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	KS4 33%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-2027
Date this statement was published	08-10-26
Date on which it will be reviewed	01-09-28
Statement authorised by	GCL
Pupil premium lead	GCL
Governor / Trustee lead	JDo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75160
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£75160

Part A: Pupil premium strategy plan

Statement of intent

At WMG Academy Coventry, we are committed to ensuring that all disadvantaged pupils achieve outcomes in line with, or exceeding, their peers nationally. Our approach is rooted in our wider inclusion vision: to create a culture of belonging, equity, and high aspiration where every student is supported to succeed, regardless of background or starting point.

We recognise that many of our disadvantaged pupils arrive with complex and overlapping barriers, including low literacy levels, gaps in prior learning, high levels of persistent absence, SEMH needs (particularly anxiety), and limited access to cultural capital and educational resources. In addition, a significant proportion of students join the academy with disrupted educational experiences, including Elective Home Education (EHE), reduced timetables, or a history of disengagement.

Our strategy is therefore built on three core principles:

- **High-quality teaching for all**, underpinned by adaptive teaching and a strong literacy focus
- **Targeted academic and pastoral support**, informed by robust assessment and provision mapping
- **Wider strategies to remove non-academic barriers**, including attendance, wellbeing, and access to enrichment

Through our **Culture of Business**, PAR Professional Standards, and strong employer engagement, we aim to raise aspirations and ensure that all disadvantaged pupils are fully prepared for successful post-16 transitions. This is reflected in our sustained **0% NEET outcome**, demonstrating that all students progress into education, employment, or training.

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 (Low literacy levels)
2	Attendance and Punctuality
3	Behavior and wellbeing
4	Parental engagement and communication
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
1. Improved Academic Progress **Outcome:** Disadvantaged pupils make strong progress across all subjects, particularly in English, Maths, and STEM.	• Progress for disadvantaged pupils improves and narrows the gap with non-disadvantaged peers • Internal tracking shows accelerated progress from baseline assessments • Increased attainment in English and Maths GCSE outcomes
2. Improved Literacy and Curriculum Access **Outcome:** Pupils with low reading ages can fully access the curriculum.	• Reading ages improve for all students engaged in literacy interventions (e.g. Reader Plus) • Reduction in number of students reading below age 10 • Improved outcomes in literacy-heavy subjects
3. Improved Attendance and Reduced Persistent Absence **Outcome:** Attendance for disadvantaged pupils improves and persistent absence decreases.	• Overall attendance for disadvantaged pupils increases to at least national average • Persistent absence for disadvantaged pupils reduces from 29% to below 25% • Improved attendance across all PA categories (critical, chronic, severe)
4. Improved Engagement, Behaviour and Wellbeing **Outcome:** Pupils demonstrate improved attitudes to learning, behaviour, and emotional regulation.	• Reduction in suspensions and repeat offenders among disadvantaged pupils • PASS data shows continued improvement in attitudes to school, attendance, and staff • Increased engagement in lessons and reduced behaviour incidents over time
5. Increased Access to Enrichment and Aspirational Opportunities	• 100% participation in weekly enrichment • Increased participation in trips, competitions, and employer-led activities • Sustained 0% NEET outcome

Outcome: All disadvantaged pupils access a broad range of enrichment and employer engagement opportunities.	

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. ALL students participate in weekly enrichment activities and PP students have additional costs for extra curricular (DofE) subsidised by the Academy	1/3

High-quality teaching is the most important factor in improving outcomes for disadvantaged pupils. We will: Deliver **high-quality CPD** focused on: Adaptive teaching strategies Effective formative assessment (EFA) Literacy and vocabulary development across the curriculum Supporting SEND and SEMH needs Ensure **consistent implementation of Quality First Teaching**, including: Scaffolded resources and explicit modelling Use of visualisers, mini whiteboards, and structured questioning Technology to support access (Chromebooks, reader pens) Strengthen **recruitment and retention** by: Investing in professional development and leadership pathways Promoting a consistent whole-school approach (PAR Standards) Supporting staff wellbeing and workload Improve progress through: Data-informed teaching and intervention	SLT to support staff and embrace opportunities to develop. Mental Health Team to hold regular meetings with students struggling with their Mental Health. CPD calendar to reflect staff skill set Regular data meetings with all staff to discuss attainment and intervention Calendared DATA/SISRA/SIP meetings to be held after every data drop Staff need to highlight and know who the PP students in their class are through the schools BROMCOM Seating Plan system RAMP programmes documented and maintained	1/3

Departmental inclusion guides identifying key barriers and strategies Regular assessment and responsive curriculum adaptation		

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
Additional Maths and English staffing to support and challenge students in lessons/ small group extraction	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	1/3
Small group support/intervention for SEN students in the RAMP	Subject leaders to monitor the gap between pp and non pp, SEN and non SEN. ESLT to review data and mentor students. All staff awareness and intervention of key students	1/3
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.	Subject leads to promote and monitor reading in all curriculum areas. Literacy lead to review evidence of literacy in lessons via learning walks	1
Revision guides provided for students • Revision stationary made	Tracking of attendance to revision sessions/ after school intervention sessions.	1/4

available for students (flashcards/highlighters) Scientific calculators provided. • Additional after school revision sessions	Monitoring student progress in internal assessments. Tracking of missed homework for pp students by subject leads and class teachers.	
The RAMP 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.	Tracking of attendance. Monitoring student progress in internal assessments. Venn Diagram 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	1/2/3/5

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

Budget £15000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Attendance Tiered attendance intervention system (Critical, Chronic, Severe)	Daily recording of lates Weekly late detentions Weekly late reports Weekly attendance tracker shared with Tutors KS4 Leads to support/intervene where necessary AWA/GCL/MMO to oversee attendance	2/3

Attendance passports and personalised support plans Parental engagement and early help intervention Incentives, mentoring, and transport support where required	and report to governors. Maintenance of attendance tracker sheet	
2. Wellbeing and SEMH Support Three-tier SEMH support model RAMP programme – Connect and Empower (ARC mentoring) Access to counselling and external services Strong pastoral team and safeguarding systems	Weekly meetings between Pastoral Team Regular meetings with Early Help to support Vulnerable students Online education platforms.	2/3

3. Behaviour Consistent implementation of PAR Professional Standards Graduated behaviour response (P1–P4 system) Restorative approaches and reintegration support	Half termly report to SLT about exclusions and AP. CNA to share Data with ESLT regarding their department and the number of behavior logs from staff. Students will be offered Counseling and Emotional Coaching sessions in school Half termly : Learning walks Lesson observations Student outcomes Student voice Book/folder reviews	2/3

Targeted intervention for at-risk students	GCL to hold regular 1-1 coaching sessions with staff regarding behavior management Reflection room for de-escalation.	
4. Enrichment Weekly enrichment programme for all students Fully funded trips and extracurricular activities for disadvantaged pupils Access to national competitions (e.g. STEM challenges) Leadership opportunities (student council, projects)	Half termly report to SLT about exclusions and AP. CNA to share Data with ESLT regarding their department and the number of behavior logs from staff. Students will be offered Counseling and Emotional Coaching sessions in school	3/4/5
Incentive for gaining positive behavior points via student rewards.	GCL/CNA and pastoral leaders to monitor and intervene by using BROMCOM behavior logs Subject leads to monitor behavior logs via BROMCOM reports and Daily Level 3 report.	1/3/4

Students identified who may require MH support and Triaged through our 3 level MH system (Connect and Empower - RAMP)	Counselor to provide support where required. Mental Health Team offer 1-1 Mental Health sessions 1-1 Emotional Coaching and CBT sessions.	1/3
Students identified who may require access to alternative provision (Replace and Re-engage - RAMP)	Alternative provision to help support student who require additional provision	1/3

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	Report on attendance following each parents evening by Pastoral Leads	1/4
Home visits How to revise workshops Coffee mornings Bring parent/ child day	Logs of home visits and follow up meetings	1/4
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.	Records of PP students receiving careers advice PCA Post 16 destination data to be updated by ESLT	5
Attend university/college opens days Motivational speakers Funding for cultural enrichment trips/visits	Attendance to trips/workshops tracked. Subject leads ensure pp are represented at any trips/events Attendance to mentoring sessions tracked and followed up by pastoral leaders.	5
Pupil Premium pupil practice interview/ CV writing PP student mentoring – focusing on interviews linked to pupil progress.	Notes from meetings reviewed Progress logs kept for meetings.	5
Discussions have centered on destinations, attendance, punctuality, progress and equipment as well as positives and any areas for improvement in school. (NEXT Steps		5

- RAMP) Pupil premium pupils are represented on the student council, as prefects and as pupil leaders. 20% plan – ensuring all activities/events include a minimum of 20% pp students.		
5. Employer Engagement Regular interaction with leading employers (e.g. Jaguar Land Rover, Severn Trent, Aston Martin) Employer-led workshops, site visits, and real-world projects Personalised careers guidance aligned with Gatsby Benchmarks Strong focus on employability skills and future pathways		

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, MMO (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