WYEDEAN SCHOOL AND SIXTH FORM CENTRE

Pupil Premium Strategy Statement

2024-2027 strategy | Updated for 2026/27

School overview

Detail	Data
School name	Wyedean School and Sixth Form Centre
Number of pupils in school	979
Proportion of pupil premium eligible pupils	26.5% (259 pupils)
Strategy period	2024/25 to 2026/27
Academic year covered by this update	2026/27
Date published	October 2026
Review date	July 2027
Statement authorised by	Gwennan Jeremiah
Pupil premium lead	Emma Hemsley
Governor / trustee lead	Ashley Rees

Funding overview

Detail	Amount
Pupil premium allocation for 2026/27	£196,190 total £177,110 Pupil Premium £19,080 Service Pupil Premium
Funding carried forward	£0
Total budget for 2026/27	**£196,190**

Service Pupil Premium: Of the total allocation, £19,080 relates to Service Pupil Premium. This will primarily support pastoral provision, continuity of education, transition support and targeted academic or emotional assistance where service-related circumstances affect pupils' education.

Service pupils will not automatically be treated as economically disadvantaged; needs and outcomes will be monitored separately where appropriate. The allocation is contained within the wider-strategies and pastoral-support provision shown below.

Funding has been allocated according to identified barriers and evidence-informed approaches. The largest proportion of expenditure is directed towards high-quality teaching, reflecting the strongest

available evidence for improving outcomes for disadvantaged pupils and reducing attainment gaps over time. High-quality teaching therefore remains the foundation of this strategy, supported by targeted academic interventions and wider strategies to improve attendance, wellbeing, engagement and participation.

Part A: Pupil premium strategy plan

Statement of intent

Our central aim is to improve the educational outcomes, attendance, wellbeing and future opportunities of disadvantaged pupils. We will identify need precisely, respond early and ensure that disadvantage does not limit access to excellent teaching, ambitious curriculum pathways, enrichment or post-16 progression.

The final year of this three-year strategy is organised around three connected strands:

- High-quality teaching: consistently strong classroom practice, disciplinary literacy, vocabulary, assessment, feedback and responsive teaching.
- Targeted academic support: structured literacy, numeracy and examination interventions matched to diagnostic information.
- Wider strategies: attendance, emotional wellbeing, behaviour for learning, metacognition, parental engagement and access to enrichment.

Disadvantaged pupils are not treated as a homogeneous group. Leaders will use attainment, reading, attendance, behaviour, SEND, safeguarding, student voice and participation evidence to identify individual and cohort barriers. Activity will be reviewed termly and adjusted when implementation or impact evidence is weak.

Challenges identified

No.	Challenge	Diagnostic evidence
1	KS4 outcomes and examination readiness	Despite positive progress outcomes in some curriculum areas, attainment in English and Mathematics remains a significant barrier for disadvantaged pupils. In 2026, only 43.3% of disadvantaged pupils achieved a grade 4+ in English Language, with 23.3% securing a strong pass (grade 5+). Outcomes in Mathematics were lower, with 30.0% achieving a grade 4+ and 16.7% achieving a grade 5+. While subject progress measures in English and Mathematics were positive (+0.34 in both subjects), attainment remains below the level required to ensure disadvantaged pupils access the widest range of post-16 opportunities. Improving literacy, numeracy, examination readiness and strong pass rates therefore remains a key priority for 2026-27.
2	Reading, vocabulary, writing and communication	Year 9 disadvantaged pupils showed lower reading gains and a greater proportion of atypical declines. Data accuracy, diagnostic assessment and structured intervention are required.
3	Mathematical fluency and independent practice	Disadvantaged Year 9 pupils were almost twice as likely as the whole cohort not to be predicted to meet expected progress. Sparx engagement was less consistent.
4	Attendance and persistent absence	Disadvantaged attendance remained below 90% at the end of 2025/26, with the most significant challenges in Years 8, 9 and especially 11. [attendance was 79% for disadvantaged vs 90% for non-disadvantaged; 58% of disadvantaged pupils were persistently absent vs 36% for non-disadvantaged pupils]. Nationally average attendance was approximately 91.2% for secondary schools with persistent absence around 25%. Outcomes were affected by a small number of pupils with complex needs, alternative provision placements and emotionally based school avoidance (EBSA). Separate analysis will be retained for pupils receiving Section 19, EOTAS, hospital, medical or EBSA provision. Attendance analysis identifies a small number of pupils supported through alternative provision, Section 19 provision, hospital education, EOTAS arrangements and significant EBSA-related interventions. While these pupils contribute disproportionately to overall attendance figures, attendance

No.	Challenge	Diagnostic evidence
		remains a priority across the wider disadvantaged cohort and continues to have a significant impact on educational outcomes.
5	Wellbeing, belonging and readiness to learn	Analysis of attendance, behaviour-for-learning records, safeguarding information, pastoral referrals and pupil voice identified a group of disadvantaged pupils requiring sustained emotional, behavioural or pastoral support. Forty-eight pupils received six-week emotional and logic coaching cycles by July 2026. Common baseline and exit measures are required so impact is evaluated consistently.
6	Variation in progress across subjects and year groups	The attainment gap was evident from Year 7 and concentrated in English, languages and humanities in several cohorts. Subject implementation was inconsistent.
7	Metacognition, organisation and participation	Monitoring of homework, Sparx, revision, intervention attendance and enrichment participation was not yet consistent across all year groups. Participation in 54 clubs, interventions and wider opportunities was recorded, but common baselines and comparative analysis are required to identify non-engagement early and evaluate impact.

Intended outcomes

Intended outcome	Success criteria
1. Stronger KS4 outcomes	By the end of 2026/27, disadvantaged Progress 8 is at least 0.0 and improves from the 2026 baseline of -0.18. English and mathematics grade 4+/5+, Attainment 8 and subject-level progress improve from the final 2026 baselines.
2. Improved literacy	By July 2027, average Standard Age Scores for disadvantaged pupils improve from autumn 2026 baselines. The proportion more than 24 months below chronological reading age reduces, and pupils completing targeted interventions demonstrate measurable improvement between entry and exit assessments.
3. Improved numeracy	By July 2027, the proportion of disadvantaged pupils not on track in mathematics reduces at each assessment point. Targeted pupils demonstrate improvement on entry/exit reasoning measures and independent-practice completion increases from the autumn baseline.
4. Improved attendance	By July 2027, disadvantaged attendance improves from the 2025/26 baseline, the internal attendance gap narrows and persistent absence reduces. Outcomes are reported both overall and with separate analysis of pupils receiving alternative, medical or EBSA provision.

Intended outcome	Success criteria
5. Wellbeing and belonging	By July 2027, targeted pupils demonstrate improvement against agreed attendance, behaviour-for-learning, referral or pupil-voice measures. Disadvantaged participation in enrichment increases from the 2025/26 baseline.
6. Reduced cross-curricular gaps	Every subject identifies and acts on disadvantaged gaps; the proportion off track reduces in identified priority subjects and cohorts.
7. Stronger independent learning	Homework, Sparx, revision and intervention participation are logged consistently; non-engagement triggers timely follow-up and targeted pupils show improved behaviour for learning (BfL)/homework indicators.

Planned expenditure summary 2026-27

Strategy Strand	Planned Expenditure
High-quality teaching	£120,000
Targeted Academic Support	£40,000
Wider Strategies	£36,190
Total	**£196,190**

High-quality teaching (£120,000)

Activity	Evidence supporting the approach	Challenges addressed	Budgeted cost
CPD and instructional coaching focused on adaptive teaching, disciplinary literacy, assessment and responsive teaching	EEF Effective Professional Development; instructional coaching evidence; internal quality assurance findings	1, 2, 3, 6	£45,000

Literacy strategy including disciplinary literacy, reading intervention, diagnostic assessment and vocabulary development	EEF Improving Literacy in Secondary Schools; DfE Reading Framework; internal reading data	2, 6	£25,000
Additional curriculum staffing to improve curriculum access, classroom support and intervention capacity	Curriculum review, attainment analysis and learner-support evaluation	1, 6	£50,000
Total			**£120,000**

Targeted Academic Support (£40,000)

Activity	Evidence supporting the approach	Challenges addressed	Budgeted cost
Academic mentoring and examination readiness programmes	EEF Mentoring; examination preparation research; internal review of Year 11 outcomes	1, 4	£15,000
Small-group tuition and targeted intervention programmes	EEF Small Group Tuition; EEF Effective Tutoring	1, 2, 3	£15,000
Intervention resources, diagnostics and targeted learning support materials	Diagnostic assessment evidence; literacy and numeracy intervention guidance	1, 2, 3, 7	£10,000
Total			**£40,000**

Wider Strategies (£36,190)

Activity	Evidence supporting the approach	Challenges addressed	Budgeted cost
Attendance support, family engagement and priority-pupil monitoring	DfE Working Together to Improve School Attendance; EEF Supporting Attendance	4, 5	£15,000
Enrichment, cultural capital and wider participation opportunities	EEF Arts Participation; Outdoor Adventure Learning; character and belonging evidence	5, 7	£12,000
Unifrog Passport, careers education and independent-learning support	Gatsby Benchmarks; CEIAG evidence; school evaluation of post-16 progression	5, 7	£4,000
Pastoral support, wellbeing interventions and emotional coaching programmes	EEF Social and Emotional Learning; school safeguarding and pastoral evaluation	4, 5	£5,190

Total			**£36,190**

Activity in the 2026/27 academic year

High-quality teaching and curriculum access

Element	Updated 2026/27 position
Evidence and rationale	The September review identified wide subject variation, with literacy-rich EBacc subjects driving risk in several cohorts.
Activity	Disadvantaged-first quality assurance; explicit vocabulary and disciplinary literacy; adaptive teaching and scaffolding; question-level analysis; subject action plans; relevant CPD and coaching.
Challenges addressed	1, 2, 3 and 6
Success measures	Gaps reduce at each assessment point; learning reviews show consistent implementation; identified pupils meet personalised curriculum targets.
Monitoring and review	Assistant Principal, curriculum leaders and subject leaders review each assessment cycle; report termly to governors.

1. Reading, language and communication

Element	Updated 2026/27 position
Evidence and rationale	Year 7 shows a higher proportion of disadvantaged pupils significantly below expected reading levels.
Activity	Validate and, where necessary, retest atypical scores; maintain a priority list; provide diagnostic, structured reading intervention; implement agreed whole-school reading recommendations informed by DfE and EEF guidance; monitor Sparx Reader; conduct reading pupil pursuit.
Challenges addressed	2 and 6

Element	Updated 2026/27 position
Success measures	Fewer pupils significantly below benchmark; improved reading gain and intervention measures; stronger engagement and access across subjects.
Monitoring and review	English lead and SEND/literacy team half-termly; impact review each term.

2. Numeracy and mathematical reasoning

Element	Updated 2026/27 position
Evidence and rationale	At the September review, 13% of disadvantaged Year 9 pupils were not predicted to meet expected progress compared with 7% overall; lower Sparx completion correlated with weaker trajectories.
Activity	Small-group reasoning intervention; structured Sparx catch-up; first attention during independent practice; misconception checks; explicit home-learning routines and parent contact.
Challenges addressed	3 and 7
Success measures	The off-track proportion decreases; improved Sparx completion; pre/post reasoning tasks demonstrate progress.
Monitoring and review	Maths lead reviews fortnightly engagement and termly assessment impact.

3. KS4 examination readiness and targeted academic support

Element	Updated 2026/27 position
Evidence and rationale	Final 2026 results showed a disadvantaged Progress 8 score of -0.18. Attainment in English and Mathematics remains a key barrier for disadvantaged pupils. In English Language, 43.3% of disadvantaged pupils achieved a grade 4+ and 23.3% achieved a grade 5+, while in Mathematics 30.0% achieved a grade 4+ and 16.7% achieved a grade 5+. Despite this, both subjects recorded positive Progress 8 scores of +0.34, indicating that disadvantaged pupils made better progress than nationally expected from their starting points. Improving attainment, particularly increasing the proportion of pupils securing standard and strong passes in English and Mathematics, remains a key priority for 2026-27.

Element	Updated 2026/27 position
Activity	Personalised revision roadmaps; school-identified priority groups (VENN); grade-boundary English and maths support; subject revision based on question-level analysis (QLA); holiday and after-school intervention; attendance follow-up; invitational parents' evening.
Challenges addressed	1, 4 and 7
Success measures	Improved English/maths thresholds, Attainment 8 and P8; high attendance at identified sessions; reduction in individual predicted-grade gaps.
Monitoring and review	Year 11 team reviews priority pupils weekly; SLT evaluates after each data drop and mock series.

4. Attendance and persistent absence

Element	Updated 2026/27 position
Evidence and rationale	PP attendance ranged from 77% to 87% across cohorts and was below 90% in all year groups. Pupils in Section 19, EOTAS, hospital education and reduced/EBSA programmes require differentiated analysis.
Activity	Daily and weekly monitoring; targeted work with pupils in the 80-90% band; attendance mentoring; parent meetings; barrier-based plans; multi-agency and EBSA pathways; revision/intervention attendance tracking.
Challenges addressed	4, 5 and 7
Success measures	Attendance improves term on term; gap narrows; persistent absence reduces; plans show timely escalation and impact.
Monitoring and review	Attendance lead and pastoral leaders review weekly; PP lead reviews cohort and outlier-adjusted data termly.

5. Wellbeing, behaviour and belonging

Element	Updated 2026/27 position
Evidence and rationale	Forty-eight pupils had received six-week emotional and logic coaching cycles by July 2026. Mentoring, emotional support plans (ESPs), counselling, referrals and parent work were in place, but impact measures need greater consistency.
Activity	Continue time-limited emotional coaching; mentoring and emotional support plans (ESPs); counselling where appropriate; triangulate EduKey, attendance, safeguarding and behaviour for learning (BfL); mid-year student voice; parent workshops; evaluate each cycle against an agreed baseline.
Challenges addressed	4 and 5
Success measures	Targeted pupils improve on at least one agreed measure; referrals and repeat concerns reduce where appropriate; student voice indicates improved belonging and access to support.
Monitoring and review	Pastoral lead reviews each six-week cycle; anonymised impact summary reported termly.

6. Enrichment, cultural capital and independent learning

Element	Updated 2026/27 position
Evidence and rationale	Participation in 54 enrichment clubs, interventions and wider opportunities was recorded, and a comprehensive cultural capital audit was completed to identify strengths and areas for development. Unifrog Passports were used to track and celebrate disadvantaged students' engagement in enrichment, helping to ensure equitable access to a broad range of experiences beyond the classroom. While participation rates were strong, further work is required to establish consistent baseline measures and comparative analysis so that the impact of enrichment activities on disadvantaged students' attendance, engagement and outcomes can be more accurately evaluated.
Activity	Set termly participation targets; track clubs, trips, revision, enrichment and VENN EduLink One; remove financial/practical barriers; follow up non-participation; teach revision, organisation and self-regulation explicitly.
Challenges addressed	5 and 7
Success measures	Participation gap reduces; targeted pupils improve homework/behaviour for learning (BfL) indicators; intervention attendance is known and linked to outcomes.
Monitoring and review	Enrichment and assistant principal review half-termly; PP lead evaluates termly.

Implementation and monitoring framework

Frequency	Leadership activity	Evidence considered
Weekly	Priority pupil and attendance review	Attendance, PA, safeguarding/pastoral information, intervention attendance, immediate barriers
Half-termly	Intervention implementation review	Reach, attendance, fidelity, pre/post measures, pupil voice, cases requiring adjustment
Each assessment point	Academic gap review by cohort and subject	Attainment, progress, reading/numeracy, homework, behaviour for learning and predicted outcomes
Termly	SLT and trustee evaluation	Progress against success criteria; expenditure; implementation quality; amendments and risk
Annually	Published strategy review	Final outcomes, lessons learned, value for money and priorities for the next strategy cycle

Part B: Review of outcomes in 2025/26

Area	Judgement	Evidence and implication
KS4 attainment	Partially met	The 2026 outcomes demonstrate that disadvantaged pupils made broadly positive progress in English and Mathematics, with both subjects recording a Progress 8 score of +0.34. However, attainment remained a challenge. In English Language, 43.3% of disadvantaged pupils secured a standard pass (grade 4+) and 23.3% achieved a strong pass (grade 5+). In Mathematics, 30.0% achieved a standard pass and 16.7% achieved a strong pass. These outcomes indicate that disadvantaged pupils continue to require targeted support to improve attainment in the core subjects, particularly in Mathematics, where less than one third secured the benchmark grade 4 pass.
Reading and communication	Partially met	Some pupils made strong gains, but average progress was inconsistent and atypical declines required validation or retesting. In 2026/27, every intervention will have a validated baseline, specified dosage and entry/exit measure.
Numeracy	Partially met	Most pupils made appropriate progress, but disadvantaged pupils were more likely to be off track and independent-practice engagement was lower. Small-group reasoning support and fortnightly monitoring of Sparx participation will be used in 2026/27.
Wellbeing and resilience	Provision embedded; impact evidence developing	Mentoring, six-week emotional coaching, emotional support plans, counselling and tracked referrals were established. Common baseline and exit measures will be used in 2026/27 to quantify pupil change and identify provision requiring adjustment.
Attainment gaps across cohorts	Variable	Year 10 performance was comparatively strong, while risks were evident from Year 7 onward and concentrated in languages, humanities and English in several cohorts.
Attendance	Not met	Not met. Attendance remained below 90% across disadvantaged cohorts and persistent absence remained a major barrier. [disadvantaged attendance 79% vs 90% non disadvantaged: persistently absent disadvantaged 58% vs non disadvantaged 36%]. In 2026/27, weekly priority-pupil review, earlier intervention in the 90% to 95% band, individual barrier plans and separate reporting for alternative or medical provision will be used.

Area	Judgement	Evidence and implication
		Actions introduced during 2025/26 improved the consistency of attendance monitoring, but overall attendance targets were not achieved. Earlier identification of concerns, tighter tracking of pupils within the 90-95% attendance range and more targeted barrier removal strategies will form a key aspect of the 2026/27 approach.
Metacognition and organisation	Partially met	Tracking existed for VENN, Entry Level Certificate (ELC) and activities, but consistent logging of all revision, club and intervention attendance was still required.

2026/27 priorities arising from the review

- Prioritise attendance as a prerequisite for academic improvement, with differentiated analysis for pupils in alternative, medical or EBSA provision.
- Maintain urgent Year 11 English, mathematics and EBacc support while intervening earlier where KS3 gaps are emerging.
- Complete reading data validation and ensure every intervention has a baseline, specified dosage and measurable endpoint.
- Move from recording activity to evaluating impact. Report reach, implementation fidelity, pupil change and cost.
- Track participation in learning support and enrichment through one consistent system and follow up non-engagement quickly

Key terminology and abbreviations

Term	Meaning
BfL	Behaviour for Learning
QLA	Question Level Analysis
ELC	Entry Level Certificate
ESP	Examination Support Programme
VENN	A targeted intervention programme for pupils who are at risk of not achieving a grade 4 or above in English, mathematics and science. The programme provides additional academic support, monitoring, intervention and guidance to improve outcomes and maximise students' future education, employment and training pathways.

PP	Pupil Premium
SPP	Service Pupil Premium
EEF	Education Endowment Foundation
CEIAG	Careers Education, Information, Advice and Guidance

Evidence base and statutory context

This strategy has been aligned to the Department for Education pupil premium strategy statement structure and its requirement to publish an updated statement annually. Planned activity follows the permitted menu of approaches and the Education Endowment Foundation tiered model of high-quality teaching, targeted academic support and wider strategies.

- Department for Education, Pupil premium (updated 24 August 2026).
- Department for Education, Using pupil premium: guidance for school leaders (updated 24 August 2026).
- Department for Education, Pupil premium conditions of grant for the 2026 to 2027 financial year (updated 23 September 2026).
- Education Endowment Foundation, The EEF Guide to the Pupil Premium (published 3 September 2026).
- Wyedean School and Sixth Form Centre, Pupil Premium Strategy Interim Review, March 2026.

Service pupil premium funding (£19,080)

The £19,080 Service Pupil Premium allocation is primarily reflected within the attendance, wellbeing, pastoral support, transition and enrichment elements of the wider strategies strand. Provision is designed to address the specific challenges that may arise from service family life, including mobility, deployment, transition, wellbeing and continuity of learning, whilst also ensuring that service pupils can access the same academic, pastoral and enrichment opportunities as their peers.

Measure	Details
How did you spend your Service Pupil Premium allocation last academic year?	A pastoral programme was provided for service children, including enrichment opportunities such as service projects, peer mentoring, counselling, careers guidance and cultural visits. The aim was to raise aspirations, strengthen cultural capital and ensure that service pupils remained fully engaged with school life. Additional support was available for pupils facing challenges associated with service family life, including transition support, wellbeing provision and targeted pastoral intervention where appropriate. Subject-specific interventions were provided for service pupils identified as requiring additional support in English, mathematics and science. Service pupils also received access to revision guides, learning resources and independent study materials to support preparation for assessments and examinations.
What was the impact of this spending on Service Pupil Premium eligible pupils?	Service pupils participated in careers-related activities, pastoral workshops and enrichment opportunities designed to support personal development, aspiration and future progression. All service pupils had access to Unifrog and independent careers guidance. Targeted academic support contributed to positive progress across identified pupils, with intervention tracking showing improved engagement and attainment in key subjects. Pastoral monitoring, attendance tracking and pupil voice indicated that service pupils remained well supported, with effective transition arrangements and access to timely interventions where required.

Further Information

The activities outlined within this strategy are supplemented by a range of wider provision designed to address barriers to learning, improve attendance and engagement, and support the personal development of disadvantaged pupils.

Emotional Logic Coaching

Emotional Logic Coaching provides structured social and emotional learning support designed to improve pupils' decision-making, resilience, self-regulation and interpersonal skills. The programme helps pupils understand and manage emotional responses so that they can engage more successfully with learning. The school commissions specialist external provision to deliver this support and prioritises disadvantaged pupils where barriers to learning are linked to emotional wellbeing or adverse experiences.

Subject Intervention Plans

Subject Intervention Plans provide a clear and personalised pathway of support for pupils who are at risk of underachievement. These plans identify specific barriers, outline targeted interventions, clarify curriculum expectations and communicate the support available to pupils and families. Progress is reviewed regularly to ensure interventions remain effective and responsive to need.

Enrichment and Extra-Curricular Programme

A broad programme of enrichment activities is available to support attendance, engagement, wellbeing and aspiration. Opportunities include educational visits, sports clubs, performing arts, leadership programmes, careers activities and wider personal development opportunities. Particular emphasis is placed on ensuring disadvantaged pupils can access and participate fully in enrichment experiences, including the Duke of Edinburgh's Award and other activities that develop confidence, resilience, teamwork and cultural capital.

Wellbeing and Mental Health Support

The school works closely with local wellbeing and mental health services to support pupils experiencing emotional or mental health difficulties. This includes access to counselling, mentoring, emotional coaching, pastoral intervention and referral pathways to external agencies where appropriate. These services help pupils overcome barriers to attendance, learning and engagement.

Careers Education and Unifrog

All disadvantaged pupils have access to high-quality careers education, information, advice and guidance through the school's careers programme and the Unifrog platform. Pupils are supported to explore progression pathways, research higher education and employment opportunities, and make informed decisions about their future. Activities are aligned with the Gatsby Benchmarks and form part of the school's wider aspiration and cultural capital strategy.

Communication and Family Engagement

The school uses EduLink One and a range of other communication methods to maintain regular contact with families regarding attendance, behaviour for learning, achievement, intervention support and academic progress. Effective communication supports parental engagement and enables timely intervention where concerns arise.

Planning, Implementation and Evaluation

In developing this strategy, the school evaluated the effectiveness of previous pupil premium activity and considered where approaches had achieved the greatest impact and where further improvement was required. Evidence was drawn from a wide range of sources, including attainment and progress data, attendance and behaviour information, reading assessments, lesson visits, pupil voice, parental feedback and discussions with staff.

The strategy has been informed by national research relating to effective pupil premium practice, educational disadvantage, literacy, attendance, metacognition, tutoring and social and emotional learning. The school has considered the evidence base provided by the Education Endowment Foundation (EEF), Department for Education guidance and examples of effective practice from other schools.

The identification of barriers within this strategy is based on analysis of the specific needs of disadvantaged pupils at Wyedean School and Sixth Form Centre rather than on assumptions about disadvantage alone. Activities have therefore been selected because they are evidence-informed and address identified barriers experienced within the school's context.

Implementation will be monitored through the school's quality assurance and improvement processes. Leaders will review attendance, behaviour, progress and participation data regularly throughout the academic year. Where evidence suggests that an activity is not having the intended impact, provision will be adapted accordingly.

A robust monitoring and evaluation framework is in place to assess implementation, measure outcomes and ensure value for money. This includes termly review points, governor scrutiny and annual evaluation to inform future planning and continuous improvement.

The school remains committed to ensuring that pupil premium funding is used strategically, transparently and effectively so that disadvantaged pupils can attend, belong, succeed and achieve strong academic and personal outcomes.

Wyedean School and Sixth Form Centre remains committed to ensuring that disadvantage does not determine achievement, participation or future opportunities. The strategy outlined in this document seeks to combine high-quality teaching, targeted academic support and evidence-informed wider strategies so that disadvantaged pupils attend, belong, succeed and achieve strong academic and personal outcomes.