



Wembley
Multi-Academy
Trust

ACHIEVEMENT FOR ALL



WEMBLEY HIGH
TECHNOLOGY COLLEGE

PUPIL PREMIUM STRATEGY STATEMENT

Date reviewed: November 2025

Date of next review: September 2026

INTRODUCTION

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 funding had within our school.

SCHOOL OVERVIEW

Detail	Data
School name	Wembley High Technology College
Number of pupils in school	1193 (Years 7-11)
Proportion (%) of pupil premium eligible pupils	16.51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 2024-25 2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Beth Ragheb
Pupil premium lead	Tom Best
Governor / Trustee lead	Emma Brown

FUNDING OVERVIEW

Detail	Amount
Pupil premium funding allocation this academic year	£221,450
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	£221,450

Part A: Pupil premium strategy plan

STATEMENT OF INTENT

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), within the last six years. The grant is also made available to support children of service personnel and those who are looked after by the local authority (LAC).

Our intent on the use of this additional funding is simple and clear: we aim to ensure every disadvantaged pupil in our school is able to achieve highly, is offered a wide range of stimulating and enriching experiences and has the same opportunities for progression to the next stage of their education, employment and training as every other child in our school.

CHALLENGES

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

Challenge number	Detail of challenge
1	Low prior attainment from primary school. <i>For example, in Year 7 (2025-26), KS2 data showed the following:</i> <ul style="list-style-type: none">• 14% of students had not reached the expected standard in Reading.• 14% of students had not reached the expected standard in Maths. <i>9% of students had not reached the expected standard in English and Maths.</i>
2	Need for personalised intervention for learning in subjects. Pupils are in particular need for support with literacy and numeracy.
3	Issues regarding attendance and punctuality. Many of our most disadvantaged pupils have been persistent absentees at primary school and are not motivated / supported to attend school.
4	Pastoral support and emotional needs. We know from experience that the most disadvantaged pupils tend to need further support with their emotional and well-being needs.
5	Limited enriching experiences outside of the local area. Social assets such as education, intellect, style of speech and dress are enhanced through raising students' cultural capital. This is essential for students to flourish and it is a process that can span years.
6	Low aspiration for progression to university. Our most disadvantaged pupils often come from families with no history of university attendance or experience of high education. They often need tailored support through KS3-5 to ensure that they are confident to be successful in their next stage of education, employment or training.

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
Disadvantaged students make exceptional academic progress and above national performance for non-disadvantaged students.	<ul style="list-style-type: none"> • All disadvantaged students score a grade 4+ in English and Maths. • Disadvantaged students are entered for all components of the Ebacc and achieve highly. • Disadvantaged Progress 8 is at least in line with that of the whole cohort. SEND Progress 8 is at least +1. • Ebacc figures for disadvantaged students scoring grades 4+ and 5+ in all components of the Ebacc is far higher than national averages and compare favourably to non-disadvantaged pupils nationally. • Disadvantaged students achieve or exceed their target grades in internal Assessment Weeks. They make clear and sustained progress over time gaining the knowledge and skill they need to succeed in their next stage of their education, employment or training.
Disadvantaged students have excellent levels of attendance and punctuality.	<ul style="list-style-type: none"> • Attendance meets or exceeds national expectations and is in line with the school's overall attendance figures. • Individual students with poor attendance and punctuality are supported by the attendance officer and pastoral team so that their attendance improves. • Attendance for specific groups is tracked centrally and appropriate actions are taken. • Increased parental engagement through meetings.
Disadvantaged students are emotionally mature and exhibit positive behaviours.	<ul style="list-style-type: none"> • Lesson drop-ins and learning walks show students who are engaged and actively learning. • Student Review Week and student questionnaires show positive attitudes towards learning. • Reduced number of behaviour incidents. • Disadvantaged students come off Formal and Pre-PSP plans and reintegrate back into lessons. • Personal Development is taught to an excellent standard in Years 7, 8 and 9. • All elements of Personal Development are delivered through Tutor Time, assemblies, taught lessons and drop-down days. They are delivered well and are impactful. • All students provided with appropriate extended reading materials. • Appropriate referrals made to outside agencies where necessary and support from specialists is sought.
Disadvantaged students achieve places at the most prestigious universities and apprenticeships.	<ul style="list-style-type: none"> • Percentage of disadvantaged students who go to university and specifically to Russell Group universities is in line with non-disadvantaged students at WHTC. • Percentage of disadvantaged students who go to Oxbridge increases. • Percentage of disadvantaged students who do degree level apprenticeships continues to increase.
Disadvantaged students' cultural capital is enhanced throughout their time at school.	<ul style="list-style-type: none"> • Disadvantaged students have the opportunity to take part in a variety of trips which are subsidised by the school. • Number of disadvantaged students who have instrumental lessons increases.

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

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Recruitment and retention of staff</u> <ul style="list-style-type: none"> Additional staff are recruited in English, Maths and Science as well as other key areas. This facilitates the creation of small intervention classes. We recruit from Teach First to supplement our own recruitment processes. In departments where recruitment is difficult, we work with recruitment agencies who find teachers. Leadership opportunities are created in line with whole-school priorities to ensure that excellent teachers are retained. The Progress Leader role ensures that excellent teaching staff are retained, developed and given the opportunity to improve the quality of teaching and learning in their subject area. SEND Learning Support Assistants are recruited and used to support vulnerable learners to access the curriculum and excel academically. LSAs to be deployed to support in the classroom with small groups of students and 1:1. A Speech and Language Therapist to be recruited to work 1:1 with students who have this need and to train LSAs to deliver speech and language therapies. An Occupational Therapist to be contracted as per need to work with EHCP students 	<p>We know from our extensive track record of working with disadvantaged pupils that the biggest difference is made through quality first teaching. Therefore, we aim to recruit and retain the very best teachers so that our disadvantaged pupils have the best possible life chances. This is supported by the EEF research and the Sutton Trust.</p>	<p>1 2</p>
<u>Continuous Professional Development and training</u> <ul style="list-style-type: none"> Regular Co-Planning focus on the quality of teaching and learning within departments. Learning Walks and regular observations ensure that departmental areas for development are identified and addressed. Exam board training is completed in each department with online webinars or face to face CPD. Our performance management structure holds staff to account on the quality of their teaching over time. Training members of staff meet 1:1 with a dedicated mentor every week to prioritise and quality control all elements of teaching and marking. Many staff who wish to pursue further studies in education through NPQs to receive funding from the school. External online training is completed by all staff on key safeguarding topics through National College. An external trained Ofsted Inspector completes regular reviews of all areas of the school to provide feedback and areas for development which are implemented by the school's Leadership Group. 	<p>We invest in our staff and train them to become effective classroom practitioners. We use the latest evidence-based research to inform our methods of teaching to ensure learning is maximised. Our work and methodologies is supported by the EEF and the Sutton Trust.</p>	<p>1 2</p>

<p><u>Support for Early Careers Teachers, Teach First participants and Unqualified Teachers</u></p> <ul style="list-style-type: none"> • Training members of staff are observed twice a week and given targeted feedback to improve their teaching. This is tracked over time. • ECTs complete the Ambition programme of CPD throughout the course of their training. • Trainees observe experienced members of staff teach at least once per week to share best practice. • In-house professional studies workshops are offered to trainees and focus on key elements of effective teaching. • A dedicated in-house Training School works with all departments to improve the quality of teaching and learning through the course of the year. This is delivered through our rolling programme of Subject Spotlights. • The SENDCo trains staff on the specific needs of SEND students throughout the course of the year by holding whole school training and TAC meetings with specific groups of teachers. 	<p>Research indicates that highly effective support for ECTs and those new to the profession is highly effective in promoting progress of pupils. We offer extensive and supportive training to all new teachers so that they can become excellent practitioners very quickly. This approach is supported by the EEF research.</p>	<p>1 2</p>
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TARGETED ACADEMIC SUPPORT

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Personalised Tutoring</u></p> <ul style="list-style-type: none"> • Every student completes a formalised assessment in every subject at least three times through the year. This data is tracked on a department level over time to ensure that progress is made. Additional reporting on DA student performance is also shared with subject leaders who develop half termly action plans to leverage improvements in their attainment. • Subject Leaders work with the Leadership Group to ensure that timely and decisive action is taken to address underperformance in key areas of the department based on this continuous assessment. • Smaller classes are created for targeted groups of students who are underperforming. • The setting process informs the creation of smaller intervention groups. • Formalised intervention at lunchtime and after school is proscribed for students who need further support. • Separate curricular pathways are designed and staffed which allow all students to flourish. • Sixth Form students support low prior attainers. • The College takes underperforming Pupil Premium students in Year 11 on 4 residential revision masterclass weekends to focus on English, Maths and Science. The most experienced teachers attend this trip to deliver a bespoke package of academic support in the run up to summative examinations to ensure that they are fully prepared. Each weekend represents 12 hours of support. 	<p>Research carried out by the EEF on behalf of the DfE showed that effective tutoring can support pupils in making exceptional progress. This was the basis of the National Tutoring Programme.</p>	<p>1 2</p>

<u>Vocabulary acquisition with reading and numeracy</u> <ul style="list-style-type: none"> Each subject has a clear methodology to ensure that students use high level technical vocabulary correctly. The College has developed a vocabulary policy for Years 7-9. Marking has a clear focus on spelling punctuation and grammar. Students are provided with reading books to keep 3-4 times a year in Year 7, 8 and 9. We have added to our reading stock in the library. Progress in literacy is monitored and shows our students' enjoyment of reading. 	Extensive research has shown that being able to access a wide and varied vocabulary allows pupils to access the curriculum. We focus on this to ensure our disadvantaged pupils can access our full curriculum and make excellent progress.	1 2
<u>Additional resources</u> <ul style="list-style-type: none"> Hard copies of key texts and textbooks are purchased for students at GCSE level. Digital licenses are also secured where possible. Online platforms such as Century, GCSEPod, Kerboodle, Quizlet, Educake and Microsoft Teams ensure that students benefit from tailored and interactive resources which can be accessed from home. Where necessary, laptops and data cards are given to students without technology at home. Students have access to a Learning Resource Centre before and after school, as well as during break and lunchtimes to ensure that they can complete homework and extend their learning. 	We know from our experience that our most disadvantaged pupils are the least likely to have additional support or facilities at home. We provide our disadvantaged pupils with all the resources they need to succeed for free. This allows them to access all learning and make excellent progress.	1 2

WIDER STRATEGIES

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Additional provision of enrichment activities and careers education</u> <ul style="list-style-type: none"> There are a wide variety of clubs available to students including Latin club, LAMDA and CREST. Attendance to these clubs is tracked meticulously. The Brilliant Club Scholars' Programme allows students to work with visiting PHD students to complete a research project. 6th Form students participate in Cultural events every Friday in central London. This includes exhibitions, plays and music events LAMDA lessons Martial Arts classes Mandarin lessons from Confucius Institute Year 7 students go on a trip out of London to learn campcraft and survival skills. The Girls' Network mentoring programme Migrant Leaders mentoring programme Careers Advisory Service The Duke of Edinburgh Bronze, Silver & Gold Awards are completed by Years 9-13; it is heavily subsidised by the College. First Story programme 	We know from research and experience that disadvantaged pupils are least likely to have access to enrichment outside school. Therefore, we make it a priority that our disadvantaged pupils are able to take part in a wide range of enrichment activities.	5 6

<ul style="list-style-type: none"> • Visiting Speaker Programme • A dedicated in-house member of staff coordinates careers interviews through the course of the year for all students • Specific interview preparation for university is provided to students and they all have the opportunity to complete mock interviews. 		
<p><u>Attendance tracking</u></p> <ul style="list-style-type: none"> • <i>Attendance</i> is tracked centrally by a dedicated attendance officer. • Daily and weekly attendance reports are analysed for different groups of students. • A dedicated Year Leader for each cohort of students organises parental meetings if attendance for a specific student falls. These meetings allow support plans for students to be created and for our high expectations to be communicated. • Key messages regarding attendance and punctuality expectations are repeated in assemblies, Tutor Time and lessons. 	Govt. research indicates that Good attendance at school is not just beneficial, it's essential. Attending school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects. As well as this, going to school helps to develop: friendships; social skills; team values; life skills; cultural awareness; and career pathways.	3
<p><u>Social and emotional support</u></p> <ul style="list-style-type: none"> • The Designated Safeguarding Leads work with students with specific concerns. • Place2Be works with students to provide 1:1 counselling and support for students experiencing a variety of mental health concerns. • A programme of Spiritual, Moral, Social and Cultural content is delivered pastorally through Tutors and assemblies to ensure that students are emotionally literate and supported. • PD is delivered effectively to teach statutory RSHE and Citizenship content. • External agencies are engaged to provide counselling. • External providers are used to do home visits – chase up attendance issues. 	Offering social and emotional support to those that need it the most will ensure all our most disadvantaged pupils are able to access the full curriculum and maximise their potential.	4
<p><u>Behaviour and routines</u></p> <ul style="list-style-type: none"> • Each year group has a designated Year Leader who ensures that expectations regarding behaviour, attendance, punctuality and attitudes are upheld and that intervention is put into place where necessary. 	Promoting positive attitudes to learning allows our pupils to develop the skills and knowledge and required for success in later life.	4

Total budgeted cost: £255,000

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.

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YEAR 11 SUMMER EXAMS 2025

	Pupil Premium	Non – Pupil Premium	National Comparison 2019 to non-disadvantaged pupils
Number of pupils	53 (17%)	254 (83%)	
9-4 in English and Maths GCSEs	43 (81%)	229 (90%)	72%
9-5 in English and Maths GCSEs	35 (66%)	196 (77%)	50%
Pupils with entries in all Ebacc components	46 (87%)	239 (94%)	45%
Ebacc (9-4)	43 (81%)	229 (90%)	29%
Ebacc (9-5)	35 (66%)	196 (77%)	21%

BREAKDOWN OF RESULTS BY PUPIL PREMIUM AND PRIOR ATTAINMENT

All Pupils

Prior Attainment bracket	Low	Middle	High
Number of Pupils	14	170	110
9-4 in English and Maths GCSEs	3 (21%)	151 (89%)	108 (98%)
9-5 in English and Maths GCSEs	2 (14%)	114 (67%)	107 (97%)
Pupils with entries in all Ebacc components	6 (43%)	161 (95%)	108 (98%)
Ebacc (9-4)	2 (14%)	119 (70%)	108 (98%)
Ebacc (9-5)	1 (7%)	94 (55%)	101 (92%)

Pupil Premium

Prior Attainment bracket	Low	Middle	High
Number of Pupils	5	30	17
9-4 in English and Maths GCSEs	0 (0%)	26 (87%)	16 (94%)
9-5 in English and Maths GCSEs	0 (0%)	19 (63%)	16 (94%)
Pupils with entries in all Ebacc components	1 (20%)	30 (100%)	16 (94%)
Ebacc (9-4)	0 (0%)	18 (60%)	16 (94%)
Ebacc (9-5)	0 (0%)	14 (47%)	15 (88%)

Non-Pupil Premium

Prior Attainment bracket	Low	Middle	High
Number of Pupils	9	140	93
9-4 in English and Maths GCSEs	3 (33%)	125 (89%)	92 (99%)
9-5 in English and Maths GCSEs	2 (22%)	95 (68%)	91 (98%)
Pupils with entries in all Ebacc components	5 (56%)	133 (95%)	92 (99%)
Ebacc (9-4)	2 (22%)	101 (72%)	92 (99%)
Ebacc (9-5)	1 (11%)	80 (57%)	86 (92%)

YEAR 13 UNIVERSITY DESTINATIONS 2025

Even though funding is not available in the Sixth Form, we continue to track the progress of our disadvantaged pupils in Years 12 and 13.

- 88% of students progressed to university study
- 51% of all students were accepted to a Russell Group university
- 13 of the 15 students that received Pupil Premium funding progressed to university
- 2 students that received Pupil Premium funding have secured employment in their chosen fields
- 40% of students that received Pupil Premium funding have progressed to a Russell Group university
- Of the 15 students that received Pupil Premium funding, one was accepted at London School of Economics, two were accepted at Kings College London, two were accepted at Queen Mary University of London, one was accepted at University of Nottingham, one has progressed to study Dentistry.

ATTENDANCE OF PUPILS

We are pleased that the attendance of Pupil Premium students is closely aligned to the attendance of each cohort.

Year	Attendance: All Students WHTC	Attendance: All Students Nationally	Attendance: Pupil Premium WHTC	Attendance: Pupil Premium Nationally
7	95%	91.4%	92%	86.4%
8	94%		93%	
9	93%		87%	
10	92%		92%	
11	92%		87%	

EXTERNALLY PROVIDED PROGRAMMES

The table below shows the programmes that pupils from our school took part in last academic year (outside DfE run programmes).

Programme	Provider
Girls Network Mentoring Programme	The Girls' Network
Future Frontiers	Future Frontiers
Right Track	Right Track
LAMDA	LAMDA
First Story	First Story
Migrant Leaders	Migrant Leaders
Additional therapy and support	Place2Be
Duke of Edinburgh Bronze Award	Duke of Edinburgh
Duke of Edinburgh Silver Award	Duke of Edinburgh
Talking Therapies	CNWL NHS
Accelerate Engineering & Architecture	University College London
Target Medicine Mentoring	University College London
Banking & Finance Pathway	London School of Economics
Thrive	London School of Economics
K+ Programme	King's College London
Dental Summer School	King's College London
Target Oxbridge	Target Oxbridge
STEM SMART	Cambridge University

Apply Cambridge	Cambridge University
Ambition	Nottingham University
Floreat Access Programme	Oxford University
UNIQ	Oxford University
Wadham College Summer School	Oxford University
Sutton Trust Pathways	Sutton Trust
Access to Queen Mary	QMUL
Queen Mary Futures	QMUL
Medicine & Dentistry Summer School	QMUL
Lancaster Access Programme	Lancaster University
Bright Ideas	Brighton & Sussex Medical School
Supported Progression	Durham University
Pathway to Bath	University of Bath
Discover Bath	University of Bath
Ignite	Southampton University
Summer University	Royal Holloway
National Access Summer School	Birmingham University
Eton Summer School	Eton College
STEM Potential	Imperial College London
Insight into Bristol Summer School	Bristol University
Medicine Summer School	Leicester University
Access Manchester	Manchester University
Your Life You Choose	Brent Local Authority