

Pupil Premium Strategy Statement – Waterhead Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	765 (sims data)
Proportion (%) of pupil premium eligible pupils	50.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/26 2026/27 2027/28
Date this statement was published	31 st December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	<i>Mrs Tracy Foy</i>
Pupil premium lead	<i>Mr Saeed Ahmed</i>
Governor / Trustee lead	<i>Mrs Liz Hayden</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£517,075
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£517,075

Part A: Pupil premium strategy plan

Statement of intent

At Waterhead Academy, our Pupil Premium strategy is driven by an unwavering commitment to ensuring that every pupil—particularly those who are disadvantaged—receives the support, opportunities, and challenge needed to achieve excellence. We set exceptionally high expectations for all of our learners and strive to remove any barriers that may hinder their academic progress or personal development.

Our approach is firmly rooted in the Academy's core values of **Respect, Ambition, and Determination**. These principles guide our culture and underpin every aspect of school life, fostering an environment where pupils are encouraged to take pride in their achievements, aspire to ambitious goals, and persevere in the face of challenges.

The primary aim of our Pupil Premium strategy is to **close the attainment gap** between disadvantaged pupils and their peers while raising overall standards of achievement. We are committed to improving the academic outcomes, wellbeing, and future life chances of all our pupils. This involves supporting students to develop the knowledge, skills, and personal qualities necessary to thrive in modern British society and to make successful transitions into further education, training, or employment.

Our strategy is structured around **three key priorities**:

- **High-Quality Teaching**

We recognise that excellent teaching has the single greatest impact on pupil progress. Therefore, we invest in continuous professional development to ensure that all staff are equipped with the knowledge, pedagogical expertise, and high expectations required to deliver outstanding learning experiences. This includes evidence-informed teaching practices, effective feedback, and adaptive strategies that meet the needs of all learners.

- **Targeted Academic Support**

We provide tailored interventions and personalised support for pupils who need additional help to achieve their potential. This includes small group tuition, one-to-one mentoring, literacy and numeracy catch-up programmes, and the use of diagnostic assessment to identify and address learning gaps. Staff closely monitor pupil progress and adapt support strategies as needed to ensure maximum impact.

- **Wider Strategies and Enrichment Opportunities**

We understand that academic success is closely linked to personal development and wellbeing. Therefore, our wider strategies focus on removing non-academic barriers to learning. This includes providing high-quality pastoral care, mental health and wellbeing support, access to enrichment activities, and

opportunities to engage in cultural, sporting, and leadership experiences. We also work in partnership with families and the wider community to support pupils' holistic development.

By integrating these priorities, we aim to create a supportive and aspirational learning environment where all pupils can flourish. Our ambition is for every disadvantaged pupil at Waterhead Academy to leave us as a confident, resilient, and capable young person—ready to contribute positively to society as **ambitious learners of today and the leaders of tomorrow**.

We are committed to avoiding generalisations or assumptions about our disadvantaged pupils as a single group. Our strategy is informed by a nuanced understanding of individual pupils' needs, extending beyond performance data to encompass the whole child. We prioritise knowing each pupil well — their personal backgrounds, lived experiences, and specific circumstances — to ensure that support is precisely targeted and evidence-informed.

Challenges

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

Challenge number	Detail of challenge
1	<u>Inconsistent application of high-quality pedagogy across departments.</u> 100% of teaching staff will complete a professional development program on evidence-informed pedagogical approaches (e.g., metacognition, explicit vocabulary instruction, or assessment for learning) 50% of formal and informal lesson observations across all departments will be graded as "Strong Standard" in their application of the agreed high-quality teaching framework, as measured by internal monitoring systems.
2	<u>Below-grade-level proficiency in essential literacy and numeracy areas.</u> Accelerated Progress Rates: 53% of disadvantaged pupils working below age-related expectations in Year 7 will make more than expected progress (e.g., 1.5 times expected progress) in both reading and maths over the academic year. The percentage of disadvantaged pupils achieving a Grade 4 (or higher) in both English Language and Maths GCSEs will increase from Current 31.8% to Target 35%
3	<u>Targeted interventions are needed to boost attendance for our disadvantaged learners.</u> Overall Attendance Rate: Increase the average attendance rate for disadvantaged pupils to the Target 88% whole year by the end of the academic year, aiming for the government's aspirational target or better over time.
4	<u>Significant social and emotional challenges impede disadvantaged students' access to the complete curriculum.</u>

	Mentoring/Counselling Success Rate: 85% of disadvantaged pupils receiving targeted counselling or structured mentoring support will meet their agreed personal development goals (e.g., improved self-regulation, increased confidence in social situations).
5	<u>Providing robust academic and non-academic enrichment opportunities fosters a strong sense of belonging, which in turn boosts student attendance and academic success.</u> Breadth of Experience: 70% of disadvantaged pupils will participate in at least three distinct non-academic enrichment opportunities (e.g., cultural visit, sports team, leadership role) over the course of the key stage (KS3 and KS4.).

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
<i>Attainment and Achievement:</i> Students go on to education, employment or training post 16. Students achieve the grades required to go onto their next phase.	• Quality Assurance exhibits a high standard of pedagogical practice, providing logical stepping stones to improve the quality of education at both key stages. • Students are able to express both the content of their studies and the rationale for those studies, linking their studies to the bigger picture and final outcomes. • The gap to national averages in attainment and progress is closing rapidly, with performance aiming higher. • Professional development opportunities are customised for the unique needs of every staff member and student. • Targeted academic support in Literacy, Numeracy, and core subjects effectively closes attainment gaps for pupil premium students. • We have successfully delivered the wider support/services.

<i>Literacy:</i> To close the attainment gap between disadvantaged pupils and their peers, we are accelerating the development of their literacy and reading skills. <i>Numeracy:</i> Targeted support is accelerating progress in numeracy to ensure equity between PP and NPP students.	• All students undertake CAT4 and NGRT assessments on entry to help inform baseline data • The gap between students' chronological age and their reading age is observed to decrease over time. • The rapid progress students make through the Phonics reading programme leads to better curriculum performance. • A classroom has been adapted to serve as a dedicated base for the Fresh Start interventions. • Effective integration of reading across the curriculum improves students' fluency, comprehension abilities, and subject-specific academic achievement. • Students are provided with instruction through the Maths Numeracy programme. • Homework initiatives, specifically programmes such as Sparxs, facilitate the improvement of pupils' core maths and English competencies. • Closing the gap: A professional development package to boost essential literacy and numeracy skills school-wide.
Attendance: Improved attendance figures and reduced numbers of PA students.	• Improvements have helped to close the attendance gap between disadvantaged and non-disadvantaged students • Targeted support initiatives have enhanced attendance among Pupil Premium (PP) students. • We've seen an increase in parental engagement as a result of home visits and parent meetings. • A broad and varied selection of enrichment opportunities, spanning academic and non-academic areas, is available.
Wellbeing: All students pastoral needs are met.	• Student voice data from disadvantaged pupils shows an increase in well-being resulting from the provision in place. • The proportion of young people who are NEET is in line with both local and national averages. • Students experiencing social, emotional, and mental health (SEMH) challenges receive support via specific behaviour and Special Educational Needs and Disabilities (SEND) interventions. • To ensure all students can access the curriculum, we provide robust mental health and emotional well-being support.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 289,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise the profile of pupils eligible for PP across the school Continue to systematically report on the progress and outcomes of pupils who are eligible for the Pupil Premium (PP) as a distinct group Enhance the accountability of school leaders, particularly in relation to the progress and attainment of pupils eligible for the Pupil Premium.	https://educationendowmentfoundation.org.uk/news/research-from-education-policy-institute-finds-attainment-gap-has-grown https://www.suttontrust.com/news-opinion/all-news-opinion/pupil-premium-strategies-a-guide-for-teachers/ https://www.gov.uk/government/publications/pupil-premium/pupil-premium https://epi.org.uk/publications-and-research/divergent-pathways-disadvantage-gap-accountability-pupil-premium/	2,3,4
SEND team T&L Teaching staff in all year groups are to understand the individual challenges and motivators of "disadvantaged" pupils through: High-quality pupil passports and EHCPs identifying individual motivators and challenges are implemented effectively, with all staff required to use this information in lesson planning, instruction, and daily engagement with pupils.	https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf https://assets.publishing.service.gov.uk/media/5a80d031ed915d74e33fc8de/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf https://www.gov.uk/government/publications/the-engagement-model/the-engagement-model https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/teaching-	2,3,4

	learning-toolkit/collaborative-learning-approaches	
Step Lab Step lab will be introduced as the designated platform for identifying teachers' strengths and areas for development, and for directing staff to high-quality coaching provision, both online and face to face.	https://www.ambition.org.uk/blog/what-instructional-coaching/ https://www.headteacher-update.com/content/best-practice/instructional-coaching-what-it-is-how-it-works-and-why-it-matters https://my.chartered.college/impact_article/implementing-instructional-coaching-a-guide-for-school-leaders/ https://educationendowmentfoundation.org.uk/news/eef-blog-a-balanced-approach-to-professional-development https://www.irisconnect.com/uk/blog/instructional-coaching-guide/#:~:text=Instructional%20Coaching%20Model%20Examples,teachers%20through%20a%20collaborative%20process. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3
Retention of high-quality teachers and leaders A systematically structured process for the recruitment and retention of specialist personnel, ensuring that individuals of the highest calibre are appointed and remain with the school. Development of internal advancement and professional growth opportunities to sustain the retention of valued staff. The school will prioritise staff wellbeing and effective workload management through the implementation of a comprehensive Staff Wellbeing Policy, supported by continuous monitoring and evaluation using the academy and trust survey data.	The EEF guide to the Pupil Premium, 2019 stipulates that "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils". https://educationendowmentfoundation.org.uk/using-pupil-premium https://www.gov.uk/government/publications/ways-to-reduce-workload-in-your-school-tips-from-school-leaders https://www.gov.uk/government/publications/teacher-well-being-at-work-in-schools-and-further-education-providers/summary-and-recommendations-teacher-well-being-research-report	1,2,3,4,5

Challenging curriculum The school will develop and maintain a rigorously planned and appropriately challenging curriculum that actively addresses educational inequalities and ensures equitable access, experience, and outcomes for all learners. Undertake a review of the CPD schedule to provide departments with meaningful opportunities for thorough and honest evaluation of the learning experiences of disadvantaged students.	https://educationendowmentfoundation.org.uk/news/eef-blog-anchoring-curriculum-knowledge-using-metacognitive-strategies https://www.marymyatt.com/blog/high-challenge-low-threat https://www.ambition.org.uk/blog/science-better-curriculum-10-principles-curriculum-design/ https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ https://www.gov.uk/government/publications/teachers-professional-development-in-schools/independent-review-of-teachers-professional-development-in-schools-phase-1-findings https://www.gov.uk/government/collections/curriculum-research-reviews	1,2,3,4,5
Assessment for learning Dr Simon Child's and Victoria Merrick Professional development for teachers to master the foundational principles of assessment, incorporate modern classroom strategies, and confidently critique new instructional methods	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://merrick-ed.co.uk/	2,3

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

Budgeted cost: **£121,975**

Activity	Evidence that supports this approach	Challenge number(s) addressed
We will deliver evidence-based, targeted interventions for students identified as having Special Educational	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	2,3,4

Needs and Disabilities (SEND). The interventions will consist of: • Targeted reading and phonics support • Interventions focused on speech, language, and communication development	https://www.nurtureuk.org/wp-content/uploads/2021/11/NG-Lancaster-report.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send We will take steps to ensure that all staff, including teaching assistants, are suitably trained and supported in accordance with professional standards. Ensure the sustained and effective use of provision mapping to evaluate provision outcomes and determine necessary future steps.	
We will implement academic interventions to ensure that all children are appropriately supported to achieve success.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/using-pupil-premium	1,2,3
Support for disadvantaged families will be strengthened through family partnership approaches, comprising: – Early Help support – Counselling provision – Collaborative work with external agencies	https://educationendowmentfoundation.org.uk/using-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4,3,2
Driving a school-wide literacy and oracy initiative to foster confident communication and deeper learning. A culture of excellence in spoken language is fostered by all staff, promoting strong oracy skills as a cornerstone of student achievement.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1062286/Understanding_progress_in_the_2020_to_2021_academic_year_Findings_from_the_summer_term_and_summary_of_all_previous_findings.pdf https://d2tic4wvo1iusb.cloudfront.net/ef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf?v=1635355220 https://educationendowmentfoundation.org.uk/education-evidence/teaching-	1,2,3,4,5

	learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
Provide every disadvantaged student with diverse opportunities and experiences across their five years at Waterhead Academy	We understand that many of our students do not have the opportunity to enjoy some of the experiences that are common in childhood At Waterhead Academy, all students engage in the Minimum Entitlement Programme, taking part in varied activities that broaden their experiences, boost their skills and confidence, foster resilience, and support their overall development https://educationendowmentfoundation.org.uk/using-pupil-premium	2,3,4,5
Mathematics support intervention	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 Mathematics Support Intervention: Targeted small-group or one-to-one sessions designed to help disadvantaged pupils close gaps in numeracy, improve confidence, and achieve age-related expectations in mathematics.	2,3,4,5

Wider strategies (for example, related to attendance, behaviour, and wellbeing)

Budgeted cost: **£105,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Administer GL Assessments to establish baseline data for students and generate robust, actionable insights	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1,2
Hardship fund for equipment and uniform available to assist students with the cost of essential equipment and school uniforms, ensuring all students have the resources they need to fully participate in school life	The Hardship Fund is a designated allocation of Pupil Premium funding aimed at supporting students who may face financial barriers that could prevent them from fully participating in school life. This fund is used to ensure that all students have access to essential resources and opportunities, helping to reduce disadvantage and promote equity. • Uniform support: Covering the cost of school uniforms for students who cannot afford them. • Equipment and materials: Providing stationery, books, or learning tools required for lessons. • Trips and extracurricular activities: Funding participation in educational trips, clubs, or enrichment activities that students might otherwise miss. • Other essential costs: Supporting additional needs that may impact learning, such as transport or specialist resources. https://educationendowmentfoundation.org.uk/using-pupil-premium	1,3,5
Ring-fenced for current and previously looked-after children (CLA)	Ring-fenced for current and previously looked-after children (CLA) – funding and resources are specifically allocated to support their academic progress,	1,2,3

	wellbeing, and access to enrichment opportunities, ensuring targeted interventions address their unique needs • Academic: 1:1 or small-group interventions; personalized learning plans; progress tracking. • Pastoral: Dedicated CLA mentor; counselling and emotional support; resilience programs. • Enrichment: Funding for trips, clubs, sports, arts, and cultural experiences. • Engagement: Regular communication with carers; guidance to support learning at home. • Monitoring: Track attendance, behaviour, and progress; review impact of interventions. https://educationendowmentfoundation.org.uk/using-pupil-premium	
Make full use of Class Charts to track attendance, behavior, and progress, and to improve engagement with all involved with the learning journey	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents Supporting Children's Learning Through internal and external Engagement: The report underscores the crucial impact of parental involvement on academic outcomes and provides four recommendations for schools to engage parents effectively, focusing on clear communication and tailored support	3,4,5
Fresh Start programme	The Assistant Principal for Literacy has identified two targeted groups: the 'Red Group', focusing on speed phonics, and the 'Amber Group', designed in collaboration with a Literacy Advisor to integrate phonics with the broader curriculum. Additionally, the Assistant Principal for Literacy has trained teaching assistants to provide supplementary phonics support, enhancing both	2,3,4

	wrap-around phonics sessions and the phonics provision within the EAL curriculum. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start	
Home learning Online platforms	Online learning platforms include Language Nut (Spanish), Sparx (Maths), Educake (Geography & History), and Microsoft Teams for wider curriculum support and communication https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital https://educationendowmentfoundation.org.uk/news/new-eef-guidance-report-published-using-digital-technology-to-improve-learning	1,2,3
A focus on attendance	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-attendance-family-liaison-officers-as-a-school-level-strategy-to-improve-attendance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/eef-attendance-projects Being Present: The Power of Attendance and Stability for Disadvantaged Pupils (nfer.ac.uk) • Targeted training for attendance officers/leads • Targeted interventions on identified cohorts via: • Attendance officer (admin)	3,4

	• Attendance Outreach officer who conducts home visits • Rewards as an incentive to improve attendance • Attendance data enhanced and distributed to form tutors and staff to track disadvantaged pupils and respond effectively • PP attendance targets for Heads of Year	
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Total budgeted cost: £517,075

Section A: £289,600

Section B: £121,975

Section C: £105,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

NGRT / Fresh start

The reading age profile for Key Stage 3 (KS3) across the school is established using data collected from NGRT testing. The NGRT data provided specific metrics, including individual reading ages, standard age scores (with 100 representing the national average), and identified phonics gaps. This information was compiled into a 'reading support pathway profile' to guide interventions and inform relevant individual Reading Profiles. By combining this data with the results from CATs testing, students were screened further using the Fresh Start program (a phonics intervention developed by Ruth Miskin) and subsequently assigned to one of three distinct support pathways:

- Green Pathway: Students in this group receive the Universal Offer. They typically have a reading age consistent with their actual age and CATs scores of 95 or above.
- Amber Pathway: This group receives the Selected Intervention. Students generally have a chronological reading age between 8 years 7 months and 9 years 6 months (those aged 9 years 6 months or older do not qualify for the Fresh Start program). They typically have CATs scores below 85 and exhibit some phonetic decoding gaps when screened using the Fresh Start assessment.
- Red Pathway: This pathway for a targeted group of students with high intervention needs. This group includes students with a chronological reading age of 8 years 6 months and below, with a high priority placed on those with reading ages of 5 or 6. These students also have CATs scores below 85 and significant gaps in phonetic decoding. Each student on this pathway has a Reading Profile that is shared with all staff working with low-ability sets. The profile uses data from NGRT Exact to highlight specific reading needs, identify phonics focus areas, and outline strategies such as "my turn, your turn phonetic modelling." These documents are updated weekly based on screening results and will eventually be merged with Student Support Plans (SSPs). In addition to the profiles, students in the Red Pathway receive one-on-one Fresh Start Fast Track Tutoring three times a week for 20 minutes during form time and other scheduled sessions. Phonics trackers are used to monitor their progress and update their reading profiles.

All new starters to the academy are tested on entry using the NGRT and CATs test.

Year 7 2024-25

- Reading ages of PP pupils have remained the same over a 5-month period.
- The average reading age of PP pupils when completing the test in the Autumn term 2024 was: 10 years 4 months.
- The average reading age of PP pupils when completing the test in the spring term 2025 was: 10 years 4 months.
- Whilst 18 months below where they should be, the initial starting point was also low (12 months behind actual age) to begin with.
- HPA have improved significantly showing an increase of 7 months on average in a 5-month period.

Year 8 2024-25

- Reading ages of PP pupils have increased by approximately 9 month in a 9 month period.
- The average reading age of PP pupils when completing the test in the Summer term of Y7 was: 10 years 10 months.
- The average reading age of PP pupils when completing the test in the Spring term of Y8 was: 11 years 7 months.
- The initial starting point of the year group was low (almost 10 months behind, 13 months for PP pupils).
- LPA have improved most showing an increase of 10 months on average in a 9-month period (Y7 Sum to Y8 Spr).

Year 9 2024-25

- Reading ages of PP pupils have decreased slightly on average by approximately 2 months 9 month period.
- The average reading age of PP pupils when completing the test in the Summer term of Y8 was: 11 years 4 months.
- The average reading age of PP pupils when completing the test in the spring term of Y9 was: 11 years 2 months.
- The initial starting point of PP pupils was very low (22 months behind).

School based Counsellor:

Referrals submitted by staff, parents/carers, and students are triaged within 48 hours of receipt. Students requiring urgent attention are prioritised by the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL).

The counsellor has consistently managed and monitored a variety of referrals, including those for Special Educational Needs and Disabilities (SEND), Child and Adolescent Mental Health Services (CAMHS)—which involved attending appointments, Children's Social Care liaison, and both Family Connect and Early Help initiatives.

- 251 students received triage. 202 of these students were PP.
- 4 Bereavement Hub referrals
- 24 successful CAMHs referrals and follow up
- SLC referrals. 2 students are attending now 100%
- 3 EHCP Submissions successfully resulted in 3 students accessing specialist provision full time.
- 3 HAPP pupils accessed the in-school-based counselling service / 2 were Pupil Premium
- 43 students were supported with clothing items (25 new winter coats, 8 school bags and 10 pupils with suitable footwear)
- Welfare visits to students who are on alternative provisions.
- Home visits for students whose mental health significantly affects school attendance.

Neet Data:

2020 = 3.1% with medical (2.2% without medical).

2021 = 2.1% (0.7% without medical) Oldham 2%, National 2%.

2022 = 2.3% (0.6% without medical) Oldham 3.3%.

2023=2.8% (1.4% without medical)

2024 = 1.7%

2025 = 2.2% (provisional)

Attendance:

Pupil Premium

23/24: 84.51%

24/25: 88.85% (+4.34%)

25/26 current (11.11.25): 91.42% (+2.57%)

Presentient Absence

23/24: 36.14%

24/25: 27.06% (-9.08%)

25/26 current (11.11.25): 20.05% (-7.01%)

Whole school

23/24: 87.91%

24/25: 91.19% (+3.28%)

25/26: current (11.11.25) 93.03% +1.84%

Outcomes:

Impact on GCSE outcomes:

- The overall Attainment 8 score is 33.96. Attainment 8 was 33.95 in summer 2024. In line with the previous year.
- The Basics measures in English and in maths. Following the similar trends as in recent years:
- English/maths at grade 4+ = 39% (41.6% in 2024)
- English/maths at grade 5+ = 22% (22.6% in 2024).

Disadvantaged student outcomes

- Attainment 8 has increased to 29.84 from 29.66
- 4+ Basics has increased to 31.8% from 30.9%
- 5+ Basics increased to 16.3% from 12.0%

Music lessons:

Pupils accessing music services 23 (10 for singing, 7 for brass and 6 for guitar)

- Previous offer: 16 students had access to music lessons. Brass, guitar, and drum lessons
- Music offer: Participation has increased significantly, with 40 pupils taking part in last year's festive concert. A further 10 pupils were involved in the samba band performance at Moor End, and 30 participated in the singing performance.

Manchester United Foundation:

- Free school meal participants = 58%
- Pupil Premium participants = 64%
- EAL participants = 54%

- SEND participants = 45%

The Manchester United Foundation works closely with Waterhead Academy to support students' personal, social, and academic development. Through targeted interventions, mentoring, and engaging activities, Foundation staff help pupils build confidence, improve resilience, and develop positive attitudes toward learning. They provide tailored guidance for those who may need extra support, creating opportunities both in and out of the classroom that encourage motivation and success. Their presence in the school community helps ensure that every young person has the chance to thrive and achieve their goals.

Externally provided programmes

Programme	Provider
Manchester Utd Foundation	Manchester United
Careers advisor/support	Positive steps
School based counsellor	Self employed
Sparx's English Maths Science	https://sparxmaths.com/ https://sparxscience.com/ https://sparxreader.com/

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils