

Pupil premium strategy statement

School overview

Detail	Data
School name	Widnes Academy
Number of pupils in school	121 (with Nursery)
Proportion (%) of pupil premium eligible pupils	44% (Sept 2023) 43% (September 2024) 41%(September 2025) 46% (September 2026)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 2025/2026 2026/2027
Date this statement was published	September 2024 Reviewed September 2025 Reviewed September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Juliet Brown
Pupil premium lead	Laura Kirchin
Governor / Trustee lead	Sarah Dowd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At **Widnes Academy**, we are committed to ensuring that every pupil, regardless of their background or circumstances, has the opportunity to achieve their full potential. We believe that all children deserve access to an excellent education, rich experiences and the support they need to thrive academically, socially and emotionally.

We recognise that disadvantage can present barriers to success, but we firmly believe that these barriers can be overcome through high expectations, high-quality teaching and targeted support. Our ambition is that all pupils, including those eligible for Pupil Premium funding, achieve strong outcomes, develop confidence and resilience, and leave our school well prepared for the next stage of their education and future life opportunities.

Our Pupil Premium Strategy is focused on removing barriers and improving outcomes through four key priorities:

- Raising academic achievement and attainment
- Supporting pupils' social, emotional and mental health (SEMH)
- Improving attendance and reducing persistent absence
- Strengthening family engagement, aspiration and support

High-quality teaching is at the heart of our approach. We are committed to ensuring that all pupils receive excellent teaching and learning experiences, delivered by skilled and knowledgeable staff. This will have the greatest impact on closing attainment gaps and improving outcomes for disadvantaged pupils.

Our strategy is responsive to both individual and wider school needs. It is informed by careful assessment, research evidence and ongoing evaluation, rather than assumptions about the impact of disadvantage. The approaches we have adopted are designed to work together to ensure pupils are supported, challenged and enabled to succeed.

To ensure the effectiveness of our strategy, we will:

- Maintain high expectations and provide appropriate challenge for all disadvantaged pupils.
- Identify barriers and needs early, intervening swiftly and effectively.
- Use evidence-informed approaches to support academic, social and emotional development.
- Work closely with families to strengthen attendance, engagement and aspiration.
- Foster a whole-school culture in which all staff take collective responsibility for improving outcomes for disadvantaged pupils.

Through this commitment, we aim to ensure that every disadvantaged pupil at Widnes Academy develops the knowledge, skills, confidence and aspirations needed to flourish both now and in the future.

Challenges

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

Challenge number	Detail of challenge
1	Baseline assessments and WellComm screening indicate that a significant proportion of disadvantaged pupils enter school with lower levels of development in communication, language and literacy than their peers. These gaps can impact pupils' ability to access the wider curriculum and develop early reading and writing skills.
2	Early Years assessment data demonstrates that disadvantaged children are less likely to achieve a Good Level of Development (GLD) than their non-disadvantaged peers (56% compared with 73% in 2024). This attainment gap can affect pupils' readiness for Key Stage 1 and their ability to build secure foundations for future learning.
3	Internal and statutory assessment data show that disadvantaged pupils are less likely to achieve the expected standard in combined Reading, Writing and Mathematics than their non-disadvantaged peers. Assessment information indicates that gaps in knowledge, skills and understanding remain for some pupils, impacting attainment and progress.
4	Internal and statutory assessments show that disadvantaged pupils are underrepresented among those achieving Greater Depth in Reading, Writing and Mathematics. Some disadvantaged pupils require additional challenge, enrichment and targeted support to reach the higher standard and maximise their potential.
5	School evaluations, pastoral records and wellbeing monitoring identify an increasing number of disadvantaged pupils with social, emotional and mental health (SEMH) needs. Difficulties with emotional regulation, resilience, focus and peer relationships can affect attendance, engagement and readiness to learn, creating barriers to academic success.
6	Attendance analysis over the last two years indicates that persistent absence is higher among disadvantaged pupils than their peers, with disadvantaged girls being particularly affected. Reduced attendance limits access to learning opportunities and negatively impacts attainment, progress and wellbeing.

7	Some disadvantaged pupils have limited access to enrichment opportunities, cultural experiences and extracurricular activities beyond school. In addition, varying levels of parental engagement and aspirations can impact attendance, learning behaviours and pupils' awareness of future educational and career opportunities.
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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
To improve Speech, Language and Communication needs of vulnerable pupils.	- The percentage of disadvantaged pupils achieving age-related communication and language expectations increases from baseline WellComm assessments in Reception and Year 1. - At least 90% of identified pupils demonstrate measurable progress from their WellComm baseline assessment. - Sentence stems and structured talk are consistently embedded across all year groups and curriculum subjects, evidenced through monitoring, pupil voice and learning walks.
To improve pupil outcomes in EYFS to ensure a higher percentage of disadvantaged children achieve GLD.	- The proportion of disadvantaged pupils achieving GLD increases year on year. - The gap between disadvantaged and non-disadvantaged pupils narrows. - GLD for disadvantaged pupils is at least in line with national disadvantaged outcomes. - Overall GLD outcomes are in line with or above national averages.

To improve the percentage of disadvantaged pupils achieving a combined RWM expected+ score.	• The proportion of disadvantaged pupils achieving the expected standard in Reading, Writing and Mathematics increases across all key stages. • The attainment gap between disadvantaged and non-disadvantaged pupils narrows. • Combined RWM outcomes for disadvantaged pupils are in line with or above national disadvantaged outcomes. • Progress measures for disadvantaged pupils show sustained improvement across the academic year.
To improve the percentage of disadvantaged pupils achieving a combined RWM greater depth score. Structured challenge programme for disadvantaged higher attainers, including targeted conferencing, mastery opportunities, exposure to ambitious vocabulary and greater depth writing.	• The percentage of disadvantaged pupils achieving Greater Depth in Reading, Writing and Mathematics increases. • The gap between disadvantaged and non-disadvantaged pupils achieving Greater Depth narrows. • Disadvantaged high prior attainers make strong progress and are appropriately challenged. • Greater Depth outcomes are in line with national disadvantaged outcomes.
To ensure all pupils develop social, emotional and mental health awareness and skills to enable them to access learning in school effectively and efficiently.	• Identified pupils demonstrate improved Thrive assessment scores over time. • Behaviour incidents and emotional dysregulation incidents reduce for identified pupils. • Pupil voice demonstrates improved well-being, confidence and school engagement. • Targeted pupils show improved readiness to learn, engagement and attendance.

To improve attendance for all pupils with a particular focus on improving attendance of disadvantaged girls.	• Attendance for disadvantaged pupils is at least in line with national disadvantaged attendance figures. • The attendance gap between disadvantaged and non-disadvantaged pupils narrows. • Persistent absence for disadvantaged pupils reduces year on year. • Persistent absence amongst disadvantaged girls is significantly reduced. • Identified pupils demonstrate sustained improvements in attendance through targeted intervention.
To improve family engagement with school and forge strong partnerships that enable all pupils to achieve their best in all aspects of school life. For 75% of disadvantaged families attend at least one parental engagement event each academic year.	• Engagement in parental workshops and family learning opportunities increases throughout the year. • Parents report greater confidence in supporting learning at home. • Participation of disadvantaged pupils in enrichment, clubs, educational visits and wider opportunities increases. • Pupil voice demonstrates increased aspirations and awareness of future opportunities. • School-home partnerships are strengthened, resulting in improved attendance, engagement and learning behaviours.

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)

Budgeted cost: 2026-2027 £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop the use of Wellcomm across EYFS and Y1 Embed Oracy across the curriculum. £14,000	EEF Toolkit- Oral Language interventions +6 months progress. There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: EEF Toolkit- Oral Language interventions (+6 months progress) Voice 21 case study Success Criteria • Increased proportion of pupils achieving age-related language expectations. • Improved WellComm outcomes. • Increased attainment in early reading and writing. • Reduced language gap between disadvantaged and non-disadvantaged pupils.	1 and 2
Develop the role of the TA supporting the delivery of quality first teaching within the classroom.	Research EEF- making best use of teaching assistants. EEf (+4)	1, 2, 3 and 4

£18,500	To provide high-quality in-class support which enables disadvantaged pupils to access teacher-led learning, strengthen independence and ensure a successful transition from EYFS into Year 1 through the implementation of Wade Deacon Trust transition strategies. Success Criteria • Increased attainment in reading, writing and mathematics in Year 1 and Year 2. • Improved transition outcomes. • Increased percentage of disadvantaged pupils achieving expected standards. • Evidence of effective deployment through coaching and monitoring.	
Support for parents to engage with learning and support children's learning at home through the use of online learning platforms. including a £1000 Reading Eggs subscription), 80% of identified pupils complete weekly Reading Eggs assignments.	EEF – parental engagement (+4) EEF- Homework (+6) To ensure that children have availability to a wide number of texts digitally, that can be accessed and shared at home. Phonics games to be used to build upon skills learnt in school. Success Criteria • Increased pupil engagement with Reading Eggs and Emile. • Improved reading fluency and phonics attainment. • Increased parental engagement in learning. • Improved reading outcomes for disadvantaged pupils.	7 Emile – spellings

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

Budgeted cost: 2024-2025 £ 22 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and language TA support</i> £8,925	(EEF information reports the importance of oral language skills). EEF (+6) EEF evidence demonstrates that oral language interventions can have a positive impact of approximately six months on learning. WellComm screening identifies that a significant proportion of disadvantaged pupils in EYFS and Key Stage 1 have language skills below those expected for their age. Targeted speech and language interventions delivered by a trained teaching assistant will develop pupils' expressive and receptive language skills, improve communication and support access to the wider curriculum. Success Criteria • Increased percentage of pupils achieving age-related expectations in WellComm assessments. • Reduction in identified language gaps between disadvantaged and non-disadvantaged pupils. • Improved classroom participation and vocabulary acquisition.	1, 2 and 3
Developing the role of a teaching assistant delivering Phonic interventions to improve reading.	EEF Toolkit-Phonics (+5) EEF evidence shows that systematic phonics approaches can accelerate progress by an average of five months. Disadvantaged pupils who	3 and 4

£8,925	are below age-related expectations in phonics will receive targeted intervention from a trained teaching assistant, enabling them to secure phonemic awareness, decoding skills and reading fluency. Early identification and intervention will support pupils to keep pace with their peers and access the wider curriculum. Success Criteria • Increase in the percentage of disadvantaged pupils passing the Year 1 Phonics Screening Check. • Increased phonics attainment in intervention groups. • Accelerated reading progress for pupils receiving support.	
Investment in Lexia Reading interventions £4150	Lexia Core5 provides personalised reading practice targeting phonological awareness, decoding, vocabulary and comprehension. The programme enables pupils to receive immediate feedback and tailored learning pathways. Targeted use of Lexia will support disadvantaged pupils in Key Stage 2 who are below age-related expectations in reading to make accelerated progress and narrow attainment gaps. Success Criteria • Pupils complete recommended Lexia units each week. • Disadvantaged pupils make accelerated progress in reading assessments. • Gap between disadvantaged and non-disadvantaged pupils narrows in reading attainment.	3 and 4

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentor for Social and Emotional wellbeing. £7000	EEF Toolkit- Behaviour interventions (+4) EEF Toolkit- Mentoring (+2) EEF Toolkit- Social and Emotional learning (+4) EEF evidence demonstrates that social and emotional learning approaches can improve outcomes by an average of four months. School monitoring identifies that some disadvantaged pupils experience social, emotional and mental health barriers which affect attendance, behaviour, engagement and learning. A learning mentor will provide targeted support, including Thrive interventions, mentoring and family liaison, enabling pupils to develop resilience, self-regulation and positive relationships and access learning more successfully. Success Criteria • PP attendance above 94% • PP persistent absence below 10% • PP girls' persistent absence reduced from current level to below 15%. • Reduction in behaviour incidents. • Improved pupil wellbeing measures. • Increased classroom engagement.	5, 6 and 7

	• Reduction in exclusions and suspensions. • Progress of targeted pupils at least in line with peers.	
To increase capacity within the school office to improved attendance and as a result embed principles of good practice. £12,000	Attendance data indicates that persistent absence remains a significant barrier for a small group of disadvantaged pupils. Additional administrative capacity will strengthen attendance systems by enabling first-day response procedures, attendance monitoring, prompt parental engagement and timely intervention. The approach aligns with DfE guidance on improving school attendance and aims to reduce persistent absence, improve punctuality and ensure disadvantaged pupils attend school regularly and are able to access learning. Success Criteria Current measures are good. Consider strengthening with: • Persistent absence for disadvantaged pupils reduced to below 10% • Attendance gap between disadvantaged and non-disadvantaged pupils narrows. • At least 95% attendance for identified pupils receiving intervention.	6 and 7
Targeted children to attend breakfast club to improve attendance and punctuality. £900	EEF (+2) Evidence suggests that breakfast club provision can improve attendance, punctuality and readiness to learn, particularly for disadvantaged pupils. Targeted pupils will be offered places at breakfast club to ensure they start the school day on time,	6

	have access to a positive routine and are prepared for learning. This approach will support improved attendance, reduced lateness and increased engagement in lessons. Success Criteria • Reduction in lateness among targeted pupils. • Improved attendance for pupils attending breakfast club. • Improved engagement and readiness to learn. • Increased attendance among disadvantaged pupils identified as at risk of persistent absence.	
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Total budgeted cost: £74,400

Part B: Review of outcomes in the previous academic years of strategy

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-2026, 2024-2025 and 2023 to 2024 academic years.

Pupil Premium 2025-2026 data

EYFS

<u>Cohort</u>	<u>PP</u>	<u>Non PP</u>
70%	63%	75%

Phonics

NO PP in Year 1 9 pupils / PP 0 pupils/ EAL 3 pupils / SEND 2 pupils

Year 1- Greater Depth

	Target	Autumn	Autumn PP	Spring	Summer
Reading	22%	22%	No PP in Year 1	22%	22%
Writing	11%	11%		0%	0%
Maths	11%	0%		11%	0%
Combined	11%	0%		0%	0%

Expected Standard

	Previous Year	Target	Autumn	Autumn PP	Spring	Summer
Reading		67%	55%	No PP in Year 1	55%	78%
Writing		67%	55%		67%	67%
Maths		78%	67%		56%	67%

Combined		67%	55%		44%	56%
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Year 2 - 18 pupils / PP 11 pupils / EAL 2 pupils / SEND 6 pupils

Greater Depth

	Previous Year	Target	Autumn	Autumn PP	Spring	Spring PP	Summer	Summer PP
Reading	5%	15%	11%	10%	11%	0%	11%	0%
Writing	10%	10%	0%	0%	5%	0%	6%	0%
Maths	20%	20%	5%	0%	5%	0%	11%	0%
Combined	5%	10%	0%	0%	5%	0%	6%	9%

Expected Standard

	Previous Year	Target	Autumn	Autumn PP	Spring	Spring PP	Summer	Summer PP
Reading	75%	84%	53%	50%	58%	50%	78%	73%
Writing	65%	79%	58%	40%	58%	50%	67%	64%
Maths	75%	84%	58%	50%	63%	58%	78%	82%
Combined	65%	79%	42%	30%	53%	42%	67%	64%

Summary

Pupil Premium pupils made positive progress across the academic year, with outcomes improving significantly from autumn to summer in all core subjects. By the summer term, **reading attainment increased from 50% to 73%, writing from 40% to 64%, mathematics from 50% to 82%, and combined attainment from 30% to 64%.**

The strongest performance was seen in **mathematics**, where disadvantaged pupils exceeded the whole-school target of 84% by achieving **82%**, representing substantial improvement from autumn. Reading and writing outcomes also showed strong gains over the year, although they remained slightly below the ambitious targets set.

Combined attainment for disadvantaged pupils rose by **34 percentage points** across the year (30% to 64%), demonstrating that targeted support and intervention have had a positive impact on narrowing attainment gaps.

At greater depth, outcomes remained an area for development. While disadvantaged pupils achieved **9% combined greater depth** by the summer term, attainment in reading, writing and mathematics greater depth remained low, highlighting the need for continued focus on challenge and extension opportunities for the most able disadvantaged learners.

Year 3 25 Pupils / PP 11 pupils / 7 pupils / SEND 5 pupils

Greater Depth

	Previous Year	Target	Autumn	Autumn PP	Spring	Spring PP	Summer	Summer PP
Reading	19%	15%	15%	9%	12% (AY left)	9%	12%	9%
Writing	15%	12%	12%	9%	8% (AY left)	9%	8%	9%
Maths	19%	19%	15%	18%	24%	36%	24%	36%
Combined	15%	12%	8%	9%	8%	9%	8%	9%

Expected level

	Previous Year	Target	Autumn	Autumn PP	Spring	Spring PP	Summer	Summer PP
Reading	92%	88%	84%	82%	82%	64%	76%	73%
Writing	92%	88%	89%	82%	80%	54%	76%	54%
Maths	84%	88%	80%	73%	80%	63%	76%	63%
Combined	84%	88%	77%	73%	74%	45%	60%	45%

Summary

End of year data shows that attainment for disadvantaged pupils remains below whole-school targets, particularly at the expected standard. In Summer 2026, **73% of disadvantaged pupils achieved the expected standard in reading, 54% in writing, 63% in mathematics, and 45% achieved the combined expected standard.** While reading outcomes remained relatively strong, writing and combined attainment continue to be key areas for development.

At **greater depth**, disadvantaged pupils achieved **9% in reading, writing and combined**, which was in line with or above the school's greater depth targets for combined outcomes. The strongest area was **mathematics**, where **36% of disadvantaged pupils achieved greater depth**, significantly exceeding both the school target (19%) and the previous year's outcome.

Year 4 Pupils 15 / PP 11 pupils / EAL 4 pupils / SEND 4 pupils

Greater Depth

	Previous Year	Target	Autumn	Autumn PP	Spring	Spring PP	Summer	Summer PP
Reading	25%	19%	20%	22%	20%	18%	20%	18%
Writing	19%	19%	13%	22%	13%	18%	13%	18%
Maths	25%	19%	20%	22%	20%	18%	20%	18%
Combined	19%	19%	13%	22%	13%	18%	13%	18%

Expected level

	Previous Year	Target	Autumn	Autumn PP	Spring	Spring PP	Summer	Summer PP
Reading	56%	64%	47%	33%	47%	36%	47%	36%
Writing	56%	64%	60%	44%	60%	45%	60%	45%
Maths	56%	64%	53%	44%	53%	36%	80%	73%
Combined	56%	64%	40%	33%	40%	27%	47%	36%

Summary

Year 4 consists of **15 pupils**, of whom **11 are disadvantaged**, alongside 4 pupils with SEND and 4 pupils with EAL needs. End of year attainment shows mixed outcomes for disadvantaged pupils, with the strongest performance seen in mathematics.

At the **expected standard**, disadvantaged pupils achieved **73% in mathematics**, exceeding the previous year's outcome and demonstrating significant improvement from spring. However, attainment remained lower in **reading (36%)**, **writing (45%)** and **combined outcomes (36%)**, indicating that literacy continues to be the key area for development for this cohort.

At **greater depth**, disadvantaged pupils performed strongly, achieving **18% in reading, writing, mathematics and combined outcomes**. These results were broadly in line with cohort outcomes and close to the school's targets, demonstrating that higher-attaining disadvantaged pupils are being appropriately challenged.

Overall, the data suggests that while disadvantaged pupils are achieving well at greater depth and have made notable gains in mathematics, further work is required to improve the proportion reaching the expected standard in reading, writing and combined attainment. Continued focus on literacy development and targeted support will remain a priority for this cohort.

Year 5 Pupils 19 / PP 12 pupils / SEND 5 pupils

Greater Depth

	Previous Year	Target	Autumn	Autumn PP	Spring	Spring PP	Summer	Summer PP
Reading	24%	%	17%	8%	16%	17%	16%	8%
Writing	12%	%	11%	8%	0%	5%	11%	8%
Maths	18%	%	11%	17%	11%	11%	11%	17%
Combined	6%	6%	0%	0%	0%	0%	0%	0%

Expected level

	Previous Year	Target	Autumn	Autumn PP	Spring	Spring PP	Summer	Summer PP
Reading	74%	82%	67%	75%	74%	92%	74%	91%
Writing	77%	82%	67%	75%	68%	83%	58%	66%
Maths	71%	88%	61%	67%	64%	75%	64%	75%
Combined	71%	82%	56%	67%	63%	75%	53%	58%

Summary

Year 5 consists of **19 pupils**, including **12 disadvantaged pupils** and **5 pupils with SEND**. End of year data shows that disadvantaged pupils performed particularly well at the expected standard in **reading**, with **91% achieving the expected standard**, significantly exceeding the school target of 82% and outperforming the cohort average of 74%.

Disadvantaged pupils also achieved strong outcomes in **mathematics (75%)** and **writing (66%)**, although these remained below the ambitious school targets. Combined attainment for disadvantaged pupils was **58%**, representing an area for continued improvement.

At **greater depth**, outcomes were mixed. Disadvantaged pupils achieved **17% greater depth in mathematics**, exceeding the cohort average, while **8% achieved greater depth in reading and writing**. No disadvantaged pupils achieved the combined greater depth standard.

Overall, the data demonstrates that disadvantaged pupils in Year 5 are achieving particularly well in reading and making secure progress across the curriculum. The next priority is to increase the proportion of disadvantaged pupils achieving the combined expected standard and greater depth outcomes, particularly in writing and across all subjects combined.

Year 6

Year	2025-2026
Class Setup	10 Pupils PP 4 pupils EAL 3 pupil SEND 2 pupils (1 EHCP Summer born 3 Pupils SW or Previous 1 pupil

Expected plus

Reading	70%
National Average	75%
PP	50%

EAL	67%
SEND	50%
Homegrown	70%
Summer born	67%
SW	100%

Writing	80%
National Average	73%
PP	75%
EAL	67%
SEND	50%
Homegrown	80%
Summer born	67%
SW	100%

Maths	80%
National Average	75%
PP	75%
EAL	67%
SEND	50%
Homegrown	80%
Summer born	67%
SW	100%

Combined	70%
National Average	63%
PP	50%
EAL	67%
SEND	50%
Homegrown	80%
Summer born	67%
Social worker	100%

SPAG	80%
National Average	74%
PP	75%
EAL	67%
SEND	50%
Home grown	80%
Summer born	67%
SW	100%

Greater Depth

Reading	30%
National Average	

PP	25%
EAL	67%
SEND	0%
Homegrown	30%
Summer born	0%
SW	0%

Writing	30%
National Average	
PP	25%
EAL	67%
SEND	0%
Homegrown	30%
Summer born	0%
SW	0%

Maths	30%
National Average	
PP	25%
EAL	67%
SEND	0%
Homegrown	30%
Summer born	0%
SW	0%

Combined	30%
National Average	
PP	25%
EAL	67%
SEND	0%
Homegrown	30%

Summer born	0%
SW	0%

SPAG	30%
National Average	
PP	25%
EAL	67%
SEND	0%
Homegrown	30%
Summer born	0%
SW	0%

Summary

This cohort consists of **10 pupils**, including **4 disadvantaged pupils**, **3 pupils with EAL**, **2 pupils with SEND** (including 1 pupil with an EHCP), **3 summer-born pupils** and **1 pupil supported by a social worker**.

Pupil Premium pupils achieved **50% at the expected standard in reading** and **75% in writing, mathematics and SPaG**, with **50% achieving the combined expected standard**. While outcomes for disadvantaged pupils were below those of the cohort as a whole, attainment was strongest in writing, mathematics and SPaG, where three out of four disadvantaged pupils achieved the expected standard.

At **greater depth**, **25% of disadvantaged pupils** achieved the higher standard in reading, writing, mathematics, SPaG and combined outcomes. This demonstrates that one disadvantaged pupil was able to attain at the highest standard across the curriculum, reflecting effective challenge and support for higher-attaining learners.

Overall, the data indicates that disadvantaged pupils achieved well in writing and mathematics and were represented at greater depth. However, reading and combined attainment remain areas for continued development. Due to the small cohort size, individual pupils significantly influence percentages, and outcomes should therefore be considered alongside pupils' wider contexts and starting points.



Further information (optional)

At Widnes Academy, we are committed to ensuring that all pupils, including those who are disadvantaged, benefit from a broad, rich and inclusive educational experience. Our curriculum extends beyond the classroom and provides opportunities for pupils to participate in a wide range of enrichment activities, including educational visits, visitors to school, sporting events, creative experiences, residential visits and engagement with the local community. These opportunities are designed to enhance pupils' cultural capital, broaden their horizons and develop the knowledge, skills and confidence needed to contribute positively to society.

The quality and impact of this provision were recognised during the school's most recent Ofsted inspection (March 2023), where inspectors noted:

"Pupils appreciate the wide variety of extra-curricular activities on offer, such as circus skills, choir and dodgeball clubs. Many pupils go on regular residential visits from Year 2, which helps them to develop their independence. Pupils are eager to contribute to their school by taking on special responsibilities, such as being anti-bullying ambassadors and school councillors."

Alongside this extensive enrichment offer, the school places a strong emphasis on pupils' personal development, wellbeing and emotional health. Through targeted pastoral support, pupils receive timely intervention to address any social, emotional or wellbeing needs that may present barriers to learning. This support helps ensure that all pupils are able to engage fully in school life and achieve their potential.

Behaviour and positive relationships continue to be significant strengths of the school. The March 2023 Ofsted report highlighted the inclusive and supportive culture within the academy, stating:

"The atmosphere in school is calm and supportive. Pupils show respect in their interactions with staff and each other."

These strengths provide a secure foundation for learning and support the school's ongoing commitment to ensuring that disadvantaged pupils are fully included, well supported and able to access the same opportunities and experiences as their peers. Through high-quality pastoral care, enrichment opportunities and a positive school culture, we aim to develop confident, resilient and aspirational learners who are well prepared for the next stage of their education and future life beyond school.