# Walton High School, Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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

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| Detail | Data |
| School name | Walton High School |
| Number of pupils in school | 1347 |
| Proportion (%) of pupil premium eligible pupils | 8.6% (116) |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022  to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Neil Finlay Headteacher |
| Pupil premium lead | Natalie Turner Transition Coordinator |
| Governor / Trustee lead | David Prior |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ 75,344 |
| Recovery premium funding allocation this academic year | £ 11,400 |
| 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 | £ 86,744 |

# Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum particularly in the core subjects.  The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks. Assessments on entry to Year 7 from 2015 to 2019 indicate that between **0-29%** of our disadvantaged pupils arrive below age-related expectations compared to **10-40%** of their peers. Subsequent internal and external (where available) assessments show that this gap widens to **13-33%** of disadvantaged students compared to **8-25%** for their peers. “This shows that the proportion narrows for the peers compared to disadvantaged students so spending on additional and more informed maths teaching should be encouraged" |
| 2 | Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.  This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths. |
| 3 | Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science. |
| 4 | Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. |
| 5 | During the pandemic, teacher referrals for support markedly increased. 41pupils (11 of whom are disadvantaged) currently require additional support with social and emotional needs, with 69 (8 of whom are disadvantaged) currently receiving small group interventions.  Our attendance data over the last full school year that was not impacted by COVID school closures, 2018/19 is 93.65% as an average over all 5 years. The attendance among disadvantaged pupils has been between 90.46% lower than for non-disadvantaged pupils. This is different between disadvantaged boys and girls, whereby the attendance of the boys was 89.89% and the girls was 91.03%  23.21% of disadvantaged pupils have been ‘persistently absent’ compared to 9.48% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress. |

## 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.

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| Intended outcome | Success criteria |
| Improved attainment among disadvantaged pupils across the curriculum at the end of KS4. | 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:   * an average Attainment 8 score of 55 |
| Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects. | Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects. |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. | Sustained high levels of wellbeing from 2024/25 demonstrated by:   * qualitative data from student voice, student and parent surveys and teacher observations. * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by:   * the overall absence rate for all pupils being no more than 2018/19 level and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. * the percentage of all pupils who are persistently absent should be reduced and the gap between the disadvantaged students and their peers should also be reduced. |

## 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: **£34,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employment of an additional maths teacher in order to facilitate:  Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.  We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training). | The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3)  To teach maths well, teachers need to assess pupils’ prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: [KS2\_KS3\_Maths\_Guidance\_2017.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf) | 1, 2, 3 |
| Developing metacognitive and self-regulation skills in all pupils.  This will involve ongoing teacher training and support and release time.  It will first be rolled out in maths and science followed by other subjects. | Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:  [Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/) | 3 |

**Targeted academic support**

Budgeted cost: **National Tutoring Programme Funding**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 3,4 |

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

Budgeted cost: **£49,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Creation and staffing of an Inclusion Hub with the capacity to accommodate those students who require time out from the formal curriculum  Employment of additional qualified Counselling hours (inc dedicated post 16 allocation) to support students with mental health issues | [Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation (eif.org.uk)](https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions) | 4, 5 |
| Embedding principles of good practice set out in DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) advice.  Attendance/support officers will be appointed to improve attendance.  Employing the Services of ‘VIP Education’ | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. | 5 |
| Contingency fund for acute issues. | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All  £3,744 |

**Total budgeted cost: £ 86,744**

# 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 2020 to 2021 academic year.

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| Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was higher than in the previous 3 years in key areas of the curriculum.  **ATTAINMENT / PROGRESS 8 – PUPIL PREMIUM**   |  |  |  | | --- | --- | --- | | Year | Attainment Eight | Progress 8 | | 2018 | 47.38 | -0.32 | | 2019 | 39.38 | -0.48 | | 2020 | 53.53 | -0.81 | | 2021 | 51.36 | 0.26 |   Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to disadvantaged pupils nationally. However, our students were to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was increased by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.  Although, overall attendance in 2020/2021 was higher than the last full school year not impacted by COVID at 95%, this is due to ‘lockdown’ marks not being counted towards absenteeism. Our whole school attendance figures over the last 3 years have been higher than the national average, however absence among disadvantaged pupils was higher than their peers with their attendance at 85% for 20/21. 36% of disadvantaged students were persistently absent within this period. These gaps are larger than in previous years, which is why attendance is a focus in our current plan.    Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan. |

## Externally provided programmes

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| Programme | Provider |
| Attendance | VIP Education |
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# Further information (optional)

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| **Additional activity**  Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:   * embedding more effective practice around feedback. [EEF evidence](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils. * ensuring pupils understand our ‘catch-up’ plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety. * utilising support from our local [Mental Health Support Team](https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges#MHST) and local behaviour hub, plus funding for CPD from the local authority’s Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged. * offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh’s Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.   **Planning, implementation, and evaluation**  In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.  We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF’s families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.  We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.  We used the [EEF’s implementation guidance](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation) to help us develop our strategy and will continue to use it through the implementation of our activities.  We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. |