

## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	WMG Academy for Young Engineers Coventry
Number of pupils in school	507 (KS4 254)
Proportion (%) of pupil premium eligible pupils	13.2% (KS4 26.4%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2026
Date this statement was published	10-11-25
Date on which it will be reviewed	01-09-26
Statement authorized by	GCL
Pupil premium lead	GCL
Governor / Trustee lead	JDo

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58750
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£58750

## Part A: Pupil premium strategy plan

### Statement of intent

Our priority is to narrow the attainment gap between our Pupil Premium eligible students and their peers by removing any potential barriers to learning. These include issues with achievement and attainment, lack of engagement in lessons or in enrichment activities, attendance and punctuality. Furthermore, we aim to remove some of the external barriers and create additional opportunities to have more parental engagement, raise aspirations, develop more positive peer relationships and give the student access to funding for additional resources. We intend to help students on a holistic level by supporting them with SEMH counseling, Emotional Coaching, CBT sessions, and Growth Mindset development.

### Challenges

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

Challenge number	Detail of challenge
1	Achievement and attainment
2	Attendance and Punctuality
3	Behavior and wellbeing
4	Parental engagement
5	Culture capital and aspirations

## 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
Minimum of 95% attendance for all students	Attendance in line with the local or national average.
Punctuality	Late marks recorded to be less than 5%
Persistent absences in line with national average	<p>Persistence absence is reduced and in line with the national/local average.</p> <p>Nationally almost 50% of disadvantaged pupils in Years 10 and 11 have missed at least 10% of sessions. In fact, almost 20% have missed 10% of sessions based on unauthorized and authorized (excluding illness) absence. Among non-disadvantaged pupils these figures were 35% and 6% respectively</p>
Extra workshops and trips for PP pupils.	<p>PP students achieve higher grades.</p> <p>More PP students apply to college/STEM and progressing to Further Education</p>
Pupil Voice	Positive feedback from all PP students. PP students represented within the academy.
Enrichment opportunities for PP students	More STEM focused Enrichment for PP students

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budget     £ 17983.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identification of Enrichment opportunities and programs for PP students	Additional resources to increase participation in engaging enrichment and physical activities, for all PP students to have access to.	1/3
<p>Staff CPD to focus on the Academies 3 Priorities</p> <p><b>Respectful Positive Behaviours:</b> To establish a learning environment that is calm, positive and supportive by fostering positive relationships between learners and staff</p> <p><b>Professional Standards:</b> To ensure that learners embed the business-like, business-led ethos through the fundamentals of punctuality, excellent attendance and they receive a education that is built on mutual respect</p> <p><b>Aspirational Progress for All:</b> Success for every student in every subject (SEE) through personalised learning, formative feedback and a carefully planned and sequenced curriculum</p>	<p>SLT to review T&amp;L via learning walks and lesson observations</p> <p>Subject leads – learning walks</p> <p>Student voice</p> <p>Staff voice- CPD needs and effectiveness of CPD</p> <p>GCL to hold regular emotional coaching sessions with staff and students</p> <p>Additionally trained Mental Health First aiders to assist with supporting students</p> <p>Academic Mentoring available for all PP students</p>	1/3

<p>Senior Mental Health Leads are trained to support students with SEMH needs. Weekly ESLT meetings to discuss key students and their progress. SIG Meetings Regular data meetings with all staff to discuss attainment and intervention</p>	<p>SLT to support staff and embrace opportunities to develop.</p> <p>Mental Health Team to hold regular meetings with students struggling with their Mental Health.</p> <p>CPD calendar to reflect staff skill set</p> <p>Regular data meetings with all staff to discuss attainment and intervention</p> <p>Calendared DATA/SISRA/SIP meetings to be held after every data drop</p> <p>Staff need to highlight and know who the PP students in their class are through the schools BROMCOM Seating Plan system</p>	<p>1/3/5</p>
--	---	--------------

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

**Budget £25767.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Maths and English staffing to support and challenge students in lessons/ small group extraction</p>	<p>Subject leaders to monitor the gap between pp and non pp. ESLT to review data and mentor students. All staff awareness and intervention of key students</p>	<p>1/3</p>
<p>Small group support/intervention for SEN students</p>	<p>Subject leaders to monitor the gap between pp and non pp. ESLT to review data and mentor students. All staff awareness and intervention of key students</p>	<p>1/3</p>

<p>Reading scheme – small group/ one to one reading using LSA. Staff training on how to teach decoding and comprehension to students in lessons. Lead for English to identify those with lowest reading ages and provide support with reading.</p>	<p>Subject leads to promote and monitor reading in all curriculum areas. Literacy lead to review evidence of literacy in lessons via learning walks</p>	<p>1</p>
<p>Revision guides provided for students</p> <ul style="list-style-type: none"> <li>• Revision stationary made available for students (flashcards/highlighters)</li> </ul> <p>Scientific calculators provided.</p> <ul style="list-style-type: none"> <li>• Additional after school revision sessions</li> </ul>	<p>Tracking of attendance to revision sessions/ after school intervention sessions.</p> <p>Monitoring student progress in internal assessments.</p> <p>Tracking of missed homework for pp students by subject leads and class teachers.</p>	<p>1/4</p>
<p>The Inclusion Room offers targeted support for all vulnerable students, focusing on both academic progress and holistic development. Pupil Premium students will receive a minimum of one dedicated mentoring session each term to monitor progress, address barriers, and set personalised goals. Where needed, they will also be invited to attend small-group intervention programmes designed to accelerate academic achievement and develop key skills for success.</p>	<p>Tracking of attendance.</p> <p>Monitoring student progress in internal assessments.</p> <p>Venn Diagram</p> <p>Inclusion Manager to monitor the gap between pp and non pp. Pastoral Team review data and mentor students. All staff awareness and intervention of key students</p>	<p>1/2/3/5</p>

**Wider strategies (for example, related to attendance, behavior, wellbeing)**

**Budget £15000.00**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Latest recorded daily weekly late detention</p> <p>Pastoral leaders to chase up persistent lateness via meetings/reports</p> <p>Late/absence letters to be sent home (CSAWS)</p>	<p>Daily recording of lates</p> <p>Weekly late detentions</p> <p>Weekly late reports</p> <p>Weekly attendance tracker shared with Tutors</p> <p>KS4 Leads to support/intervene where necessary</p>	<p>2/3</p>
<p>Involvement of external agencies to support persistent non-attendance (CCC)</p> <p>AStar Education to monitor and produce attendance reports</p> <p>Form tutors to monitor attendance</p> <p>Rewards for good attendance</p> <p>Fortnightly meetings with Pastoral Team to identify actions for those who fall below 90% attendance- with completion of the attendance tracker</p> <p>Pastoral leaders to monitor and review weekly attendance reports for anyone with between 95- 90% attendance- with clear intervention in place for each student in the form of meetings, attendance</p>	<p>AWA/GCL/DVC to oversee attendance and report to governors.</p> <p>Maintenance of attendance tracker sheet</p> <p>Weekly meetings between Pastoral Team and Form tutors to monitor tutor group attendance</p> <p>Regular meetings with Early Help to support Vulnerable students</p> <p>Online education platforms.</p> <ul style="list-style-type: none"> <li>- AStar Education, a monitoring system to help track and support student attendance.</li> </ul>	<p>2/3</p>

reports etc Whole school assemblies/display about attendance.		
<p>Weekly PA report to pastoral leaders.</p> <ul style="list-style-type: none"> <li>• Daily roll-call phone calls</li> <li>• Absence letters to be sent home</li> <li>• Work with AStar Education staged letter response and home visits where/when required</li> <li>• Targeted workshops with key students and parents</li> <li>• Legal action for holidays and persistence absence</li> <li>• Counseling where applicable</li> </ul>	<p>Office Team – record daily attendance Concerns, highlighted in fortnightly meetings with GCL, SRO and EBO</p> <p>Weekly report to Tutors.</p> <p>Regular reviews and reflection of the attendance action plan with Coventry City Council</p>	2/3
<p>Careful tracking of behaviour by daily behaviour report sent to SLT/ESLT/Dept. leads. Mentoring and counseling offered where necessary Weekly pastoral meetings to discuss key students and interventions Pastoral item on agenda for weekly ESLT meeting</p>	<p>Half termly report to SLT about exclusions and AP.</p> <p>CNA to share Data with ESLT regarding their department and the number of behavior logs from staff.</p> <p>Students will be offered Counseling and Emotional Coaching sessions in school</p>	3/4/5
Behaviour management training for staff (INSET days)	<p>Half termly :</p> <ul style="list-style-type: none"> <li>Learning walks</li> <li>Lesson observations</li> <li>Student outcomes</li> <li>Student voice Book/folder reviews</li> <li>GCL to hold regular 1-1 coaching sessions with staff regarding behavior management</li> <li>Reflection room for de-escalation.</li> </ul>	1/3

<p>Incentive for gaining positive behavior points via student rewards.</p>	<p>GCL/CNA and pastoral leaders to monitor and intervene by using BROMCOM behavior logs</p> <p>Subject leads to monitor behavior logs via BROMCOM reports and Daily Level 3 report.</p>	<p>1/3/4</p>
<p>Students identified who may require support from school counselor</p>	<p>Counselor to provide support where required.</p> <p>Mental Health Team offer 1-1 Mental Health sessions</p> <p>1-1 Emotional Coaching and CBT sessions.</p>	<p>1/3</p>
<p>Students identified who may require access to alternative provision</p>	<p>Alternative provision to help support student who require additional provision</p>	<p>1/3</p>
<p>Call parent reminders Phone calls for key hard-to – reach parents on the day of all parents evenings Follow up meetings and letters for non - attenders Free up form tutors – one tutor time a week to contact parents</p>	<p>Report on attendance following each parents evening by Pastoral Leads</p>	<p>1/4</p>
<p>Home visits How to revise workshops Coffee mornings Bring parent/ child day</p>	<p>Logs of home visits and follow up meetings</p>	<p>1/4</p>
<p>Regular careers meetings. Every Pupil Premium pupil has a clear post-16 plan in place by the end of Year 11. Pupil premium pupils are seen first by careers advisors as a priority group.</p>	<p>Records of PP students receiving careers advice PCA</p> <p>Post 16 destination data to be updated by ESLT</p>	<p>5</p>

<p>Attend university/college opens days Motivational speakers Funding for cultural enrichment trips/visits</p>	<p>Attendance to trips/workshops tracked. Subject leads ensure pp are represented at any trips/events</p> <p>Attendance to mentoring sessions tracked and followed up by pastoral leaders.</p>	<p>5</p>
<p>Pupil Premium pupil practice interview/ CV writing PP student mentoring – focusing on interviews linked to pupil progress.</p>	<p>Notes from meetings reviewed</p> <p>Progress logs kept for meetings.</p>	<p>5</p>
<p>Discussions have centered on destinations, attendance, punctuality, progress and equipment as well as positives and any areas for improvement in school.</p> <p>Pupil premium pupils are represented on the student council, as prefects and as pupil leaders.</p> <p>20% plan – ensuring all activities/events include a minimum of 20% pp students.</p>		<p>5</p>

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

- Attendance and punctuality- The general attendance was comparable between PP and non PP students. Where individual issues have been identified with attendance, DVC (Attendance and Welfare Officer) intervened with strategies to support these areas.
- Behaviour - Low level behaviour is still present within some lessons in the academy, however there is a significant decrease in more concerning actions. The Academy is calmer and students possess a good work ethic.
- Aspirations – All PP students had regular meetings with PCA to discuss careers and further education, all PP students have gone on to further education after leaving the Academy to pursue a future career.

#### Evaluation

- Early intervention for behavior is essential.
- Development of the role of the tutor in supporting pupil premium students, recognising concerns and seeking support sooner.
- Parental involvement needs to be developed and sustained throughout the year. This includes class teachers contacting home to offer advice and guidance.
- Additional support in Core subjects to support students where needed
- More exam preparation for students and parents, beginning in Year 10

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
1-1 Support English/Maths/Science	External Mentoring
Alternative Provision	Coventry Alternative Provider - Work Related Learning
Attendance and Welfare Tracker	AStar Education

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A