

Pupil premium strategy statement – Wallington High School for Girls

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	1530
Proportion (%) of pupil premium eligible pupils	10
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2023
Statement authorised by	T O’Brien
Pupil premium lead	J Parkinson
Governor / Trustee lead	H Aumeer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,710
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£ 29,808
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <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>	£139,518

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 progress is in the top 10% nationally. For PP students attainment and progress is generally in line with non-PP students with both gaining an ALPS score of 2 in 2023. 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. Although gaps do close at GCSE, we would like to see this happening earlier in KS3. There will also be a continued focus on teaching and learning throughout the school which is the best way to influence PP learners. Our CPD programme is research led with support given using internal and external resources. This year there is a particular focus on formative assessment as well ensuring our students are cognitively active in lessons. There is also an extended programme where staff can pick between ratio, feedback, checking for understanding and routines. This academic programme of CPD will be supplemented by a regular pastoral programme for all stakeholders. We will continue to embed a new pedagogical coaching structure which will drive our provision forwards even more. We have revisited our behaviour policy to ensure that students have the correct attitudes for learning. The major focus has been on the start and end of lessons and improved behaviour around the school, 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.

Challenges

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

Challenge number	Detail of challenge
1	Progress 8 score for PP students was below non-PP students for GCSE
2	PP students are more prone to have wellbeing, welfare and behaviour issues.
3	Reading ages of PP students is lower for PP students
4	Attendance of PP students is below that on non-PP students
5	Ensuring PP students have full access to our curriculum

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 PP students' progress in line with non-PP students	Progress of PP students matches that of non-PP students at GCSE
There is an improvement in the wellbeing of PP students	In house data, from CPOMS and SIMS, shows wellbeing of PP students is improving year on year and does not differ from non-PP students
PP students make the same progress in reading and have the same access to quality texts	Reading ages on PP students shows improvement matches that of non-PP students.
Ensure behaviour and attendance of PP students shows and improvement	Data from class charts shows behaviour of PP students is improving year on year and does not differ from non-PP students. Data from SIMS shows attendance of PP students is improving year on year and does not differ from non-PP students
Ensure sure PP students are gaining full access to our enrichment and extra-curricular programme	Data from SOCS shows access of PP students is improving year on year and does not differ from non-PP students

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: £54,855

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that Teaching and learning in the school is of a high standard as this will support all learners. Quality	"High quality teaching is the best way to improve pupil attainment, particularly for socio-economically disadvantaged students" (The EEF Guide to the Pupil Premium, 2023)	1

<p>assurance of teaching and learning across the school will show the impact of CPD</p>	<p>The Teacher Gap states “good teachers seem to have a disproportionately strong impact on pupils from disadvantaged homes”.</p> <p>“Additional intervention, where appropriate, should be in addition to high quality teaching” (Addressing Educational Disadvantage, Marc Rowland, 2021)</p>	
<p>CPD delivered to ensure that teachers develop their craft using evidence-based research and CPD packages. There will be a continued focus on assessment and the introduction of a tailored CPD programme to include pathways in behaviour management, ratio, checking for understanding and feedback</p>	<p>“Supporting continued professional development is crucial to developing teacher practice” (The EEF Guide to the Pupil Premium, 2023).</p> <p>“The most effective schools create the capacity provide the expertise and support for teachers and other staff to better meet the needs of disadvantaged learners” (Addressing Educational Disadvantage, Marc Rowland, 2021)</p>	<p>1</p>
<p>To implement a pedagogical coaching structure to improve teaching and learning across the school.</p>	<p>“Mentoring and coaching can be an important source of support” (The EEF Guide to the Pupil Premium, 2023)</p>	<p>1</p>
<p>Making WHSG a great place to work for teachers so that recruitment and retention of outstanding staff is possible.</p>	<p>“Managing workload and offering effective professional development are key to retaining great teachers” (The EEF Guide to the Pupil Premium, 2023)</p> <p>“Training opportunities and high quality CPD offered in inclusive schools are often lures for teachers” (Addressing Educational Disadvantage, Marc Rowland, 2021)</p>	<p>1</p>

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

Budgeted cost: £42,331

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP students needing academic support are targeted through internal data and supported. This is to include practical subjects where gaps may be bigger.</p>	<p>96% of school leaders have said learning gaps are still having an impact on pupil achievement 3 years on from the pandemic (SIMS, Generation Catch Up Report, 2023)</p> <p>Our 2022 GCSE results show that PP students progress was higher than non-PP students and all of them had access to small group tutoring during KS4.</p>	<p>1, 2, 5</p>
<p>Additional academic support by teachers and peers is supported to allow students to make progress.</p>	<p>“Intensive support – either one to one or part of small group – can support pupil learning” (The EEF Guide to the Pupil Premium, 2023)</p>	<p>1, 2, 5</p>
<p>To improve the tracking of PP students in terms of outcomes and interventions, including beyond year 11.</p>	<p>“Assessment, not assumptions, should inform the strategy to tackle disadvantage” (Addressing Educational Disadvantage, Marc Rowland, 2021)</p>	<p>1, 5</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>“Targeted academic support can support pupil progress and can be employed to help boost language development and literacy” (The EEF Guide to the Pupil Premium, 2023)</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>1,3, 5</p>

	Accelerated reader data shows that reading ages of PP students are often not as high as non-PP students.	
To ensure that PP students have the equipment to have full access to any remote learning.	“To improve learning, schools should consider the specific barriers to technology is addressing, particularly for disadvantaged students” (The EEF Guide to the Pupil Premium, 2023)	1, 2, 5
To ensure that PP students have all of the resources that departments recommend for use outside of the school day.	57% of parents with children eligible for FSM reported that access to resources and activities limit their children’s ability to learn (National Parent Survey 2023))	1,2,5
To spend the recovery premium funding on specific projects that will impact PP learners.	96% of school leaders have said learning gaps are still having an impact on pupil achievement 3 years on from the pandemic (SIMS, Generation Catch Up Report, 2023)	1

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

Budgeted cost: £42,332

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure that PP students have full access to PP funds and families in financial difficulty know how to apply for FSM.	<p>“Levels of parental engagement are consistently associated with improved academic outcomes” (The EEF Guide to the Pupil Premium, 2023)</p> <p>“27% of parents are struggling with the cost of sending their child to school” (National Parent Survey 2023)</p>	1,2,5
Ensure the behaviour policy further supports student learning	<p>“School leaders have witnessed some changes in pupil behaviour since the pandemic, and the survey identified behaviour as a key factor which is hindering pupils’ learning”. (SIMS, Generation Catch Up Report, 2023)</p> <p>Internal data shows PP students have more behaviour points on average in comparison to non-PP students in all year groups.</p>	1,2,4,5

<p>Develop a parental engagement strategy.</p>	<p>The DfE state that “research consistently shows that parental engagement is one of the key factors in securing higher student achievement”.</p> <p>The National Parent Survey 2023 reports that parents of PP students are less likely to engage with the school.</p>	<p>1,2,4,5</p>
<p>Ensure students have priority access to careers opportunities such independent careers and options advise, work experience and higher education advise.</p>	<p>“Access to Russell Group universities, young people from lower socio-economic backgrounds are underrepresented in these institutions” (25 years of university access, The Sutton Trust, 2023)</p> <p>“900,000 secondary school children are not getting access to useful or relevant work experience” (National Parent Survey, 2023)</p>	<p>1,2,5</p>
<p>Ensure PP students have access to emotional learning and wellbeing services.</p>	<p>“Social and emotional wellbeing support effective learning” (The EEF Guide to the Pupil Premium, 2023)</p> <p>“41% of senior leaders say issues around mental health have had the greatest impact on learning” (SIMS, Generation Catch Up Report, 2023)</p> <p>“Strong pastoral care is the foundation stone of a successful strategy” (Addressing Educational Disadvantage, Marc Rowland, 2021)</p> <p>Data from the National Parent Survey 2023, shows PP children and more likely to have mental health concerns.</p>	<p>1,2,5</p>
<p>Provide full access to our enrichment programme and support with our extra-curricular offer.</p>	<p>“These approaches may increase engagement in learning” (The EEF Guide to the Pupil Premium, 2023)</p> <p>Third Space Learning state that outdoor experiences have positive benefits on learning. These opportunities provide cultural capital for students and also.</p>	<p>1,2,4,5</p>

	<p>“School uniform and trips top the list of key school affordability concerns” (National Parent Survey 2023)</p>	
<p>Ensure attendance of PP students is not a barrier to learning and is in line with expected levels of all students.</p>	<p>The Children’s Commisioner Report (2022) found that PP students on average have 3 days more absence per year than non-PP students.</p> <p>“Poor attendance at school is linked to poor academic attainment across all key stages” (The EEF Guide to the Pupil Premium, 2023)</p> <p>“School attendance has not recovered to pre-pandemic levels” (SIMS, Generation Catch Up Report, 2023)</p> <p>Internal attendance data for the Autumn Term puts PP student attendance 0.6% behind non-PP attendance.</p>	<p>1,4,5</p>

Total budgeted cost: £109,710

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At GCSE pupil premium students showed progress in line with non- PP students. Both gained an ALPS score of 2 with non-PP gaining a slightly stronger ALPS 2 score. This puts both groups in the top 10% of the UK. The results also show our PP students made equal progress in English Language and Mathematics in comparison to 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 and beyond. However, the progress 8 measure was lower for PP students (0.55) than non-PP students (0.9). This is the first year this has happened for some time so we will be analysing this result to show improvements going forward. At present progress for year 10 is the same for PP at ALPS 2 based on predicted grades. By using the raw year 10 exams, pupil progress is higher for our PP students in comparison to non-PP. Internal data puts PP behind non-PP students in years 7-9 when looking at % green or above (internal data measure). However, this is mainly at the top end of that measure. This is not the case in English and Maths with only year 7 being behind in Maths. Again, less pupil premium students hit the highest internal measures in this analysis.

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

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

The school development plan has a section for disadvantaged students. This is regularly analysed and evaluated to ensure that strategies are working and if not, how they can be amended to be more effective.

We do regular ICT surveys of our students to ensure they have the equipment needed to access our curriculum.

We have done extensive pupil voice around behaviour and wellbeing.

PP+ students have a parental meeting with the PP lead to discuss how best to utilise their additional funding.