

# Pupil premium strategy statement – Walton Academy

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

| Detail  | Data   |
|---|--|
| Number of pupils in school  | 998 (inc. 6 <sup>th</sup> Form)              |
| Proportion (%) of pupil premium eligible pupils   | 40%  |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2023 – 2024<br>2024 – 2025                   |
| Date this statement was published   | December 2023                                |
| Date on which it will be reviewed   | November 2024                                |
| Statement authorised by   | Jessica Leonard,<br>Principal                |
| Pupil premium lead  | Lori Owen, Assistant<br>Principal (Outcomes) |
| Governor / Trustee lead   |  |

## Funding overview

| Detail   | Amount    |
|--|-----------|
| Pupil premium funding allocation this academic year  | £ 334,795 |
| Recovery premium funding allocation this academic year<br><i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>              | £ 83,945  |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £ 0       |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £ 418,740 |

## Data Headlines 2022 - 2023

|                      | PP    | Non-PP |
|----------------------|-------|--------|
| Progress 8           | -0.12 | +0.76  |
| Attainment 8         | 39.58 | 53     |
| English and Maths 4+ | 52%   | 80%    |
| English and Maths 5+ | 30%   | 49%    |

## 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.

The aim of our Pupil Premium (PP) strategy is to maximise the progress of all disadvantaged students, those who require support to engage with our curriculum through overcoming specific learning needs, to mitigate a poor attitude to learning or poor attendance and also those who are already achieving well. There is no limit to our aspirations for all students in terms of what they can achieve, what their next steps are or who they can become.

All students will be supported by activities outlined in this strategy plan, including those who are in receipt of the PP funding. This includes those who are in receipt of free school meals (FSM), looked after children, those who have caring responsibilities at home, those with social services interventions, and children who have parents who have, or are serving in our Armed Forces. All prior attainments will benefit from the activities set out within.

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

Parental engagement has a positive impact on the attainment and progress of students, it is crucial to involve parents to avoid widening attainment gaps. The relationship between home and school plays a pivotal role in the holistic development of secondary school students. A strong and positive connection between parents, carers and schools creates a supportive environment that fosters effective communication, collaboration and shared goals. When parents and schools work together it contributes to the social and emotional development and also builds a sense of community and consistency which reinforces the importance of education both at home and in school.

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | 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. 2023 Sat results show 33.5% of our students are below the expected age-related ability in reading, maths and grammar, punctuation and spelling.  |
| 2                | 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.  |
| 3                | Internal assessments show, some 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.  |
| 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 be able to provide ingredients for DT lessons, art lessons are impacted for some where equipment is not accessible at home, some students may not have an environment conducive to study at home. |
| 6                | There has been an increase in social and mental health issues. 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. Students, particularly those who are disadvantaged have missed 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.  |

## 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: £ 233,740

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Embedding Formative Assessment Programme (£5,500)<br>Link <a href="#">here</a> | <ul style="list-style-type: none"> <li>• Improve teaching and learning across the school by empowering teachers to trial and refine formative assessment techniques.</li> <li>• Enable learners to take responsibility for their own learning through peer and self-assessment techniques.</li> <li>• Support teachers in taking ownership over their learning by providing structured professional development and leadership opportunities.</li> <li>• Build a stronger sense of community in schools with teachers and learners collaborating with each other to achieve common goals.</li> </ul> | 1, 2, 3                       |
| CPD which supports Quality First Wave teaching                                 | *Please see CPD programme for fuller detail.<br>Can include: <ul style="list-style-type: none"> <li>• Conference attendance (National Teaching, Pupil Premium Conferences, Pixl)</li> <li>• Training courses. Parental Engagement Courses.</li> <li>• Purchase of literature</li> </ul> Report <a href="#">here</a> , <a href="#">here</a> .   | 1, 2, 3                       |
| Star Reader package  | Gives the ability to monitor reading ability through Key Stage 3 and put in early interventions where appropriate. Report <a href="#">here</a> .   | 1, 2                          |
| Specialist subject teachers in English, maths and science                      | Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching should rightly be a top priority for Pupil Premium spending. Strategies to support this could include investing in professional development, training, support for early career teachers, and recruitment and retention. Report <a href="#">here</a> .  | 1, 2, 3                       |

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

Budgeted cost: £ 65,000

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| MFL Support assistant   | Gives students the opportunity for one-to-one practice with an MFL speaker.                       | 7                             |
| Online tutoring   | Support for students who are at risk of falling behind their peers. Report <a href="#">here</a> . | 1, 3                          |
| Interventions through Teaching Assistants, both inside and outside of the classroom | Report <a href="#">here</a> , <a href="#">here</a> and <a href="#">here</a> .                     | 1, 2, 3                       |

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

Budgeted cost: £ 120,000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| NSB Programme   | <a href="#">Breakfast programme</a> supports a productive start to the day and encourages students to attend school.   | 4, 5                          |
| Attendance officer  | Report <a href="#">here</a> . <ul style="list-style-type: none"> <li>• Ensures timely identification of absenteeism.</li> <li>• Supports students to come into school as much as possible.</li> <li>• Provides bespoke and personalised support to get students to attend.</li> <li>• Phone calls and contact with home via email and letters which encourage parental support of attendance. <a href="#">Here</a> and <a href="#">here</a></li> <li>• Home visits to intervene where necessary. <a href="#">Here</a></li> </ul> | 4                             |
| Reading books for year 6 transition into year 7. Schemes of work shared with faculties to reference the books chosen. | Through observation and discussion without students. Once they started in year 7, they felt more connected to the school as they recognised aspects of the story which is being referenced in some lessons.  | 2                             |

|                                     |  |   |
|-------------------------------------|--|---|
| Author visits to school             | Reading is a focus for the school, where possible and appropriate, we arrange for author visits to make reading come to life for our students. Through observation and discussion with our students, when authors have visited the school, they are more inclined to seek out books and engage in reading for pleasure.  | 2 |
| Pastoral & Behaviour mentor support | Universal behaviour systems are unlikely to meet the needs of all students, some need a more bespoke package. Behaviour mentors and pastoral mentors are employed to work with individual year groups. They build positive child/adult relationships to ensure all students have an adult with whom they can reflect and regulate with. Evidence <a href="#">here</a> and <a href="#">here</a> ,   | 6 |
| School counsellor                   | Internal data has seen a rise in recent years of mental health needs. NHS mental health services are stretched and are no longer available to accommodate referrals within a timely manner. As a step to bridge the gap and offer support before the crisis point, we have employed a school counsellor on a part-time basis. Referrals are made through our Pastoral and Behaviour Mentors; Heads of House; or Safeguarding team and students are offered a cycle of six weekly sessions. Evidence <a href="#">here</a> . | 6 |
| Arts coordinator                    | In order to fully utilise our theatre and Visual arts departments and ensure all students can benefit from the facilities on offer a coordinator and assistant have been put in place. This will increase coverage and opportunities for students to become involved in wider strategies around the arts. Evidence <a href="#">here</a> and <a href="#">here</a> .   | 8 |

**Total budgeted cost: £ 418,740**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

|              | Whole school | PP    | Non-PP | National average (PP) |
|--------------|--------------|-------|--------|-----------------------|
| Progress 8   | +0.44        | -0.12 | +0.76  | -0.71                 |
| Attainment 8 | 48.06        | 39.58 | 53     | 32.5                  |

We are on target to meet our objectives for this year and, our Pupil Premium students continue to perform well above the national average for Pupil Premium students. All of our Pupil Premium students from year 11 of 2023 have gone onto destinations of their choice.

Star Reader results show a closing of the gap in reading between our disadvantaged students and their peers.

Internal assessment data shows the attainment gap closing with each year that a student is with us.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| Programme | Provider |
|-----------|----------|
|           |          |
|           |          |