

Wellfield Middle School

Part B: Review of the Previous Academic Year (2024-25)

Outcomes for Disadvantaged Pupils

The performance of disadvantaged pupils at Wellfield Middle School during the 2024/2025 academic year has been evaluated using statutory assessment data, phonics outcomes, and internal school assessments.

Overall, outcomes for disadvantaged pupils improved compared with previous years. Progress and attainment were strong across the school and, when benchmarked against national data, disadvantaged pupils performed favourably compared to the national disadvantaged cohort. This reflects the positive impact of high-quality teaching, a broad and ambitious curriculum, and targeted support.

Despite this, attainment gaps between disadvantaged and non-disadvantaged pupils remain in some subjects and year groups, particularly Year 6.

Attainment Gaps

Attainment Gap	Reading	Writing	Mathematics
Year 5 (9 students)	2%	+12% (disadvantaged outperform non-disadvantaged)	+2%
Year 6 (15 students)	45%	38%	46%
Year 7 (22 students)	6%	12%	15%
Year 8	5%	+4% (disadvantaged outperform non-disadvantaged)	0%

Reading: Y5 (PP: 77% vs Non-PP: 79%); Y6 (50% vs 95%); Y7 (83% vs 89%); Y8 (84% vs 89%)

Writing: Y5 (PP: 77% vs Non-PP: 65%); Y6 (50% vs 88%); Y7 (70% vs 82%); Y8 (84% vs 80%)

Mathematics: Y5 (PP: 78% vs Non-PP: 76%); Y6 (43% vs 89%); Y7 (65% vs 80%); Y8 (88% vs 88%)

Attendance

Disadvantaged attendance:

- 2019/20: 94.6%
- 2021/22: 93.1%
- 2022/23: 94.3%
- 2023/24: 94.4%
- 2024/25: 93.75%

Non-disadvantaged attendance:

- 96.4%
- 93.7%
- 95.7%
- 95.6%
- 96.1%

The gap between disadvantaged and non-disadvantaged pupils is no longer significant; yet requires additional monitoring due to a 2.35% PP gap in 2024/25 (an increase on all years previous).

Behaviour, Personal Development and Wellbeing

Behaviour across the school improved during 2024/25 and expectations are clear and consistently applied. However, with regards to pupils' mental health and wellbeing, disadvantaged pupils remain disproportionately affected.

- 35% of disadvantaged pupils were identified as requiring behaviour or wellbeing support
- Compared with 21% of non-disadvantaged pupils

A higher-than-average proportion of pupils are also identified as overweight, which may impact confidence, physical health, and engagement with learning. These factors contribute to ongoing challenges in behaviour, attitudes to learning, and personal development for some disadvantaged pupils.

The school has responded by strengthening its approach to wellbeing, rebuilding positive relationships, and increasing parental engagement.

Impact of the Pupil Premium Strategy

The 2024/25 review demonstrates that the Pupil Premium Strategy has had a positive impact on:

- The quality of education through strong teaching and curriculum implementation
- Pupil progress and attainment, particularly when compared to national disadvantaged outcomes
- Attendance and engagement
- Behaviour and attitudes, with improving trends across the school

However, the review also highlights areas for refinement to ensure the strategy continues to address the most significant barriers to learning.

Review of Strategy and Next Steps

As a result of this evaluation, the Pupil Premium Strategy has been updated for the current academic year. Funding has been reallocated to strengthen:

- Reading, writing and maths outcomes across all year groups
- Tracking and early intervention in core subjects
- Targeted support for mental health and wellbeing
- Poverty proofing

These refinements demonstrate effective leadership and management, ensuring resources are used strategically and in line with evidence-based practice to secure improved outcomes for disadvantaged pupils.