

Pupil premium strategy statement – Weston Secondary School

This statement details our school's use of pupil premium (PP) funding to help improve the attainment of our PP pupils.

It outlines our 3-year 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	673
Proportion (%) of pupil premium eligible pupils	64%
Academic year/years that our current pupil premium strategy plan covers	2025-28
Date this statement was published	17 November 2025
Date on which it will be reviewed	17 November 2026
Statement authorised by	David Butterworth
Pupil premium lead	Chris Collins
Governor / Trustee lead	Donna Fox

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£449,151
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£449,151

Part A: Pupil premium strategy plan

Statement of intent

At Weston Secondary School (WSS), we celebrate the diversity of our students, and our aim is for all students, irrespective of their background or the challenges they face, to make good progress and achieve their potential. Our school values 'aspire, believe, achieve' is the driver for everything we do for all our students.

A key focus of this strategy aligns with the school's 2025-26 Development Plan (SDP) specifically target which is to implement appropriate interventions that focus on developing reading, literacy, numeracy & handwriting.

The focus of our strategy is to support all students in receipt PP students to achieve in line with national outcomes. This will be achieved through:

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Headteacher: Mr D Butterworth

Address: Weston Secondary School, Tickleford Drive, Southampton, SO19 9QP

Contact: 02380 447 820, info@westonsecondary.co.uk

- A culture of high expectations for PP students throughout school life reducing suspensions and increasing attendance. Developing the culture of inclusivity through specific targeted interventions to support PP students achieving outcomes in line with national.
- High quality staff CPD through adaptive teaching strategies that effectively impacts on PP student's academic outcomes.
- Focus on the development of the school's literacy and numeracy strategy to encourage the love of reading and working with numbers for PP students.

Challenges

This details the key challenges to achievement that we have identified among our Pupil Premium students:

Challenge number	Detail of challenge
1	<p>PP students at WSS have a significantly higher absence rate than that of non-PP students. Although the gap between PP and non-PP students reduced in the 2024-25 academic year by 8%, significant improvements are still required.</p> <p>In 2024_25 PP persistent absence was 41.1% compared to 22.3% for non-PP students. This gap is still large.</p> <p>PP students' absence must be in line with: National average is 11.1% Average of similar schools 14.4%. WSS absence 15%</p>
2	<p>Closing the KS3 progress and attainment gap of PP students:</p> <p>25-26 focus – English, Maths 26-27 focus – English, Maths, Humanities and science 27-28 – All subjects</p> <p>Measured against aspiration targets and milestones three times per year.</p>
3	<p>PP students reading ages are on average significantly below their chronological age.</p> <p>Students on entry with low reading ages: Year 7 PP average reading age on entry was 9.49 which is below their expected chronological age of 11.6.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** (November 2028) and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The attendance of PP students to be in line with non-PP students in the school.	<ul style="list-style-type: none"> • Absence of PP and Non-PP students is 10% or less. <p>There are many presenting barriers such as parental communication, EAL barriers, students</p>

	<p>travelling from across the city and students with mental health needs. Removing these barriers through strategies such as those stated below will have a positive impact on students' attendance and outcomes;</p> <ul style="list-style-type: none"> • Rewards • Tutor interventions • Parental comms • Home visits • Counselling <p>The schools attendance action plan is flexible and adaptable to prioritise key niche groups over the next 3 years.</p>
PP students to achieve outcomes in line with their targets.	<p>These are the targets for PP students which are taken from FFT50 based on KS2 SAT entry scores. Students are expected to achieve the following KS4 grades in English and Maths.</p> <p>Foundation = GCSE grade 1-3 Developing = GCSE grade 4-5 Secure = GCSE grade 6-7 Excellence = GCSE grade 8-9</p> <p>Year 7: Maths and English Foundation target = Maths 33.8% English 29.2% Developing target = Maths 53.8% English 61.5% Secure target = Maths 12.3% English 9.2% Excellence target = Maths 0% English 0%</p> <p>Year 8: Maths and English Foundation target= Maths 27.3% English 20.8% Developing target = Maths 61% English 66.2% Secure target = Maths 7.8% English 13% Excellence target = Maths 3.9% English 0%</p> <p>Year 9: Maths and English Foundation target= Maths 30% English 22.9% Developing target = Maths 58.6% English 64.3%</p>

	<p>Secure target = Maths 10% English 12.9%</p> <p>Excellence target = Maths 1.4% English 0%</p> <p>Year 10: Maths and English</p> <p>9-4 English = 60%</p> <p>9-4 Maths = 51%</p> <p>Year 11: Maths and English</p> <p>9-4 English = 67%</p> <p>9-4 Maths = 57%</p>
To improve reading ages of PP students to bring them in line with national reading ages.	<p>Current average reading ages for each year (Sept 2025):</p> <p>Year 7: 10.4. By the end of the three-year plan, we aim to increase the student's average reading age to 14.4 which will bring it broadly in line with the student's chronological age</p> <p>Year 8: 11.0. By the end of the three-year plan, we aim to increase the student's average reading age to 15.0 which will bring it broadly in line with the student's chronological age</p> <p>Year 9: 11.6. By the end of the three-year plan, we aim to increase the student's average reading age to 15.6 which will bring it broadly in line with the student's chronological age</p> <p>Year 10: 12.1 By the end of the two-year plan, we aim to increase the student's average reading age to 14.9 which will bring it broadly in line with the student's chronological age</p> <p>Year 11: 11.8. By the end of the one-year plan, we aim to increase the student's average reading age to 13.4. This is below the student's chronological age but a significant</p> <p>Strategies to improve reading ages:</p> <ul style="list-style-type: none"> Collaborate with WPS to improve the transition process of students from KS2 to KS3 with a focus on identifying low readers. This will be monitored through reading age tests at the beginning and end of each year.

	<ul style="list-style-type: none"> • Embed a whole school reading culture through bespoke interventions, reading focus days and initiatives. Student voice will be used to measure the improved culture of reading and this will be cross referenced with their reading age improvements. • Implement a graduated response to intervene with PP students who are below their chronological reading ages. Focus on KS4 initially. Monitoring will be completed by the AHT for Inclusion through reading age tests. • Whole school focus on the improvements of reading through quality first teaching. This will be measured through reading age tests and student voice.
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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: £348,825

Activity	Evidence that supports this approach	Challenge number(s) addressed
School improvement plan driven CPD programme: <ul style="list-style-type: none"> • HAMWIC adaptive teaching model • Reading • Quality first teaching INSET / Bitesize CPD	EEF Planned and Live adaptation led by HAMWIC and DHT. Southampton Reading Charter. Reading interventions 1 to 1 – below a reading age of 7.5 yrs	1, 2, 3 1, 2, 3

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<p>Educational Consultant coaching for Adaptive teaching.</p> <p>Staff CPD visits to other educational establishments to:</p> <ul style="list-style-type: none"> • Develop middle leadership alignment through coaching from educational consultant • Develop the curriculum offer with the intention of widening the KS4 options for students (eg hair and beauty, bricklaying). This will lead to higher engagement from PP students. • Improve T&L – focus on adaptive teaching. Working with HAMWIC SEN/Behaviour lead on model to close the learning gaps of all students. 	<p>Small group- 3 years or more below chronological reading age</p> <p>Teaching and Learning Toolkit EEF</p> <p>Effective Professional Development EEF</p> <p>Evidence from QFT, departmental review, learning walks.</p> <p>Collaboration with BET.</p> <p>Planned and Live adaptation led by HAMWIC and DHT.</p> <p>New literacy strategy with clear targets and milestones</p>	
<p>Deployment of key staff:</p> <ul style="list-style-type: none"> • LSAs equivalent to 2 – bespoke support in lessons and reading programmes to reduce reading age gap for PP students (2.0 years below). • AHT Inclusion – Implement intervention package (Hive, Nurture, Gateway, Saints foundation). • Librarian – Promoting access and inclusion. Supporting students to access disciplinary literacy across many subjects. • Attendance Officer – Focus on communication home and home visits of PP students. • Heads of Year – Identify PP students who are underperforming and signpost specific bespoke strategies. Support with attendance reports. • Primary Practitioner – Intervening with reading and literacy. Highly experienced currently focusing PP students and develop impact across whole school literacy and supporting transition. Ensuring these staff have maximum impact on the 60% of PP students across the school. 	<p>Teacher quality, recruitment and retention EEF</p> <p>Effective Professional Development EEF</p> <p>Putting Evidence to Work - A School's Guide to Implementation EEF</p> <p>PIXL Insights – learners from Disadvantaged backgrounds. Coaching and mentoring.</p>	<p>1,2,3</p>

<ul style="list-style-type: none"> Literacy Lead – co-ordinate literacy strategy to improve reading outcomes of PP students. Saint foundation staff supporting PP students through targeted interventions, including 1:1 mentoring, group activities, trips). Ready to Learn Room lead to manage interventions of students who are not making the right choices. Signposting of bespoke support. AP Lead appointed to intervene with PP students who have poor attendance, low aspirations and low prior attainment. HLTA appointed to support bespoke literacy and numeracy intervention in Gateway. Consultant for adaptive teaching to focus on staff CPD / direct follow up with staff to improve QFT and improving the accessibility of the curriculum to close the gap for pupils with PP to those without. 		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £50,326

Undergraduate small group interventions for reading enhancement (free service).	Putting Evidence to Work - A School's Guide to Implementation EEF	2, 3
Targeted and waved intervention in English and Maths for KS3 PP students to boost attainment to meet academic targets. Students selected via reading age tests by AHT for Inclusion. Graduated response focusing on the following interventions: <ul style="list-style-type: none"> Tutor time intervention 	Metacognition and Self-regulated Learning EEF	2, 3

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<ul style="list-style-type: none"> • After school interventions • Online platforms (eg Sparx) • Educational Endowment Fund Maths tutoring project supported by Action Tutoring. Focus on KS4 PP student intervention. • KS4 English & Maths catch up tutoring. <p>Deployment of key staff, 2 x Primary practitioners, staff directed headship time and AHT inclusion time to deliver, monitor and measure the progress over time.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Develop a positive culture of attendance through the graduated response focusing on: <ul style="list-style-type: none"> • Rewards • Tutor interventions • Parental comms • Home visits • Funding of Attendance Assistant. 	Attendance interventions rapid evidence assessment EEF Working with Parents to Support Children's Learning EEF	1
Mental Health and Wellbeing The Mental Wellbeing team have increased capacity to oversee and run mental health and wellbeing interventions through:	Social and emotional learning EEF	1,2

<ul style="list-style-type: none"> • Counselling • TAAES Project • LSA training 		
Rewards and Student Leadership <ul style="list-style-type: none"> • Develop the reward system around our ethos, 'Aspire, Believe, Achieve' linked to 'Golden days'. Ensuring that there is a high take up of PP students. • Implement a student leadership programme which address the key Ready 2 Learn characteristics with over 50% representation of PP students. • School trips to promote cultural capital. 	Using rewards: encouraging good behaviour - DfE	1,2,3
Behaviour for Learning <ul style="list-style-type: none"> • Implementation of a Ready to Learn room to support students in reflecting on their choices. • Training staff in Trauma Informed Practice to support their understanding and expectations of students who are struggling to engage. • Implementation of SLT supervised learning room with 	Using rewards: encouraging good behaviour - DfE Working definition of trauma-informed practice - GOV.UK	1,2

the highest of expectations to support inclusivity. Intervention to support reduction of total school days lost through suspension by 50%.		
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Total budgeted cost: £449,151

Part B: Review of the previous academic year 2024_25.

Outcomes for PP pupils

Intended outcome	Evaluations
The attendance of PP students to be in line with non-PP students in the school.	<ul style="list-style-type: none"> PP attendance for 2024-25 academic year was 85% compared to 92.5% for non-PP students. PP persistent absence was 41.1% (2024-25) compared to 22.3% for non-PP students. <p>The attendance of PP student remains a priority. In 2025-26 academic year this forms part of the school development plan target 1. Whilst overall attendance improved by 4.5% compared to 2023-24 academic year so PP absence reduced. This was a positive step forward on the first year of the PP 3-year strategy.</p>
PP students to achieve outcomes in line with their targets.	<p>Year 7: Maths and English on or above target</p> <p>Foundation target= Maths 53.3% English 31.8% On or above Maths 53.3% English 27.3% Developing target = Maths 13.3% English 45.5% On or above Maths 0% English 40.9%</p> <p>Secure target = Maths 20% English 22.7% On or above Maths 46.7% English 27.3%</p> <p>Excellence target = Maths 13.3% English 0% On or above Maths 0% English 4.5%</p> <p>Year 8: Maths and English on or above target</p> <p>Foundation target= Maths 62.5% English 31.3% On or above Maths 68.8 % English 18.8%</p>

Developing target = Maths 12.5% English 50%
On or above Maths 6.3% English 56.3 %

Secure target = Maths 18.8% English 18.8%
On or above Maths 12.5 % English 25 %

Excellence target = Maths 6.3% English 0%
On or above Maths 12.5 % English 0%

Year 9: Maths and English on or above target

Foundation target = Maths 46.5% English 36.5%
On or above Maths 67.4 % English 40.4%

Developing target = Maths 32.6% English 44.2%
On or above Maths 11.6 % English 42.3%

Secure target = Maths 18.6% English 19.2%
On or above Maths 14 % English 11.6%

Excellence target = Maths 2.3% English 0%
On or above Maths 4.7% English 3.8%

Year 11 GCSE Outcomes 2025:

Overall targets to actual.

English & Maths % 9-4:

Actual 39% - Target 46%

English & Maths % 9-5:

Actual 26% - Target 21%

PP students' attainment 8 target was 29.0 and they achieved 25.34.

Leaders are ambitious for students and recognise that attendance for some impacted on their achievement. This cohort were most impacted by inconsistent leadership and leadership of teaching over time.

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<p>To improve reading ages of PP students to bring them in line with their chronological age</p>	<p>Early indicators show that:</p> <p>Year 7:</p> <p>58% of PP students have a reading age in line with their chronological age (70 students)</p> <p>Year 8:</p> <p>64% of PP students have a reading age in line with their chronological age (70 students)</p> <p>Year 9:</p> <p>54% of PP students have a reading age in line with their chronological age (70 students)</p> <p>2024-25 PP strategy target focused on KS3 improvements in reading ages. The schools SDP for 25-26 target 3 focuses on intervening with PP students reading, handwriting and numeracy.</p>
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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
Accelerated Reader	Renaissance
Book Buzz	Booktrust
Accessit Library Service	Accessit Library
Lit Drive	Lit Drive
Wheelers	
Timetable Rockstars	TT Rockstars
Linguascope	Linguascope