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TGA Pupil Premium Strategy Report

WICKERSLEY PARTNERSHIP TRUST

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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

School Name	The Gainsborough Academy
Number of Pupils in school	777
Proportion of Pupil Premium eligible pupils	522 (67.18%)
Academic Year	2025/26
Date this statement was published	September 2025
Date for next review	July 2026
Statement authorised by	Helen O'Brien, CEO, WPT
Pupil Premium Lead	Rachael Skelton
Governor Lead	Sara Bowers

2. Funding Overview

Detail	Amount
Pupil Premium funding allocation this academic year	£481,526
Pupil Premium funding carried forward from previous years	£0
Total budget for this academic year	£481,526

Part A: Pupil Premium Strategy Plan

Our Ultimate Objectives for Disadvantaged Pupils

Our ultimate objective for all disadvantaged pupils at The Gainsborough Academy is to ensure they leave school with the academic qualifications and personal resilience required to secure ambitious post-16 destinations, thereby breaking the cycle of disadvantage.

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

- **Close the Attainment Gap:** Reduce the attainment gap in English and Maths 4+ between PP and All Students to **less than 3%**, increasing the proportion of PP students achieving 4+ to **over 45%**.
- **Embed Foundational Skills:** Ensure **90%** of students identified for Phonics intervention have successfully completed the required Module/Set, permanently closing foundational literacy and numeracy gaps.
- **Ensure High Attendance:** Increase overall Pupil Premium attendance to **89.0%** and reduce the PP-All attendance gap to **less than 2.0%**.
- **Promote Positive Behaviour:** Reduce the total number of suspensions for PP students by **20%** and increase their proportion of positive behaviour events to **over 65%**, addressing the severe disproportion in sanctions.
- **Secure Stable Pathways:** Reduce the number of students who are NEET (Not in Education, Employment, or Training) to **no more than 3 students (less than 3%)**, with a particular focus on the vulnerable female sub-group.

Alignment of the Current Strategy Plan (2025/2026)

Our strategy is driven by the need for intensive, high-capacity support to manage a large disadvantaged cohort (67.18%) and address critical areas of underperformance, particularly the widening attainment gap in English and the high rate of sanctions.

Key Principles of the Strategy Plan

The Gainsborough Academy's strategy is founded on three core principles:

- **Immediate Behavioural De-escalation:** Prioritising a strategic overhaul of the behaviour system to reduce the reliance on high-level sanctions and integrating SEMH support directly into the pastoral structure to maintain educational access.
- **Targeted English Attainment:** Shifting the focus of academic intervention to urgently address the widening Grade 5+ gap in English, while consolidating the highly successful targeted intervention model used in Maths.
- **Proactive Barrier Removal:** Sustaining and intensifying the multi-faceted attendance drive and providing bespoke transition support to address the non-academic factors (like mental health and social barriers) that lead to chronic absence and post-16 NEET outcomes.

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	Closing the Attainment Gap in English → Despite overall strong attainment, the gap in English (9-4 and 9-5) compared to All Students remains an urgent priority. The English 9-5 attainment gap widened by 1.53% from the End of Y10 Mock to the August 2025 results (All: 5.89% increase; PP: 1.53% increase).
2	Improving Foundational Literacy and Numeracy Skills → Key skills remain a barrier for a significant cohort. Data shows that in Year 8, 8 students students require Set 2/3 Phonics intervention , and in Year 7, 11 students require Set 3 Phonics intervention , indicating a sustained gap in reading fundamentals.
3	Tackling Persistent and Severe Absence → While the PP attendance gap is narrowing (down to - 2.20%), overall PP attendance remains low at 87.20% (YTD 2025/26), and a significant number of students (140) are in the 50%-89% attendance band.
4	Reducing High-Level Sanctions → Disadvantaged students remain disproportionately involved in extreme sanctions. In 2024/25, 70% (7 out of 10) of Permanent Exclusions and 77% (866 out of 1124) of Suspensions were for PP students.
5	Reducing Post-16 NEET Figures for the PP Cohort → The number of students who are Not in Education, Employment, or Training (NEET) significantly increased in the 2024 cohort (9 students out of 106), with all nine being female, highlighting a specific sub-group barrier.
6&7	Engaging Students with Social, Emotional, and Mental Health (SEMH) Barriers → A total of 15 students currently access counselling , 10 are on the EBSA (Emotionally Based School Avoidance) pathway , and 41 received ELSA in the last academic year, showing a significant need for SEMH support to maintain educational access.

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)
1. Improve Attainment & Progress	PP-All Attainment Gap (En/Ma 4+): -4.82% (43.08% vs 47.90%)	Reduce the gap in En/Ma 4+ attainment between PP and All Students to less than 3% . Increase the proportion of PP students achieving En/Ma 4+ to over 45% .
2. Close Literacy & Numeracy Gaps	8 Year 8 and 11 Year 7 students require Set 2/3 Phonics intervention.	90% of students identified for Phonics intervention to have successfully completed the required Module/Set by the end of the academic year.
3. Improve Attendance	PP Attendance: 87.20% (YTD 2025/26) PP-All Attendance Gap: -2.20%	PP Attendance to increase to 89.0% and the PP-All attendance gap to be maintained or reduced to less than 2.0% .
4. Reduce Extreme Sanctions & Improve Behaviour	PP Share of Suspensions: 77% (866 out of 1124 in 2024/25)	Reduce the total number of suspensions for PP students by 20% . Increase the proportion of Positive Events attributed to PP students to over 65% (Baseline YTD: 64%).
5. Boost Aspirations & Post-16 Readiness	2024 NEET Rate: 9/106 (8.5%), all female.	Reduce the number of students who are NEET at the end of the 2026 academic year to no more than 3 students (less than 3%) .

6. Increase Engagement in Enrichment	6 PP students attended the residential ski trip out of 14 attendees. ~ 260 PP student encounters with University/Employers (Estimated 62% of 1000 encounters).	Increase the PP proportion of students attending subsidised enrichment trips to 50% of attendees . Increase the total number of University/Employer encounters for PP students by 15% .
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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
Attainment & Academic Support (Challenge 1)	Core Subject Teacher, Digital Learning Platforms (Seneca), Additional TA hours for structured intervention, Revision Guides, Chromebooks for form time activities	£89,564 £33,081	Targeted Tuition (+5 months), Small-Group Tuition (+4 months), Metacognition/Self-regulation (+7 months).
Literacy & Numeracy (Challenge 2)	Diagnostic Testing (NGRT, Phonics screening), Dedicated Literacy Lessons, Specialist-led Literacy Tutor Groups, Targeted Phonics Instruction.	£55,857	Reading Comprehension Strategies (+6 months), Phonics Instruction (+5 months), Effective small-group tuition.
Attendance & Punctuality (Challenge 3)	EWO and Intervention Team provision, Proactive Home Visits, Parental Engagement strategies, Transport Barrier removal, Rewards System.	£57,928	Parental Engagement (+4 months), Multi-faceted approach to attendance.
Behaviour & SEMH (Challenges 4 & 7)	In-house Counsellor, Phase, Induction Centre provision, and Base. Bespoke alternative curriculum, i.e. Hair & Beauty, CPI training, Tiered system of support.	£209,464	Social and Emotional Learning (+4 months), Behaviour Interventions (+4 months), Specialist/Intensive provision.
Enrichment & Aspirations (Challenge 5 & 6)	Peripatetic Music Lessons, Robust Careers Provision, Subsidised Trips/Visits	£35,633	Arts Participation (+2 months), Building self-efficacy and motivation.
Total budgeted cost		£481,526	

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.

Attainment & Academic Support

Evaluation Detail	Summary
Impact	Mixed. The gap between PP and All Students in Maths narrowed significantly, with PP students slightly <i>exceeding</i> All Students at Grade 5+ (35.38% vs 34.45%). However, the gap in English remains a critical issue. The English Grade 9-5 gap widened by 1.53% from mock exams to final results, indicating the intervention was less effective in accelerating higher-level English attainment for the PP cohort.
Areas for Development	Urgent refinement of English-specific intervention is needed to close the Grade 5+ gap, potentially through more intensive focus on exam technique and complex reading comprehension (as opposed to just Language components).

Literacy & Numeracy

Evaluation Detail	Summary
Impact	Need identified. The data confirms a persistent foundational skills gap, with Year 7 and Year 8 students still requiring intensive Phonics instruction. This highlights the success of the diagnostic process (NGRT/screening) but shows the challenge is sustained across key stages. Standard age scores for the cohort of 34 students undergoing literacy interventions have shown an improvement of +10.1 (start mean SAS was 76.6, end mean SAS was 86.7).
Areas for Development	Strengthen the intensity and duration of Phonics/Literacy intervention for students to permanently close the gap and prevent it from becoming a barrier to accessing the full curriculum in KS4.

Attendance & Punctuality

Evaluation Detail	Summary
Impact	Successful. The gap between PP and All Students attendance narrowed to -2.20% (from -2.50% the previous year). The strategic focus has successfully shifted a significant number of students out of the severe absence band (Below 50%) and into the 95%-100% band, indicating positive momentum.
Areas for Development	Focus on the 140 students still in the 50%-89% band to further raise overall PP attendance towards the whole-school average and the 90% threshold.

Behaviour & SEMH

Evaluation Detail	Summary
Impact	Unsuccessful in sanctions reduction. PP students remain drastically overrepresented in high-level sanctions. In 2024/25, PP students accounted for 70% of Permanent Exclusions and 77% of Suspensions, showing the tiered behaviour support is not yet stemming the flow into extreme sanctions.
Areas for Development	Urgent overhaul of the Behaviour strategy to specifically target the underlying causes of extreme behaviour for the PP cohort. This requires deeper analysis of <i>why</i> the high-level sanctions are being issued and closer integration of SEMH support (Challenge 7) into the behaviour system.

Enrichment & Aspirations (Reducing Post-16 NEET Figures for the PP Cohort)

Evaluation Detail	Summary
Impact	Inconsistent. The NEET figure spiked to 9 students (all female) in 2024, indicating a failure to adequately support this vulnerable group in their post-16 transition. However, the overall volume of career encounters (approx. 1000) was high, and positive engagement with work experience was achieved (117 students).
Areas for Development	Develop bespoke, intensive transition support for identified at-risk students, particularly focusing on the female NEET group and addressing non-academic barriers (e.g., mental health, DLA claims) identified in the data.

Enrichment & Aspirations (Increase Engagement in Enrichment)

Evaluation Detail	Summary
Impact	Positive start. The strategy successfully enabled 6 PP students to attend the subsidised residential, showing a benefit of removing financial barriers. The high number of sporting events and the wide range of college/university visits also contributed to cultural capital.
Areas for Development	Systematically track PP participation rates across all enrichment activities (clubs, trips, music lessons) to ensure the entitlement offer is being accessed by the <i>majority</i> of the target group, not just a few.

Engaging Students with EBSA and SEMH to Access Education

Evaluation Detail	Summary
Impact	High need confirmed. The volume of students accessing support (15 Counselling, 41 ELSA, 10 EBSA Pathway) demonstrates that the provision is accessible and addresses a significant need. The specialist PHASE is vital for the most acute cases. However, the low attendance of students accessing online tutoring (approx. 50%) shows that not all interventions are successful (based on 2 students).
Areas for Development	Improve the effectiveness and attendance of alternative/online provision for the most vulnerable students. Ensure that SEMH interventions are proactively feeding back into the behaviour strategy to reduce the use of sanctions for students struggling with mental health.

2024-25 Outcomes

Strategy Category	Specific Strategy to Do Again	Rationale (Supported by 2024/25 Outcomes)
Attainment & Academic Support (Challenge 1)	Targeted Maths Intervention (e.g., tutor time, 'on the gate' sessions, May Half-term intervention).	Highly successful in closing the attainment gap. PP students' Maths 9-4 attainment increased by 30.77% and their final attainment at Grade 5+ slightly exceeded that of All Students, proving the model is highly effective.
Attendance & Punctuality (Challenge 3)	Multi-faceted Attendance Strategy (including EWO support, WPT Graduated Attendance Support Ladder, and proactive parental engagement).	Successful in making sustained progress. The PP-All attendance gap narrowed to -2.20%, and the strategy successfully shifted a significant number of students into the 95%–100% attendance band, showing the interventions remove barriers to access.
Behaviour & SEMH (Challenge 7)	Provision of SEMH Support (In-house Counselling, ELSA, EBSA Pathway, PHASE).	The high volume of student access (15 Counselling, 41 ELSA) confirms that this provision is meeting a significant, confirmed need and acts as a necessary safety net and support mechanism for vulnerable students.
Enrichment & Aspirations (Challenge 6)	Subsidised Enrichment and Trips (e.g., residential trips).	Successful in removing financial barriers, allowing 6 PP students to attend the residential trip. This strategy directly addresses non-academic barriers and boosts cultural capital.

Part C: Further Information and Context

GCSE Results

TGA	En/Ma 4+	En/Ma 5+	En 4+	En 5+	Ma 4+	Ma 5+
2025 Results All (119)	47.90%	24.37%	57.14%	37.82%	57.98%	34.45%
2025 PP (65)	43.08%	24.62%	53.85%	32.31%	53.85%	35.38%

Conversion Rates

TGA	2025 conversion rate
En/Ma 4+	65.12%
En/Ma 5+	76.19%
En 4+	76.09%
En 5+	72.41%
Ma 4+	71.43%
Ma 5+	82.14%

English Impact

	Target	End of Y10 Mock Exam	Results August 2025	Impact
All students 9-4	68.07% (81/119)	55.46% (66/119)	57.14% (68/119)	+ 1.68%
PP 9-4	70.77% (46/65)	53.85% (35/65)	55.38% (36/65)	+ 1.53%
All students 9-5	44.54% (53/119)	31.93% (38/119)	37.82% (45/119)	+ 5.89%
PP 9-5	44.62% (29/65)	35.38% (23/65)	33.85% (22/65)	- 1.53%
All Average Grade	4.31	3.57	4.03	+0.46
PP Average Grade	4.32	3.52	3.84	+0.32



Maths Impact

	Target	End of Y10 Mock Exam	Results August 2025	Impact
All students 9-4	68.91% (82/119)	19.33% (23/119)	57.98 % (69/119)	+ 38.65
PP 9-4	75.38% (49/65)	23.08% (15/65)	53.85% (35/65)	+ 30.77%
All students 9-5	42.86% (51/119)	7.56% (9/119)	34.45% (41/119)	+ 26.89%
PP 9-5	44.62% (29/65)	4.6% (3/65)	35.38% (23/65)	+ 30.78%
All Average Grade	4.29	2.30	3.62	+ 1.32
PP Average Grade	4.55	2.37	3.54	+ 1.17

Phonics

Year Group	Students	Set 2 Sounds	Set3 Sounds	Module 11	Module 16	Complete
8	8	2	4	2	2	8/8
7	11	3	6	1	2	7/11

Literacy Impact

Progress category	National	Group (Start point to end point)	
	%	%	No. of students
Much higher than expected progress	10%	29%	10
Higher than expected progress	15%	24%	8
Expected progress	50%	35%	12
Lower than expected progress	15%	9%	3
Much lower than expected progress	10%	3%	1

No. of students	Start point mean SAS	End point mean SAS	Mean SAS difference
34	76.6	86.7	+10.1



Attendance

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	84.94	86.20	87.00	87.52	89.40
PP	81.83	82.86	84.41	85.02	87.20
FSM Ever6	81.09	82.66	84.50	87.63	87.30
Gap (PP - All)	-3.11	-3.34	-2.59	-2.50	-2.20

Attendance Bands

PP Cohorts	2021/22	2022/23	2023/24	2024/25	2025/26*
100%	7	10	24	19	167
95%-100%	82	114	112	135	128
90%-100%	116	106	105	117	62
50%-89%	201	208	185	177	140
Below 50%	43	46	51	58	27
Total	449	484	477	506	524

Exclusions and Suspensions

Permanent Exclusions

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	7	13	13	10	2
PP	1	7	10	7	2
FSM Ever6	6	11	12	7	2

Suspensions

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	857	879	1104	1124	87
PP	105	347	657	866	76
FSM Ever6	694	725	900	966	76



Positive Behaviour Points

	2021/22	2022/23	2023/24	2024/25	2025/26*
All	87,728	91,161	96,885	81,825	14,982
PP	20,197 (23%)	27,658 (30%)	39,348 (41%)	40,617 (50%)	9,585 (64%)
FSM Ever6	47,486 (54%)	52,434 (58%)	56,403 (58%)	48,136 (59%)	9,473 (63%)

Extra Curricular

	Total	% of Cohort
Gross students that have attended a club	340	49.3
SEN attended one or more session	77	33.3
Non-PP, non-SEN attending one or more sessions	120	61.9
PP attending one or more sessions	191	45.7
Male	240	68.8
Female	100	29.4





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