

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	Wallington High School for Girls
Number of pupils in school	1531
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	R Booth
Pupil premium lead	J Parkinson
Governor / Trustee lead	H Aumeer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 100,470
Recovery premium funding allocation this academic year	£ 28,428
Pupil premium funding carried forward from 2020-2021	£ 5,045
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	£ 133,943

Part A: Pupil premium strategy plan

Statement of intent

As a selective academy our students generally attain well beyond the national average. Interventions are successful and GCSE outcomes are strong. For PP students attainment and progress is generally in line with non-PP students although any gaps that were present have been widened due to the COVID pandemic in line with national trends. The school worked very hard during lockdown to limit this but our priority is to ensure that our PP students do not have gaps in their learning and are all able to achieve to the potential in the coming years through GCSE and beyond.

There will also be a continued focus on teaching and learning throughout the school. Outstanding teaching is the best way to help disadvantaged students. Our CPD programme is research led with support given using internal and external resources. This year there is a particular focus on assessment as well ensuring our students are cognitively active in lessons. Over the coming year we will looking to embed a new pedagogical coaching structure which will drive our provision forwards even more. We are also revisiting our behaviour policy to ensure that students are in good routines, again another clear benefit for PP students

At WHSG we are very aware of the importance of wellbeing for our students. Levels of anxiety have been increased by the COVID-19 pandemic. We will continue to provide outstanding pastoral care and look to build upon the provision we already have in school.

Challenge number	Detail of challenge
1	Students have gaps in learning due to the COVID-19 pandemic.
2	There are small gaps in attainment between PP and non-PP students at KS3 in particular.

3	Students may not have equal access to school events including parental events and enrichment opportunities.
<p>The COVID-19 pandemic has also led to students missing out on enrichment opportunities and as I school we are looking to use funding to ensure that these are not missed as PP students may be less likely to have access to this outside of school environment.</p> <p>Literacy and wider reading are a big priority for the school and our PP budget will also be used to ensure that students have access to challenging literature that will help them improve across the whole school curriculum.</p> <p>At Wallington we are very conscious of the effect of the pandemic on mental health and wellbeing of our students. We will continue to improve our pastoral provision to ensure that all students are supported and nurtured to enjoy their time at our school and be fully prepared for their next steps after Key Stage 4.</p>	

Challenges

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

4	Students do not have same access to wider reading opportunities and therefore literacy can be a barrier to learning.
5	Parents do not always know how to access funding or are reluctant take up funding opportunities available.
6	Issues with mental wellbeing that may have been heightened due to the pandemic.

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
Gaps in student learning are addressed and have no negative impact on achievement.	GCSE progress of PP students does not differ significantly from pre-pandemic cohorts.
PP students achieve in line with whole school progress.	Progress 8 and attainment 8 scores are in line with non-PP students. The figure does not have 'significant negative variation' from results of the whole cohort.

Wellbeing	Support ensures that disadvantaged students continue to show high levels of attainment, attendance and that participation in school life is not limited by physical or emotional wellbeing.
PP students read more widely and have access to more resources.	Accelerated reader data is similar for PP and non-PP students. Progress 8 and attainment 8 scores are in line with non-PP students. The figure does not have 'significant negative variation' from results of the whole cohort.
There is a more even spread of funding across all disadvantaged students and parents are confident to access this	More funds are requested for provisions like enrichment and Co-Curricular opportunities.

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: £ 66,971

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure clear intervention for PP students in terms of catch up and overall access to the curriculum.	Research by the EEF has shown that that disadvantaged students have been worst affected by school closures and that attainment gaps have increased.	1,2,6

<p>To ensure that Teaching and learning in the school is of a high standard as this will support all learners. CPD delivered to ensure that teachers develop their craft using evidence-based research and CPD packages. This will help students to catch up and make them more independent learners as well. Quality assurance of teaching and learning across the school will show the impact of this CPD.</p>	<p>Research has shown that that disadvantaged students have been worst affected by school closures and that attainment gaps have increased. The best way to increase the attainment of disadvantaged students is through outstanding teaching. The Teacher Gap states “good teachers seem to have a disproportionately strong impact on pupils from disadvantaged homes”. Therefore, developing the teaching capabilities of our staff using evidenced based CPD programmes for ECT’s and more experienced teachers is paramount to the success of PP students.</p>	<p>1, 2</p>
<p>CPD is given to all teaching staff about the challenges of teaching PP students and how they can help. There will be a particular focus on assessment for this academic year.</p>	<p>Research has shown that that disadvantaged students have been worst affected by school closures and that attainment gaps have increased.</p>	<p>2</p>
<p>To implement a pedagogical coaching structure to improve teaching and learning across the school.</p>	<p>The best way to increase the attainment of disadvantaged students is through outstanding teaching. The Teacher Gap states “good teachers seem to have a disproportionately strong impact on pupils from disadvantaged homes”. Therefore, developing the teaching capabilities of our staff using evidenced based CPD programmes for ECT’s and more experienced teachers is paramount to the success of PP students.</p>	<p>1,2</p>

Recruitment and Retentions of High Quality staff.	High quality teaching is the best way to close the gap for disadvantaged students. The best way to retain these teachers is to enjoy that working conditions are of a high standard and that CPD programmes are targeted and allow all staff to develop.	1,2,6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 33,486

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP students needing academic support are targeted through internal data and supported. This is to include practical subjects where gaps may be bigger.	<p>Research from the EEF has shown that that disadvantaged students have been worst affected by school closures and that attainment gaps have increased. Students with such gaps must be identified and targeted to ensure gaps have closed.</p> <p>Practical subjects have been worst affected by lockdown due to lack of provision at home, especially with PP students.</p> <p>Our 2022 GCSE results show that PP students attained higher than non-PP students and all of them had access to small group tutoring.</p>	2
Reevaluate how the PP budget is spent by departments and ensure more equal spending across all departments to include Mathematics	<p>The gap has continued to grow in maths across most year groups, with the largest gap of 7 months in _____</p> <p>Year 6. (EEF). For our setting this _____ will be felt at KS3 but affects will be longer lasting.</p> <p>_____</p>	2

<p>To ensure PP students get access to small group tutoring. PP funds will be used to supplement funds gained for school led tutoring which was successful last year.</p>	<p>Research has shown that that disadvantaged students have been worst affected by school closures and that attainment gaps have increased. Small group tutoring has been proven to be the best way to close learning gaps. The government has created the NTP to address this and it is important the PP students gain access to this or inhouse support.</p> <p>Our 2022 GCSE results show that PP students attained higher than non-PP students and all of them had access to small group tutoring.</p>	<p>1, 2</p>
<p>To support literacy, all PP students to receive a recommended reading pack relevant to each year group. Those PP students who have lower reading ages or lack of engagement in reading to be especially targeted.</p>	<p>The EEF says that gaps have continued to grow between PP and non-PP students in terms of reading age. This is more the case at Primary School age so will show most for us in KS3, although impacts are likely to be longer term.</p>	<p>2,4</p>
<p>PP students may need support with learning environments in terms of access to technology</p>	<p>Evidence is clear that access to technology is important in learning and being prepared for life after school. This has been none more the case than during the pandemic where access to</p>	<p>2, 5</p>
<p>and suitable working spaces.</p>	<p>technology has been a huge barrier to learning.</p>	

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

Budgeted cost: £ 33,486

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Ensure students and parents have full access to PP funding and know how and where to look to achieve this. We will make the website more user friendly and also ensure that regular correspondence goes home to parents of PP students.	At present funding is the school is spent well but there are gaps were funding is not requested uniformly.	5
PP students can have issues with parental engagement for a wide range of reasons. We will ensure that we make it as easy as possible for parents to attend events such as parents evenings and information evenings.	The DfE state that “research consistently shows that parental engagement is one of the key factors in securing higher student achievement”.	3
Ensure students have access to careers opportunities such as Morrisby assessments and careers and higher education advise. PP students to be supported even more with work experience and the use of UNIFROG.	Often PP students do not see these opportunities as possible to them as there is a financial cost. By opening up these things and giving advice and help with funding students can be more motivated to learn and achieve.	3
Ensure PP students have access to emotional learning and wellbeing services.	These interventions have proven to be successful at all stages. Support of this nature requires high levels. (Third Space Learning). Students have access to health, counselling and ELSA support. We have appointed one SSO and are looking to appoint another. We will also invest in our pastoral team to ensure training is up to date particular needs can be dealt with.	2, 6
Ensure PP students have full access to our enrichment programme and support with our extra-curricular offer.	Third Space Learning state that outdoor experiences have positive benefits on learning. These opportunities provide cultural capital for students and also	3, 5
	have positive impacts on self-confidence, self-efficacy and motivation.	
Ensure PP attendance is in line with that of non-PP students,	The Children’s Commisioner report (July 2022) found that PP students on average	1,2,6

making sure interventions are put in place for those falling below expected levels.	have 3 days more absence per year than non-PP students.	
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Total budgeted cost: £ 133,943

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 2020 to 2021 academic year.

At GCSE pupil premium students showed more progress than non- PP students. A score of ALPS 1 (compared to 2 for non-PP) puts their progress on par with the top schools in the country. The results also show our PP students made more progress in English and Maths than non-PP students. This is something we are very proud of and testament to the hard work that we have done throughout the COVID-19 pandemic.

Progress for year 10 is similarly for PP and non-PP students. Internal data puts PP behind non-PP students in years 7-9 when looking at % green or above (internal data measure). The only exception to this in year 9 English. Although historic trends show this gap tends to close, we will work hard to close this gap as soon as possible using some of the strategies above.

Further information (optional)

The green room has been built as a safe place for students with high anxiety. The pandemic has seen levels rise dramatically and this room has allowed a space for students to meet with trained professionals to discuss and learn to manage their anxiety. The employment of 2 SSO's has been integral to the success of this venture.

There was a real focus this year on PP students when it came to careers. PP students in all year groups were prioritised for careers advice and help with WEX. The purchase of UNIFROG has given increased access and there are plans for PP student use of this platform to be carefully monitored. All PP students were given priority booking for our online parents evenings for core subjects and attendance at these were high for PP students.

We acquired a number of laptops from the DfE and having surveyed our student body allocated them accordingly. We also provisioned our key staff for disadvantaged students so that we could keep more detailed records of meetings. This included ensuring the budget was more evenly spread across students, subjects and year groups.

All PP students had access to the NTP in English and/or Mathematics.

Extra-curricular activities such as DofE, CCF, music lessons and Lamda were also supported as well as our enrichment programme.

The ICT provision of students was surveyed in September and again later in the year and equipment provided accordingly to support remote learning. A remote learning day in September also helped diagnose issues and this will be carried forward into the 2022-2023 academic year.

Teaching and learning focussed on checking for understanding and questioning with the use of the Walkthrus resources which were purchased. This continued focus ensured that T and L was of a high level which was reflected in outcomes. This excellent CPD programme means our staff retention is high and in general staff only left for retirement or promotions reasons. We are fully staffed with subject specialists for this academic year.

Administratively, we worked hard on our website to ensure it was more user friendly for all stakeholders. We also contacted all PP families to alert them to how they can request funds. This means that parental engagement can improve and requests for access to PP funding is easier and directs links to the LEA are clear. Funding was evenly allocated to ensure that certain years groups or subjects were gaining more access as had happened previously. Meetings were held with all PP+ students.