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# TA Pupil Premium Strategy Report

**WICKERSLEY PARTNERSHIP TRUST**

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🌐 [wickersleypt.org](http://wickersleypt.org) **CEO:** Mrs H O'Brien



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.

## 1. School overview

<b>School Name</b>	Thrybergh Academy
<b>Number of Pupils in school</b>	601
<b>Proportion of Pupil Premium eligible pupils</b>	375 (62.4%)
<b>Academic Year</b>	2025/26
<b>Date this statement was published</b>	September 2025
<b>Date for next review</b>	July 2026
<b>Statement authorised by</b>	Helen O'Brien, CEO, WPT
<b>Pupil Premium Lead</b>	
<b>Governor Lead</b>	

## 2. Funding Overview

<b>Detail</b>	<b>Amount</b>
<b>Pupil Premium funding allocation this academic year</b>	£353,073
<b>Pupil Premium funding carried forward from previous years</b>	£0
<b>Total budget for this academic year</b>	£353,073

## Part A: Pupil Premium Strategy Plan

### Our Ultimate Objectives for Disadvantaged Pupils

The core moral purpose of Thrybergh Academy's Pupil Premium strategy is to ensure that socio-economic background is no longer the single largest predictor of educational outcomes. We are committed to an unwavering focus on transforming attainment and readiness for post-16 success.

Specifically, by the end of this strategy (July 2026), our disadvantaged pupils will:

- **Accelerate Academic Attainment:** Increase the proportion of students achieving strong passes (English and Maths 4+) to **20%**, and critically, ensure their **rate of progress** from Year 10 Mock to GCSE across all core subjects matches or exceeds the 'All Students' cohort.
- **Close Foundational Skill Gaps:** Dramatically improve literacy, aiming to increase the proportion of students achieving a 9-4 grade in English Language to **20%** and demonstrating an average reading age gain of **+1 year** for all students in intervention groups.
- **Reverse Attendance Decline:** Stop the widening attendance gap by increasing overall Pupil Premium attendance to **87.0%** and reducing the PP-All gap to **below 4.0%**.
- **Promote Resilience and Reduce Sanctions:** Reduce the disproportionate share of suspensions for the Pupil Premium cohort to **below 60%**, eliminating permanent exclusions and ensuring greater engagement in positive school culture.
- **Secure and Embed Aspirations:** Achieve **100% participation** of PP students in a meaningful Work Experience activity and maintain a **0% NEET** (Not in Education, Employment, or Training) figure.

### Alignment of the Current Strategy Plan (2025/2026)

Our strategy is built on a targeted, three-tiered approach to address the severe and persistent challenges identified in our data - particularly the critically low attainment and the widening attendance gap.

### Key Principles of the Strategy Plan

The entire strategy is built upon three core, interdependent principles:

- **Accelerated Progress in KS4:** We will shift the focus from merely securing positive progress to **accelerating the rate of progress** for disadvantaged students in core subjects, ensuring our intervention model rapidly closes the gap between Year 10 mock results and final GCSE grades.
- **Forensic Intervention and Evaluation:** We will use **robust diagnostic tools** (e.g., YARC) to forensically evidence the impact of literacy and numeracy interventions on underlying foundational skills, moving beyond reliance solely on final exam outcomes.
- **Barrier-Free Engagement and Safeguarding:** We will intensely focus on non-academic barriers, making Attendance the top operational priority, while maintaining the non-negotiable safeguarding provision (counselling, AP) that is proven to prevent permanent exclusion and secure positive post-16 destinations.

### Challenges

A forensic analysis of student data drives our plan. This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge Number	Details of Challenge
1	<b>Significantly Lower Attainment at KS4 and Slower Rate of Academic Progress:</b> PP attainment in English and Maths 4+ is critically low at <b>15.79%</b> (compared to All: 30.00%), marking a large attainment gap. Furthermore, the rate of progress (impact) from Y10 Mock to GCSE was insufficient in core subjects, particularly English Literature, where the PP 9-4 attainment only increased by <b>3.03%</b> .
2	<b>Low Levels of Literacy and Numeracy on Entry/Weak Foundational Skills:</b> While specific Y7 2025 data is awaited, the historic challenge is severe: 2021 NGRT testing showed <b>54%</b> of the Y7 cohort were below average. This is the <b>most significant barrier</b> to accessing the curriculum and achieving the required GCSE grades.
3	<b>High and Widening Gap in Persistent Absence (PA):</b> PP attendance remains low at <b>84.9%</b> (2024/25), and the gap to All attendance has <b>widened to 5.7%</b> (up from 4.6% in 2023/24). This widening gap indicates that attendance interventions are not yet effective enough to combat high PA rates in the disadvantaged cohort.
4	<b>Sustained High Levels of SEMH Need:</b> The majority of students identified as at risk of becoming NEET are PP (20 out of 34 in 2023-24), with mental health cited as a key factor. The continuous need for Early Help intervention confirms that <b>SEMH is a persistent, non-academic barrier</b> to engagement and attendance.
5	<b>Disproportionate Negative Behaviour Events and Lost Learning Time:</b> PP students are vastly overrepresented in sanctions, accounting for <b>70.6% of all suspensions</b> (322 out of 456) in 2024/25. This results in significant loss of learning time, directly hindering attainment efforts (Challenge 1).
6	<b>Low Engagement in Independent Learning/WEX:</b> PP students are less active on the Seneca platform (618.46 hours study time vs 705.23 for Non-PP). Critically, <b>34% of PP students did not participate in Work Experience (WEX)</b> in 2025, which limits aspirations and skill development.
7	<b>Low Aspirations and Inconsistent Cultural Capital:</b> Inconsistent engagement in enrichment (e.g., only 6 PP students on the residential ski trip) and the WEX non-participation (Challenge 6) point to a persistent challenge in ensuring PP students access the full <b>cultural capital</b> entitlement needed to compete for post-16 opportunities.

## Intended Outcomes & Impact Measures

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	Baseline (from 2025 Data)	Target / Success Criteria (by July 2026)
<b>1. Improve Attainment &amp; Progress</b>	PP En/Ma 4+: <b>15.79%</b> (Y11 2025 cohort)	<b>Increase PP En/Ma 4+ to 20%. Reduce the attainment gap</b> to the All cohort to below <b>10%</b> in En/Ma 4+. Increase the PP average grade progress from Y10 Mock to GCSE across all core subjects to match or exceed the All cohort's rate.
<b>2. Close Literacy &amp; Numeracy Gaps</b>	PP Average Grade in English Language: <b>2.75</b>	<b>Increase the proportion of PP students achieving a 9-4 grade in English Language to 20%</b> (up from 15.38%). Embed new diagnostic testing (e.g., YARC) to evidence an average increase in reading age of <b>+1 year</b> for all students in intervention groups.

<b>3. Improve Attendance</b>	PP Attendance (2024/25): <b>84.9%</b> . Gap (PP-All): <b>-5.7%</b>	<b>Increase PP Attendance to 87.0%. Reduce the PP-All attendance gap to below 4.0%. Significantly reduce the proportion of PP students in the 50-89% attendance band.</b>
<b>4. Reduce Extreme Sanctions &amp; Improve Behaviour</b>	PP Suspensions (2024/25): <b>70.6%</b> of all suspensions	<b>Reduce the PP proportion of all suspensions to below 60%. Maintain zero PP permanent exclusions. Increase the average positive events per PP student to match the All cohort.</b>
<b>5. Boost Aspirations &amp; Post-16 Readiness</b>	PP Students not participating in WEX: <b>34/100 (34%)</b> . NEET (2023-24 PP): <b>0%</b>	<b>Achieve 100% participation of PP students in a meaningful Work Experience activity (physical or high-quality virtual). Maintain 0% NEET for the PP cohort.</b>
<b>6. Increase Engagement in Enrichment</b>	Ski Trip Attendance: <b>43% PP students (6/14)</b> .	<b>Increase PP attendance on all funded aspirational trips/residential to over 60%. Increase the proportion of PP students engaging in Thrybergh Extra clubs.</b>

## Activity in this academic year

Our strategy is underpinned by significant financial investment, targeted directly at the challenges identified. This details how we intend to spend our pupil premium funding this academic year to address the challenges listed above. This includes teaching, targeted academic support and wider strategies.

Financial Breakdown by Strategic Priority	Key Activities Funded	Budgeted Cost	Activity & Evidence Base
<b>Attainment &amp; Academic Support (Challenge 1)</b>	Dedicated Core Subject Tutors, Digital learning platforms (Seneca), Additional Teaching Assistant hours for interventions, Provision of Revision Guides.	£65,672 plus £24,256	Targeted tuition (+4 to +5 months). Focus on accelerating KS4 progress rates, particularly in Maths and English Literature, where the rate of progress was slower for PP students.
<b>Literacy &amp; Numeracy (Challenge 2)</b>	Diagnostic testing (NGRT, Phonics screening), Dedicated Literacy Lessons, Specialist-led Literacy Tutor Groups, Targeted Phonics instruction.	£40,956	Reading Comprehension Strategies (+6 months). Systematic "diagnose, intervene, monitor" approach to tackle the foundational skill deficit and its impact on attainment.
<b>Attendance &amp; Punctuality (Challenge 3)</b>	Education Welfare Officer (EWO) and Intervention Team, Proactive home visits and mentoring, Removal of transport barriers, Reward system.	£42,475	Parental engagement (+4 months). Critical intervention to reverse the <b>widening PP-All attendance gap</b> and reduce the disproportionate volume of lost learning time.
<b>Behaviour &amp; SEMH (Challenges 4 &amp; 7)</b>	In-house Counsellor, Arran Hill Centre specialist provision (£199,227), Bespoke alternative curriculum, CPI training,	£153,587	Social and Emotional Learning (+4 months), Behaviour Interventions (+4 months).

	Additional Pastoral Team capacity.		months), Specialist/Intensive provision.
<b>Enrichment &amp; Aspirations (Challenge 5&amp;6)</b>	Peripatetic Music Lessons, Robust Careers Provision, Subsidised Trips/Visits	£26,127	Behaviour interventions (+4 months), Social and Emotional Learning (+4 months). Essential funding to tackle high suspension figures and the major SEMH barrier to learning.
<b>Total budgeted cost</b>		<b>£353,073</b>	

## Part B: Review of the Previous Academic Year

This evaluation measures the impact of the 2024/25 Pupil Premium strategy by aligning outcomes against the seven identified challenges.

### Significantly Lower Attainment at KS4 and Slower Rate of Academic Progress

Evaluation Detail	Summary
<b>Impact</b>	Interventions secured progress in average grades ( <b>+0.32 in English, +0.24 in Maths</b> from Y10 Mock to GCSE). Targeted English Language intervention was particularly successful, achieving a <b>7.03% increase</b> in PP 9-4 attainment (vs 2.65% for All students). However, the strategy <b>failed to close the overall attainment gap</b> , which remains wide (PP En/Ma 4+ at 15.79% vs All at 30.00%). Progress in English Literature (up only 3.03% at 9-4) was insufficient to close the gap at higher grades.
<b>Areas for Development</b>	The focus must shift from securing average progress to accelerating the <i>rate of progress</i> in Maths and English Literature to match and then exceed the All cohort, specifically targeting the 4+ and 5+ boundary.

### Low Levels of Literacy and Numeracy on Entry/Weak Foundational Skills

Evaluation Detail	Summary
<b>Impact</b>	The investment in the literacy intervention structure drove the best attainment increase for PP students in English Language (7.03% rise in 9-4). The high conversion rate in Maths (Ma 4+ at 88%, Ma 5+ at 94% for targeted PP students) suggests that when the literacy barrier is addressed, students successfully convert subject knowledge into examination success.
<b>Areas for Development</b>	While positive, specific outcome data for literacy/numeracy intervention is absent. The plan must embed robust diagnostic testing (e.g., YARC) to forensically evidence the impact of the intervention programme on underlying reading age and comprehension, not just final exam results.

## High and Widening Gap in Persistent Absence

Evaluation Detail	Summary
<b>Impact</b>	The strategy secured a minor increase in PP attendance (from 84.6% to <b>84.9%</b> ). However, this was counteracted by the All attendance improving faster, causing the <b>PP-All attendance gap to widen significantly to 5.7%</b> (up from 4.6%). This indicates the current attendance drive is not stemming the tide of high PA for the disadvantaged cohort, and a significant proportion of the cohort remains in the 50-89% attendance band.
<b>Areas for Development</b>	The attendance strategy must be radically intensified to reverse the widening gap, focusing on forensic use of the Graduated Attendance Support Ladder and highly targeted interventions (minibus, rewards) to pull students out of the persistent absence category.

## Sustained High Levels of SEMH Need

Evaluation Detail	Summary
<b>Impact</b>	The Early Help intervention and in-house counselling proved <b>critical safeguards</b> , successfully preventing all 20 PP students identified as 'at-risk' in 2023-24 from becoming NEET. This confirms the direct link between sustained investment in SEMH support and positive post-16 destinations.
<b>Areas for Development</b>	Caseloads remain high, suggesting SEMH is a persistent, not diminishing, barrier. Investment in the Counsellor and specialist AP must be maintained to ensure timely support and prevent high-need cases from escalating.

## Disproportionate Negative Behaviour Events and Lost Learning Time

Evaluation Detail	Summary
<b>Impact</b>	The strategy successfully eliminated <b>PP permanent exclusions (0 PEX)</b> . However, the PP cohort remains vastly overrepresented in sanctions, accounting for <b>70.6% of all suspensions</b> (322 out of 456). This indicates that while the high-end, extreme sanctions have been successfully managed, the universal behaviour system is not yet sufficiently inclusive or effective in reducing the sheer volume of negative behaviour and resulting lost learning time for PP students.
<b>Areas for Development</b>	Urgent action is needed to reduce the proportion of suspensions to below 60%. This requires reviewing in-class support and universal positive behaviour systems (CPI training) to address the root causes of low-level disruption before it escalates.

## Low Engagement in Independent Learning/WEX

Evaluation Detail	Summary
<b>Impact</b>	The barrier to independent learning was <b>not removed</b> . PP students demonstrated lower engagement on the Seneca platform (618.46 hours study time vs 705.23 for Non-PP). Furthermore, <b>34% of PP students failed to participate in Work Experience (WEX)</b> , relying solely on online alternatives.

Evaluation Detail	Summary
<b>Areas for Development</b>	The strategy for 2025/26 must incorporate mechanisms to ensure <b>100% compliance/participation</b> in WEX and track engagement with platforms like Seneca as a key performance indicator for intervention success.

## Low Aspirations and Inconsistent Cultural Capital

Evaluation Detail	Summary
<b>Impact</b>	The aspiration-raising element was successful in securing a <b>0% PP NEET outcome</b> . Engagement in the most ambitious enrichment was low (43% PP attendance on the residential ski trip).
<b>Areas for Development</b>	The strategy must increase compliance with the full cultural entitlement offer, including trips and enrichment activities, ensuring that funding removes all barriers to participation (transport, cost, parental consent). The <b>34% WEX non-participation</b> must be targeted for <b>100% compliance</b> to boost post-16 readiness.

## 2024-25 Outcomes

Strategy Category	Specific Strategy to Do Again	Rationale (Supported by 2024/25 Outcomes)
<b>Targeted Academic Support</b> (Challenge 1)	<b>Intense KS4 Intervention Model (Period 5, Tutoring).</b>	Securing a <b>0.32 average grade increase</b> in English and <b>0.24 in Maths</b> from the Mock proves that dedicated, specialist-staffed academic intervention time is effective for securing individual progress.
<b>Foundational Literacy Skills</b> (Challenge 2)	<b>Dedicated Daily Reading and Intervention Time.</b>	The focus on English Language skills yielded the <b>largest grade 4+ impact for PP students (7.03%)</b> , showing that focused literacy work drives attainment gains in core subjects.
<b>Pastoral &amp; Attendance</b> (Challenge 3)	<b>Increased Attendance Team Capacity &amp; Early Help Outreach.</b>	The ability to maintain a <b>0% PP NEET rate</b> demonstrates that the investment in EWO and Early Help successfully addresses the link between SEMH/PA and poor post-16 outcomes.
<b>Behaviour &amp; SEMH</b> (Challenges 4 & 5)	<b>Tiered Behaviour/SEMH Support (Counselling &amp; Alternative Provision).</b>	The elimination of <b>PP permanent exclusions</b> validates the critical role of the Arran Hill Centre and the in-house counselling service as a non-negotiable safeguard for the most vulnerable.
<b>Aspirations &amp; Opportunity</b> (Challenges 6 & 7)	<b>Specialist Careers Guidance (1-to-1 Interviews).</b>	High-quality guidance is successfully diverting students from becoming NEET, evidenced by the high number of <b>at-risk students (20 PP) who achieved a positive destination</b> .

## Part C: Further Information and Context

### GCSE Results

TA	En/Ma 4+	En/Ma 5+	En 4+	En 5+	Ma 4+	Ma 5+
<b>2025 Results All (100)</b>	30.00%	13.00%	36.00%	21.00%	43.43%	17.17%
<b>2025 PP (57)</b>	15.79%	5.26%	21.05%	12.28%	28.07%	10.53%

### Conversion Rates

TA	2025 conversion rate
En/Ma 4+	58%
En/Ma 5+	48%
En 4+	65%
En 5+	48%
Ma 4+	88%
Ma 5+	94%

### English Impact

English Language	End of Y10 Mock Exam	Y11 DC3 January 2025	Results August 2025	Impact
All students 9-4 (100)	32.65%	26.00%	30.00%	- 2.65%
PP 9-4 (57)	22.41%	10.53%	15.38%	- 7.03%
All students 9-5 (100)	9.18%	6.00%	15.00%	+ 5.82%
PP 9-5 (57)	1.72%	0.00%	7.69%	- 5.97%
All Average Grade	2.84	3.57	4.03	+ 0.32
PP Average Grade	2.43	2.17	2.75	+ 0.32



English Literature	End of Y10 Mock Exam	Y11 DC3 January 2025	Results August 2025	Impact
All students 9-4	<b>30.61%</b>	<b>31.25%</b>	<b>37.78%</b>	+ 7.17%
PP 9-4	<b>18.97%</b>	<b>16.67%</b>	<b>22.00%</b>	+ 3.03%
All students 9-5	<b>9.18%</b>	<b>7.29%</b>	<b>17.78%</b>	+ 8.6%
PP 9-5	<b>3.45%</b>	<b>3.70%</b>	<b>8.00%</b>	+ 4.55%
All Average Grade	<b>2.63</b>	<b>2.38</b>	<b>2.8</b>	+ 0.17
PP Average Grade	<b>2.15</b>	<b>1.87</b>	<b>2.3</b>	+ 0.15

## Maths Impact

	Target	End of Y10 Mock Exam	Results August 2025	Impact
All students 9-4 (100)	<b>22.44%</b>	<b>45.83%</b>	<b>44.00%</b>	+ 21.56%
PP 9-4 (57)	<b>10.34%</b>	<b>29.63%</b>	<b>28.07%</b>	+ 17.73%
All students 9-5 (100)	<b>8.16%</b>	<b>22.92%</b>	<b>18.00%</b>	+ 9.84%
PP 9-5 (57)	<b>3.45%</b>	<b>11.11%</b>	<b>10.53%</b>	+ 7.08%
All Average Grade	<b>2.96</b>	<b>2.86</b>	<b>3.09</b>	+ 0.13
PP Average Grade	<b>2.28</b>	<b>2.12</b>	<b>2.52</b>	+ 0.24



## Phonics

Timetabled Literacy Lessons - \_\_\_/29 PP

Only available for last year's Y8:

Progress category	National	Group (Start point to end point)	
	%	%	No. of students
Much higher than expected progress	10%	41%	12
Higher than expected progress	15%	10%	3
Expected progress	50%	45%	13
Lower than expected progress	15%	3%	1
Much lower than expected progress	10%	0%	0

  

No. of students	Start point mean SAS	End point mean SAS	Mean SAS difference
29	71.9	87.0	+15.1

## Literacy Impact

Form Time Literacy - \_\_\_/52 PP

Only available for last year's Y8:

Progress category	National	Group (Start point to end point)	
	%	%	No. of students
Much higher than expected progress	10%	38%	20
Higher than expected progress	15%	15%	8
Expected progress	50%	40%	21
Lower than expected progress	15%	2%	1
Much lower than expected progress	10%	4%	2

  

No. of students	Start point mean SAS	End point mean SAS	Mean SAS difference
52	78.2	90.7	+12.5

## Attendance

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	90.6%	89.2%	90.8%	90.3%	90.9%
PP	88.4%	85.6%	86.3%	84.9%	86.1%
FSM Ever6	88.3%	85.8%	86.2%	84.6%	86.0%
Gap (PP - All)	- 2.3%	- 3.4%	- 4.6%	- 5.7%	- 4.9%



## Attendance Bands

PP Cohorts	2021/22	2022/23	2023/24	2024/25	2025/26*
<b>100%</b>	52	60	71	91	546
<b>95%-100%</b>	410 (35.0%)	410 (35.8%)	445 (38.8%)	498 (44.3%)	754 (70.9%)
<b>90%-100%</b>	810 (69.1%)	728 (63.5%)	800 (69.7%)	807 (71.7%)	828 (77.8%)
<b>50%-89%</b>	330	357	281	250	188
<b>Below 50%</b>	33	61	67	68	48
<b>Total</b>	1173	1146	1148	1125	1064

## Exclusions and Suspensions

### Permanent Exclusions

	2021/22	2022/23	2023/24	2024/25	2025/26*
<b>All</b>	2	3	1	2	0
<b>PP</b>	2	2	1	0	0
<b>FSM Ever6</b>	2	2	1	0	0

### Suspensions

	2021/22	2022/23	2023/24	2024/25	2025/26*
<b>All</b>	494 suspensions 765 days	541 suspensions 812 days	388 suspensions 526.5 days	456 suspensions 526.5 days	41 suspensions 42 days
<b>PP</b>	354	406	312	322	31
<b>FSM Ever6</b>	350	395	312	317	30

### Positive Behaviour Points

	2021/22	2022/23	2023/24	2024/25	2025/26*
<b>All</b>	54.70	65.36	54.60	74.61	14.89
<b>PP</b>	55.21	62.92	50.30	70.81	14.43
<b>FSM Ever6</b>	55.41	62.95	50.39	70.02	14.43





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