

Pupil premium strategy statement – WMG Academy Solihull 2025-2026

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 | 400 |
| Proportion (%) of pupil premium eligible pupils | 127/400 127/246 (Key stage 4) (52%) |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2023-2024 2024-2025 2025-2026 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | October 2026 |
| Statement authorised by | C.Morris (Principal) |
| Pupil premium lead | C.Morris |
| Governor / Trustee lead | L.Northwood |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £144,750 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £144,750 |

Part A: Pupil premium strategy plan

Statement of intent

Our core priority is to close the attainment gap between students eligible for Pupil Premium funding and their peers by ensuring that all students are equipped to access learning fully and succeed. We are committed to identifying and addressing barriers that may hinder progress, including:

- Lower levels of achievement and progress
- Reduced engagement or participation in lessons and enrichment opportunities
- Challenges with attendance and punctuality.

In addition, we recognise the continuing impact of external factors, including the long-term effects of the COVID-19 pandemic, which have disproportionately affected students from disadvantaged backgrounds. Our approach will therefore combine academic support, pastoral care, and targeted interventions to promote high expectations, secure progress, and ensure that every student can thrive both in and beyond the classroom.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>Attendance and Persistent Absence.</p> <p>A significant proportion of the incoming Year 10 cohort have a history of persistent absence (40%). According to DfE, 75% of students that are PA by Year 9, remain PA throughout schooling hence 30% of this 40% of the Year 10 cohort could remain PA without considerable focus. Improving attendance will be essential to secure progress, engagement, and safeguarding. Barriers include low motivation, SEMH needs, family circumstances, and low confidence in returning to structured learning.</p> <p>Challenge: Increasing attendance to at least national averages, with targeted strategies for students with chronic absence.</p> |
| 2 | <p>High Levels of Disadvantage (50% Pupil Premium).</p> <p>Outcomes for disadvantaged learners risk being disproportionately affected by financial hardship, limited access to enrichment, reduced cultural capital, and reduced learning confidence.</p> |

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| | Challenge: Ensuring equitable access to high-quality teaching, resources, and wider opportunities to close the attainment and progress gap. |
| 3 | <p>Complex SEND Profile (30% SEND, with high SEMH).</p> <p>A high proportion of SEND students present with social, emotional, and mental health needs, affecting self-regulation, readiness to learn, and capacity to engage consistently in lessons.</p> <p>Challenge: Delivering adaptive teaching and structured pastoral and therapeutic support to enable full learning participation and reduce behaviour-related barriers.</p> |
| 4 | <p>Variability in Literacy, Numeracy, and Foundational Skills on Entry.</p> <p>Many students are entering at Key Stage 4 with gaps in core knowledge and skills, linked to disrupted prior schooling and reduced learning engagement.</p> <p>Challenge: Accelerating progress rapidly through targeted intervention, high-quality teaching strategies, and curriculum sequencing that is responsive to baseline assessment.</p> |
| 5 | <p>Engagement, Aspirations and Readiness for Technical/Vocational Pathways.</p> <p>Some students join with low confidence, low aspirations, or limited understanding of pathways into engineering, digital and technical sectors—core to WMG Academy’s specialism.</p> <p>Challenge: Strengthening careers education, mentoring, employer engagement, and aspirational culture to ensure students see value in their learning and can articulate future pathways.</p> |

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 |
|--|--|
| Aspirational Progress for All: Key data metrics achieved across KS4 | Students achieve their GL target grades |
| Sparx Science | Increased engagement in homework resulting in improvement in science results |
| Sparx reader | Increased engagement in homework resulting in improvement in english results |

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| <p>Maintain effective systems to ensure attendance is increasing. Continuing to be at least 87% (North Solihull Secondary Schools figure) but aiming for N.A 91% at KS4.</p> <p>Continue to reduce the rate of PA and SA particularly amongst SEND and disadvantaged students.</p> | <p>KS4 attendance is at 93%</p> <p>Narrow the absence rate between: PP v NonPP SEND v Non-SEND</p> <p>‘A star’ attendance system fully utilised to support with the admin around attendance, link A star with Cpoms</p> <p>Continue to upskill all staff on their understanding of attendance changes/ importance of links between attendance, progress and attainment</p> |
| <p>Utilise LRC, the team in the LRC to support with attendance/ SEMH and progress</p> | <p>Reduced Suspensions Increased attendance Increased attainment/ outcomes</p> |

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: £117,250

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Embedding the use of the Learning Resource Centre</i> | Research from the Education Endowment Foundation (EEF) and the Department for Education (DfE) shows that targeted pastoral provision, including structured support hubs or learning resource bases, can significantly improve attendance and engagement for students with complex barriers to learning. The DfE's <i>Improving School Attendance</i> guidance emphasises the importance of early help, multi-agency support, and personalised intervention—roles directly fulfilled by a Family Support Worker—particularly for pupils with chronic absence, where family-related factors are a key driver. The EEF also highlights that Teaching Assistants, when deployed in structured, evidence-based roles such as delivering targeted interventions or adaptive teaching under teacher guidance (as with an HLTA), can add up to 4 months' additional | Challenge 1 and 3 |

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| | progress, especially for disadvantaged pupils. Evidence further shows that safe, supportive bases within school improve behaviour, emotional regulation, and readiness to learn by offering predictable routines and individualised pathways back into mainstream lessons. The LRC and the staff can create an integrated model that addresses both academic and pastoral needs, reduces behaviour-related barriers, and supports pupils to re-engage with learning—ultimately contributing to improved attendance and progress towards national averages. | |
| <i>SEMH/ mental health first aid support and training</i> | Evidence from the Education Endowment Foundation (EEF) shows that targeted social, emotional, and mental health (SEMH) interventions can significantly improve behaviour, wellbeing, and self-regulation—factors strongly linked to improved academic outcomes and attendance. The EEF’s <i>Social and Emotional Learning</i> guidance notes that structured SEMH support can lead to up to 4 months’ additional progress, particularly for disadvantaged pupils who face higher levels of emotional and social need. Mental Health First Aid training ensures staff can identify early signs of distress, provide timely support, and reduce escalation into behaviour or attendance issues, helping keep pupils engaged in learning. Research from Public Health England and NICE further highlights that strong pastoral systems, therapeutic interventions, and early mental health support reduce persistent absence, improve engagement, and strengthen pupils’ readiness to learn. By addressing emotional barriers, promoting resilience, and providing adaptive teaching rooted in wellbeing, SEMH and mental health support ensure disadvantaged pupils can participate fully in school life and access high-quality teaching and wider opportunities—helping to close both the attainment and attendance gaps. | Challenge 1, 2 and 3 |
| <i>Continue to raise awareness and importance of Attendance across the academy, with staff, students and families</i> | Increased staff training on attendance, courses and associated attendance intervention including attendance coffee morning and attendance reports to motivate students | Challenge 1 |

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

Budgeted cost: £7,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------|---|-------------------------------|
| <i>Elevate</i> | Evidence from the Education Endowment Foundation (EEF) shows that high-quality holiday interventions can be particularly effective for disadvantaged pupils by preventing learning loss and providing targeted academic support at times when gaps typically widen. Structured programmes that offer small-group teaching, access to trained staff, and high-quality resources have been shown to accelerate progress and improve confidence, especially for pupils who may not have access to tutoring, revision materials, or a suitable learning environment at home. When combined with enrichment activities, holiday provision also boosts engagement, motivation, and cultural capital, helping disadvantaged learners return to school better prepared and more confident. Overall, research supports holiday intervention as a strategy that promotes equity and contributes to closing the attainment and progress gap for Pupil Premium students | Challenge 2 |
| <i>Catch up academy</i> | | Challenge 2 |
| <i>Holiday intervention</i> | | Challenge 2 |

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

Budgeted cost: £ 20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Engagement, Aspirations and Readiness for Technical/Vocational Pathways, Supporting curriculum trips and visit, | Research from the Education Endowment Foundation (EEF) and Gatsby Benchmarks shows that high-quality careers education—including employer encounters, workplace visits, mentoring, and curriculum-related trips—has a positive impact on disadvantaged pupils' engagement, aspiration, and progression into technical and vocational pathways. The EEF reports that enrichment activities can improve motivation, attendance, and learning attitudes, helping pupils see the relevance of their studies and boosting self-belief. The Gatsby Good Career Guidance report highlights that sustained employer engagement and exposure to the world of work increase students' ability to make informed choices and are strongly linked to | Challenge 5 |

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| | higher post-16 participation and improved labour market outcomes, particularly for disadvantaged learners who may have limited access to such experiences outside school. Supporting PP students to access trips, visits, and vocational taster opportunities removes financial barriers and ensures that all learners benefit equally from experiences that build cultural capital, raise aspirations, and help them articulate future pathways with confidence. | |
| 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. | All |

Total budgeted cost: £ 144,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment Outcomes

GCSE Student Outcomes 2025

All students A8 = 30.5, PP A8 = 26.6

There is a gap of 3.9 so on average PP students are 0.4 grades below their non-PP peers. This is a significant reduction on our 2024 figure of 0.9.

All students 9-5 English and Maths = 13.6%, PP 12.3%

All students 9-5 English = 22.4%, PP 21.1%

All students 9-4 Maths = 24.0%, PP 15.8%

There has been great progress this year in terms of PP particularly in English. The grade 5 PP gap was 1.3%, again our smallest ever. Based on initial GL assessments, this gap was 11% when students joined in Year 10, meaning that while with us, PP students made more progress than their peers. In maths PP students are still underperforming against their peers, with an 8% gap. On entry, this PP gap was 10%, so this is still a reduction, but not as drastic as was seen in English.

The focus will remain heavily on QFT, particularly in Maths where PP students are still performing below their NPP peers.

Target Intervention and Support

At the end of Year 10, all Pupil Premium pupils are provided with the option of fully funded revision guides for core subjects to ensure equitable access to high-quality learning resources. This support aimed to remove financial barriers to independent study, enabling pupils to engage more effectively with revision and consolidate their understanding of key curriculum content in preparation for assessments and exams.

Pupil Premium pupils are a key focus in the fortnightly Student Support Meetings held for Year 10 and Year 11. During these meetings, barriers to learning are identified and addressed, with particular consideration given to each pupil's Pupil Premium status and individual circumstances. Representatives from curriculum and teaching and learning, SEND, attendance, behaviour, and safeguarding attend these meetings to ensure a comprehensive, joined-up approach. This collaborative process allows the academy to implement targeted strategies that effectively support and meet the holistic needs of every pupil.

The academy has a robust intervention programme designed to close learning gaps and support pupil progress. Targeted interventions are delivered during form time and after school, for both subject intervention and also intervention with a particular focus on developing functional literacy and numeracy skills. Pupil Premium students who are identified as underperforming through the Student Support Meetings are prioritised for these interventions, ensuring that support is directed to the subjects and skills where it is most needed. This structured, data-informed approach enables the academy to provide timely, personalised support that maximises each student's potential.

Attendance Outcomes

The data shows that the rate of absence of disadvantaged students was **5.1%** below their non-disadvantaged peers in 2024-2025. This has narrowed from a gap of 7.4% in 2022-2023. There is still a difference between students who are disadvantaged and those who are not, with non-disadvantaged students attending the Academy

more often. The academy is currently not in line with the National average but through continuing to embed our work around attendance, AWO role has shown to have positive impact as well as a North Solihull Attendance group run by secondary head teachers to raise the issues of poor attendance across North Solihull.

The academy also opened the Learning Resource Centre (LRC) to support P.A, S.A and previously EHE students, this is in the early days but is again showing positive impact on getting students previously hard to reach into the academy.

Behaviour Outcomes

With the introduction of the Intervention Steps and the new tracking document the pastoral team now able to closely monitor those students who need varying levels of behavioural support and prioritise those who are Pupil Premium.

Some of these strategies include monitoring reports, tutor intervention as well as Behaviour Manager mentoring. The pastoral team have also started to use Pastoral Support Plans which have seen a reduction in negative behaviours being recorded as students are making better behaviour choices.

With currently 23 suspensions this year, we are showing an improvement on last year's Pupil Premium figures by a decrease of 1.

Destination Outcomes

Students in Year 11 had 100% positive destinations (30% at WMG Sixth form, 4% other Sixth forms, 9% apprenticeships/other training providers and 58% Further Education Colleges).

Reading Outcomes

We appointed a new Literacy Lead, who started in September 2025/2026. Our Academy's Development Plan has a specific focus on improving reading outcomes for all students. In order to address this, the Academy has invested in Sparx Reader. Sparx Reader is an adaptive online reading programme designed to improve students' reading fluency, comprehension, and vocabulary through regular, independent reading. It matches texts to individual reading levels and checks understanding through embedded comprehension questions, ensuring appropriate challenge and engagement. The platform provides teachers with detailed data on reading progress, allowing for targeted support and intervention. Schools using Sparx Reader report improved reading habits, confidence, and measurable gains in reading ages, particularly among disadvantaged students, by promoting consistency, accountability, and a culture of reading for pleasure.

SEMH Outcomes

Some Pupil Premium students have been given access to 1:1 and group Wellbeing Sessions, with the SEMH practitioner

The focus of these sessions has covered:

- How do I manage my Anxiety?
- My positive self
- Social media understanding
- Self-care diary
- Self-reflection journal
- Self-esteem and Confidence
- Anger management
- Bereavement Support

The aim of these sessions is to support students with low self-esteem/ confidence, low mood and anxiety as well as reintegrating some students back into school.

Students who had access to these sessions improved their self-esteem and confidence in the academy, made new friends and their attendance improved. Students felt happier in the academy and their health and self-worth increased.

On entry into the SEMH programme, Boxill profiling is undertaken to ensure that all areas of the academy can support the student,

Evaluation

The Pupil Premium funding in 2024/25 had a positive impact across key areas, with significant improvements in English outcomes and a notable narrowing of the overall attainment gap, particularly where PP students made more progress than their peers from entry. Maths remains an area for continued focus, with gaps reducing but still wider than desired. Attendance for disadvantaged pupils improved, and although still below non-PP levels, the gap has reduced over time, supported by strengthened attendance systems and the new Learning Resource Centre. Behaviour interventions and pastoral support led to fewer negative behaviours and a reduction in suspensions, while 100% of PP students achieved positive post-16 destinations. Investment in literacy, including the introduction of Sparx Reader, and enhanced SEMH provision contributed to improved readiness to learn, confidence, and engagement. Overall, Pupil Premium spending has driven clear progress, with strong foundations for continued improvement in 2025/26.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|-----------------------|--|
| Counselling | External Provider |
| SISS ASD/SEMH | Solihull Metropolitan Borough Council |
| Alternative Provision | Solihull Academy, Blackwater Academy, Triple Crown |

Service pupil premium funding (optional)

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| <i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i> |
| |
| The impact of that spending on service pupil premium eligible pupils |
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.