

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

Detail	Data
School name	Walton High School
Number of pupils in school	1318
Proportion (%) of pupil premium eligible pupils	109 (8%)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Headteacher
Pupil premium lead	Natalie Turner Transition Coordinator
Governor / Trustee lead	David Prior

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,851
Recovery premium funding allocation this academic year	£12,905
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	£89,756 Also received £8,586 School Led Tutoring funding

Pupil premium strategy plan

Statement of intent

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.

Inclusive, 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.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the newly appointed catch up tutor for pupils whose education has been worst affected.

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.

Challenge number	Detail of challenge
1 – Maths Attainment	<p>In year 11 we have 205 students 21 are PP (10%) The average grade of our non PP students as of Autumn in Maths is a 5-. The Average for our PP is a 5=. This data is slightly anomalous as it is a single test figure, and was low in general across the year, but the average grade should in theory scale with that. Our PP students are performing better than our Non PPs. (Sisra data)</p> <p>In Year 10 we have 15 PP students. In Higher they average a grade 5.7. In foundation they average a 3. This is compared to 5.2 and 3.25 for their non-pp peers. PP students in year 10 foundation groups are less than a subgrade behind their peers.</p> <p>In Year 9, where our students follow BSGP, Our 18 PP students average between a Silver and Gold. The majority of them are on a trajectory for Higher Tier GCSE. Our Non PP students perform very similarly averaging between a Silver and Gold.</p> <p>This shows that the disadvantage gap is narrowing with our focus remaining on Maths attainment, so spending on additional and more informed maths teaching should be encouraged and continued.</p>
2 – COVID Impact	<p>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.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths.</p>
3 – Cognition	<p>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.</p>
4 – Well-being	<p>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.</p>

5 – Attendance	<p>Over the last year, teacher referrals for support markedly increased from 41 pupils 21/22 to 88 students (10 of whom are disadvantaged). These students currently require additional behavioural and/or social and emotional support, with 69 (8 of whom are disadvantaged) currently receiving small group interventions.</p> <p>Our attendance data over the last full school year was 91.1% as an average over all 5 years.</p> <p>This year’s whole school attendance to date attendance is 94.6%. The attendance among pupil premium pupils has been 90.46%, significantly lower than their peers.</p> <p>19.7% of disadvantaged pupils have been ‘persistently absent’ compared to 17% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	Sustained high attendance from 2024/25 demonstrated by:

<p>pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none">• 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.
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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**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of an additional maths teacher in order to facilitate:</p> <p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>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).</p>	<p>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:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>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:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3</p>
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support and release time.</p> <p>It will first be rolled out in maths and science followed by other subjects.</p>	<p>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:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p>

Targeted academic support

Budgeted cost: **National Tutoring Programme Funding**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up tutor leading small groups and 1:1 tutoring for pupils whose education has been most impacted by the pandemic across Maths and English. 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) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3,4

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

Budgeted cost: **£49,000**

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)	4, 5
Embedding principles of good practice set out in DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	5

Attendance/support officers will be appointed to improve attendance. Employing the Services of 'VIP Education'		
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

Total budgeted cost: £89,756

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.

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
2021	51.36	0.26
2022	52.44	0.04

Our assessment of our 2022 data is the Attainment Eight of our disadvantaged pupils was significantly better than the collaborative data (Sisra). We also note our students' Progress 8 was also significantly better than the collaborative data (Sisra).

Attainment

Nationally there is a widening of the gap between attainment by those students supported by the Pupil Premium and non-disadvantaged students. Here at Walton, disadvantaged student's attainment compares favourably with National outcomes for non-disadvantaged students.

For **Attainment 8**, disadvantaged students at Walton High School attain in line with non-disadvantaged students Nationally (Walton Dis. 51.9 v National non-dis. 52.6).

For Grade 5 or above in English and Maths GCSE disadvantaged students at Walton High School attain significantly above non-disadvantaged students Nationally (Walton dis. 67% v National non-dis. 57%).

For grade 4 or above in English and Maths GCSE disadvantaged students at Walton High School attain in line with non-disadvantaged students Nationally (Walton dis. 78%% v National all students 76%)

Progress

Nationally there has remained a gap between the progress achieved by those students supported by the Pupil Premium and non-disadvantaged students. Here at Walton High School we are very proud of the achievement of our disadvantaged students, especially when compared locally and nationally.

Overall progress (Progress 8) for disadvantaged students at Walton High School is in line with that of all students nationally and in line with that of non-disadvantaged students locally.

Across Progress 8 baskets of Maths, EBacc and Open disadvantaged students achieve in line or above that of all students nationally (Maths P8 +0.07, EBacc P8 +0.20, Open P8 +0.17)

Our disadvantaged pupils have benefitted from our pupils premium funded improvements to teaching and targeted intervention to the degree that we intended by our resolution to provide high quality teaching and learning across the curriculum. Last year Pupil Premium funding was used to fund a Maths Breakfast club for pupil premium students that the Maths department identified as needing further support. This year we have a Catch-up Tutor employed to give small group tuition for our students identified as below KS3 level in English or Maths. This will help to bridge the disadvantage gap, prevent it from widening within KS3 and ensure our Progress 8 remains significantly above the collaborative data. Additional maths staffing also supports interventions within the curriculum.

The 21/22 school year full school attendance was 91.1%. Currently absence among disadvantaged pupils was higher than their peers with their attendance at 85% for 20/21. 19% of disadvantaged students were persistently absent during the school year so far, this is higher than their peers. This shows that attendance within Pupil premium students is still a priority. Last year pupil premium funding was used to support a PP Attendance Clinic run by VIP Education to help PP students improve their attendance over a period of 6 months, 66% of students were able to improve their attendance.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health have been significantly impacted from COVID -19. 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

Programme	Provider
Attendance	VIP Education

Further information (optional)

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](#) 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](#) 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](#) 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.