PP learners will be targeted for school led tutoring and as a result the attainment and progress of PP students will show an improvement. • Reading intervention programmes will demonstrate a narrowing in the gap between PP and non-PP students. • Teachers will demonstrate greater skill in the use of formative assessment, with gaps identified earlier. Knowledge gaps will be closed in a timely fashion.
<p>8. Enhanced Well-being and Resilience: Foster a positive and supportive school culture that contributes to improved well-being and resilience among pupil premium students, creating an environment conducive to learning.</p>	<ul style="list-style-type: none"> • Data will show that PP learners' AtoL grades are in line with non-PP learners. • Reduction in the numbers of PP learners requiring isolation or FTE as sanctions for poor behaviour. • Data will show that PP learners' suspension rates are in line with non-PP learners and the gap is diminishing.
<p>9. Stronger Partnerships with Families: Establish and maintain strong partnerships with the families of pupil premium students, promoting collaboration in supporting the child's educational journey and overall well-being</p>	<ul style="list-style-type: none"> • Data will demonstrate that PP families attend whole school events, such as parents evening, in line with non-PP families. • PP families will attend RIG meetings to support the reintegration of the student in line with non-PP parents.
<p>10.Regular Monitoring and Evaluation: Demonstrate a commitment to continuous improvement by regularly monitoring and evaluating the impact of the Pupil Premium Strategic Plan, with adjustments made based on data-driven insights</p>	<ul style="list-style-type: none"> • PP students will be included as a focus for all monitoring and evaluation, ensuring actions are taken where gaps are identified. • Monitoring and evaluation, at all levels and across all areas of provision, will show a significant narrowing in the gap between PP students and non-PP students.
<p>11.Recognition of Individual Talents: Identify and celebrate the diverse talents and strengths of pupil premium students, fostering an inclusive culture that values and promotes the unique contributions of each individual.</p>	<ul style="list-style-type: none"> • The gap between the positive reward points received by PP and non-PP students will be diminished over time. • Access to the Washington Rewards Store will see equal representation from PP students and non-PP students. • Talents of all students will be explored and celebrated, leading to a reduction in the gap between PP and non-PP students accessing opportunities, such as the school drama production and D of E.

<p>12.Increased Post-16 Progression: Achieve higher rates of pupil premium students progressing to post-16 education, apprenticeships, or employment, ensuring a successful transition to the next phase of their educational and professional journey.</p>	<ul style="list-style-type: none"> • PP student confidence will increase because of prioritised Careers Advisor engagement for PP students. Engagement with the CA will represent no gap between PP and non-PP students. • The tracking of destinations from 'intended destination' to 'confirmed destination' will demonstrate a 7 diminished gap between PP and non-PP students accessing post-16 education, apprenticeships, or employment. • Data will demonstrate a diminishing gap between PP and non-PP students accessing Level 3 courses.
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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: £86,474

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Quality First Teaching CPD programme – all teaching staff focusing on Rosenshine to develop a no opt out culture</i></p>	<p>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.” EEF High Quality Teaching. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	<p>1,10</p>
<p><i>Specialist CPD with particular focus on planning and sequencing to support SEND, PP and literacy whilst providing challenge</i></p>	<p>Learners’ proficiency in English is closely linked to academic success – Research has found that proficiency in English is the strongest predictor of academic achievement (Strand and Hessel, 2018) High quality teaching (HQT) is the starting point for meeting the needs of pupils with SEND and is based on strategies that should be in the repertoire of every mainstream teacher. These strategies should be used for all pupils and then applied flexibly in response to individual needs. Weaving inclusive approaches into every day, high-quality classroom teaching supports</p>	<p>1,2,7,10</p>

	<p>SEND to become part of the fabric of the whole school, rather than being seen as a 'bolt-on'.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	
<p><i>Wider development of teachers, leaders and support staff in school. Bespoke CPD for all school staff including internal professional development and external accredited courses through Ambition and other providers</i></p>	<p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,4
<p><i>Maintain high profile of literacy through the literacy lead</i></p>	<p>“By attending to the literary demands of their subjects, teachers increase their pupils’ chance of success in their subjects.”</p> <p>Improving Literacy in Secondary Schools EEF</p>	1,2,3,6,9,10
<p><i>Recruit and retain strong maths teachers with proven track record</i></p>	<p>“Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught”.</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF</p>	1,2,3,6,9,10
<p><i>Maintain staffing ratios to ensure small class sizes for nurture group (PP SEN) allowing for high quality teaching and effective collaboration with Teaching Assistants</i></p>	<p>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive.</p> <p>Reducing class size EEF</p> <p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers.</p> <p>Special Educational Needs in Mainstream Schools EEF</p>	1,2,7,10
<p><i>Develop a learning to learn curriculum so that students can</i></p>	<p>Closing the divide means more than academic catch-up. We must equip young people, especially the most disadvantaged with self-regulation, resilience, and</p>	1,3,4,10

<i>better understand how they learn and become independent learners</i>	<p>independent learning skills: the tools that will help them thrive long after they leave school.</p> <p>https://researchschool.org.uk/pinnacle-learning/news/empowering-disadvantaged-learners-how-the-eefs-seven-steps-build-independent-focused-students</p>	
<i>Embed consistent, effective formative assessment strategies to increase student participation in all lessons</i>	<p>Formative assessment is important because it helps students improve their learning by providing ongoing, low-stakes feedback throughout the teaching process. It allows both students and teachers to identify strengths and weaknesses, adjust instruction in real-time, and close achievement gaps. This process promotes deeper understanding, self-regulation, and active participation in learning.</p> <p>https://researchschool.org.uk/durrington/news/summary-of-the-eefs-new-guidance-report-teacher-feedback-to-improve-pupil-learning</p>	1,2,4,9

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

Budgeted cost: £17,436

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy: Assessment and Intervention Purchase of ReadingWise.</i>	<p>“Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	1,2,4,6,10
<i>Purchase of diagnostic tests: GL assessments</i>	<p>Strengths and gaps in reading and core subjects identified through standardised assessments. Additional and targeted support implemented. Evidence of progress provided.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Development of pupils’ reading, writing, vocabulary and the mechanics of grammar. Teachers can set different skills based on individual or group needs and analyse the results, identifying any areas of weakness on a whole class or individual level.</p>	1,2
<i>Read Write Inc. Phonics training and intervention for students</i>	<p>“Studies in England have shown that students eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. It is possible</p>	1,2

	<p>that some disadvantaged pupils may not develop phonological awareness at the same rate as other students, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for students who have experienced these barriers to learning.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p><i>Continued employment Assistant SENDco, SEMH and HLTA</i></p>	<p>“The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. In England, positive effects have been found in studies where teaching assistants deliver high quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching, such as: • Catch Up Literacy • Catch Up Numeracy • Nuffield Early Language Intervention (NELI) • REACH • Switch-on Reading • Talk for Literacy There is also evidence that working with teaching assistants can lead to improvements in pupils’ attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,4,6,8,10
<p><i>Assign Maths, English and Science specialists to Y11 tutor groups to increase targeted intervention</i></p>	<p>Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Small group tuition EEF</p>	1,2,5,7
<p><i>Utilise Trust expertise in Maths and English to offer small group interventions.</i></p>	<p>Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>Small group tuition EEF</p>	1,2,5,7
<p><i>Purchase of Sparx maths</i></p>	<p>Students using the Sparx Maths Homework feature made 83% more progress with just 15 minutes of practice compared to those who did no homework.</p> <p>https://www.educ.cam.ac.uk/research/programmes/sparx/SparxKeyFindings.pdf</p>	1,2,5

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

Budgeted cost: £254,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase of time from dedicated</i></p>	<p>“Careers education can be crucial in developing the knowledge, confidence and skills young people need to make well informed,</p>	1,4,6,8,10

<p><i>independent careers advisor – careers interventions and support</i></p>	<p>relevant choices and plans for their future. This is especially true of students from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</p>	
<p><i>Parental engagement strategy. Including the use of Class Charts, Arbor, and regular pastoral contact such as coffee mornings to support students’ academic progress and attitude to learning</i></p>	<p>“Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation, as well as specific skills, such as reading.”</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1,7,10</p>
<p><i>Increased extracurricular provision and cultural capital trips.</i></p>	<p>“Adolescents who participate in extracurricular activities demonstrate higher levels of academic achievement, greater character development, greater social development, and a greater sense of the importance of community involvement.”</p> <p>https://files.eric.ed.gov/fulltext/EJ1230758.pdf</p>	<p>1,10</p>
<p><i>Continued deployment and development of the whole school rewards system to include social and emotional activities to support students well being</i></p>	<p>“Offering a range of rewards that increase personal choice and allow pupils to individualise the rewards they receive helps increase motivation, autonomy and can reinforce an individual’s underlying values and therefore intrinsic motivation. Additionally, schools can make choices about the behaviours rewarded based on the values they want to cultivate”</p> <p>https://www.slideshare.net/vivobri/whitepaper-draft2-1-44432986</p>	<p>1,3,5</p>

Total budgeted cost: £358,814

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Leaders at Washington Academy and across the trust are determined that disadvantage, should never be a barrier to education. We are clear that student context should not limit the success of individuals and work to provide the very best academic and therapeutic support for all young people.

Our Pupil Premium strategy is focused on overcoming the key challenges faced by our most disadvantaged students. As a result, we have seen increased opportunities for reading, better quality reading intervention and improved student motivation.

The gap between disadvantaged learners and their more advantaged peers remains with the in-school gap at -0.8. We will continue to prioritise developments in literacy in the next phase of our Pupil Premium strategy. The introduction of our reading strategy has ensured that literacy is at the forefront of what we do. Specialist training was delivered by the literacy trust, including bespoke subject specific sessions. The school is now a literacy centre for excellence.

Our most recent GCSE results demonstrate that we must make rapid progress in closing the gap between PP and non-PP learners. Despite overall improvements in EM4+ grades for our PP students, the progress gap is most notable in our core provision, with PP EM4+ at 31.4%. Leaders are confident that the impact of our newly reformed curriculum and intervention strategies will be seen in outcomes for all learners, including those who are most disadvantaged.

Improving Attendance at Washington Academy is our primary aim. We know there is a clear link between good attendance and improved attainment, and this will continue to be an area of focus for us. Attendance for 24/25 was below national average and there was a gap between PP and non-PP of 4.8% internally, slightly down on 5% for 23/24.

Behaviour management systems have demonstrated a positive impact. Changes to the consistent application of behaviour systems in school led to a reduction in external suspensions of 49.5%. Internal behaviour systems indicate that negative behaviours have reduced by 20% and positive behaviours now account for 95.8% of all behaviours logged on the school's internal data systems.

Over the past year, we have observed noticeable increases in parental engagement from PP families. Parents are now more actively involved in their child's academic journey. This engagement is evident not only in increased attendance at school events, but also in the collaborative efforts between parents and educators to address individual student needs.

We recognise that we still have further work to do when engaging stakeholders and the families of our most disadvantaged will continue to be our priority. We are confident that our evidence-informed approach to our Pupil Premium strategy and our improvement priorities are the right focus areas for our school and our students. Additionally, we recognise that our relentless focus on changing school culture will enable us to further develop our approach.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, however, we are at present on course to significantly narrow the gap by 2027/28, as stated in the Intended Outcomes section above.