

# 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 Academy
Number of pupils in school	867
Proportion (%) of pupil premium eligible pupils	35.64%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021 – 2024
Date this statement was published	December 2021
Date on which it will be reviewed	December 2024
Statement authorised by	Jessica Leonard, Principal
Pupil premium lead	Lori Owen, Assistant Principal (Outcomes)
Governor / Trustee lead	Helen Ind

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 225,100
Recovery premium funding allocation this academic year	£ 55,965
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 281,065

## Part A: Pupil premium strategy plan

### Statement of intent

All students, irrespective of their background deserve to make good progress during their time in secondary education. Challenges that some of our disadvantaged students face should not be a barrier to them gaining the qualifications which they are capable of and will enable them to take their next steps.

All groups of students will be supported by activities outlined in this strategy plan; looked after children, those who have caring responsibilities at home, those with social services interventions, and all prior attainments will benefit from the activities set out within. Our non-disadvantaged students will continue to make progress and their attainment will continue to improve alongside their disadvantaged peers.

First wave, quality teaching is at the heart of good progress for all students and a strong focus of our strategy is to ensure high-quality teaching is delivered in the most appropriate areas to support our most disadvantaged students.

Tutoring will support the catch up of those students who have been most affected by the impact of Corona virus, including our disadvantaged students.

The approach will be reviewed on a regular basis using diagnostic assessment to pinpoint the most common challenges along with individual needs.

### Challenges

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

Challenge number	Detail of challenge
1	<p>Over recent years internal and external diagnostic assessment has shown that our students arrive in year 7 below the national averages for maths and literacy.</p> <p>2021 CAT4 assessments show 29% of our students are below the expected age related ability in English (23% national average)</p> <p>2021 CAT4 assessments show 33% of our students are below the expected age related ability in maths (23% national average)</p>
2	<p>Reading and literacy ensure full access to all aspects of education. Assessments and observation of our disadvantaged KS3 students show lower levels of comprehension which impacts their ability to access the full curriculum.</p>

	October 2021 reading assessments found that 62% of our students in years 7-10 are one or more years below their expected reading age
3	Internal assessments show, due to the impact of Covid students have various knowledge gaps in the core subjects of English, maths and science.
4	Low attendance in school impacts on students' ability to access the full curriculum. Whole school attendance for last school year was 92.4% and pupil premium attendance was 91%
5	Through observation and discussion with our students and their families, we have found that lack of resources, equipment and uniform is a challenge for some disadvantaged students when accessing the full curriculum. For example those students who may not have access to musical instruments at home, some may not be able to provide ingredients for DT lessons, art lessons are impacted for some where equipment is not accessible at home.
6	There has been an increase in social and mental health issues since returning to full opening after Covid. Cuts in mental health services means that students in crisis are not seen quickly enough by other services. This impacts their successful outcomes at all key stages.
7	Our MFL students are unprepared for their assessments due to lack of one to one practice with a fluent speaker over various lockdowns.
8	Through observation and discussion with our students and their families, we have found that access to the arts has dramatically reduced due to the impact of Covid. Students, particularly those who are disadvantaged have missed out on exploring their emotions, expanding their imaginations and developing their own, unique voice through dance, drama, music and art.

## 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 across the curriculum of our disadvantaged students when finishing KS4, with a focus on Ebacc subjects.	Our PP students to be in the top 10% P8 and A8 of schools of a similar context. 50% of our disadvantaged students to achieve grade 5+ in English and maths
Improved reading comprehension among disadvantaged students across KS3.	Star Reader results to show continued and sustained increase in reading ages.
Sustained improvement in well-being for all students including those who are disadvantaged.	Student voice results will show an improvement over the next 3 years.

Sustained improvement in attendance for all our students including those who are disadvantaged.	Attendance data shows a decrease in persistent absence and an increase in attendance figures.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
First wave, quality teaching. Ensure teachers have access to CPD which develops their pedagogy	<a href="#">Feedback</a> <a href="#">Using metacognition and self-regulation</a> <a href="#">Effects of high quality PD on outcomes</a>	1, 2, 3
CPD for Pupil Premium Champion who will then disseminate to the wider school community	<a href="#">Role of CPD in closing the gap</a>	1, 2

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
English, maths and science intervention which includes: Accelerated Reader, GL Assessment, Pixl, Tassomai	<a href="#">Reading Comprehension strategies evidence.</a>	1, 2
Small group structured interventions for literacy. CPD for all staff in vocabulary instruction.	<a href="#">Improving Literacy in Secondary Schools</a> <a href="#">Using metacognition and self-regulation</a>	1, 2
Additional tuition in the MFL dept to ensure all Key Stages are able to access small group speaking and listening interventions.	<a href="#">Targeted academic support</a>	7
Small group structured interventions for maths.	<a href="#">Making best use of TAs</a> <a href="#">Using metacognition and self-regulation</a>	1

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

Budgeted cost: £130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral mentors to support behaviour management, well being and attendance. Ensure all pastoral mentors are trained in CASY Counselling.	<a href="#">Improving behaviour in schools</a> <a href="#">CASY Counselling</a> <a href="#">Social and emotional learning</a> <a href="#">Impact of non-cognitive skills on outcomes for young people</a>	6
Workshops and enrichment in the Performing Arts department	<a href="#">Arts participation</a> <a href="#">Impact of arts education on outcomes of school-aged children</a>	8
Support the art and photography dept to ensure students have the necessary equipment to access the full curriculum.	<a href="#">Arts participation</a>	8
Ensure students have access and choice of ingredients which impact their outcomes for GCSE Food	<a href="#">Supporting the attainment of disadvantaged students</a>	5
Attendance officer in place to support the increase in attendance and decrease in persistent absence. Home communication and visits.	<a href="#">Improving school attendance</a> <a href="#">Government report into absence effects on attainment</a>	4

**Total budgeted cost: £280,000**

## 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 previous school year, 2020 to 2021.

Due to COVID-19, performance measures have not been published for school year ending 2020 and 2021. Results will not be used to hold schools to account.

The impact of our pupil premium strategy has been that all students were able to move onto the destinations which were appropriate for them.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider