

# Pupil premium strategy statement – Wallington High School for Girls

This statement details our school’s use of pupil 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	1552
Proportion (%) of pupil premium eligible pupils	11.22
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Tracey O’Brien
Pupil premium lead	Jamie Parkinson
Governor / Trustee lead	Sian McCormack

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,715
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£148,715

# Part A: Pupil premium strategy plan

## Statement of intent

Our core aim is to ensure that teaching and learning across the school are of the highest possible standard, as we know this has the greatest impact on pupil progress and outcomes. To achieve this, we invest significantly in both academic and pastoral professional development, equipping staff with the skills, knowledge, and confidence to deliver consistently high-quality learning experiences. Recognising that a lack of professional development is a key factor in staff attrition nationally, our strong commitment to CPD also supports recruitment and retention, ensuring a stable, highly skilled workforce and positioning the school as an employer of choice within the local area.

We continue to refine our behaviour policy to embed a relational approach that promotes positive relationships, inclusion, and high expectations for all students. Equity of opportunity is central to our vision, particularly within our extra-curricular and enrichment offer. We are determined that Pupil Premium (PP) students have full and meaningful access to these opportunities, as well as to our online curriculum. By removing financial barriers, including the cost of trips, resources, and equipment, we ensure that PP students are able to benefit fully from these vital aspects of school life.

Our ambition is that PP students are equally aspirational, with post-16 destinations that reflect the same high expectations held for all students. PP students currently achieve and progress exceptionally well at GCSE, and we are committed to sustaining and building upon this success through targeted support, high-quality teaching, and a culture of aspiration.

In addition, we are actively working to increase applications from PP families. This has been supported through an expanded primary outreach programme and thoughtful amendments to our admissions criteria, ensuring that the school is accessible, inclusive, and welcoming to families who would benefit most from our outstanding provision.

## Challenges

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

Challenge number	Detail of challenge
1	Attainment of PP students does not match that of non-PP students
2	Wellbeing and welfare can be affected, and this can lead to issues in the classroom

3	Reading ages of PP students are lower than those for non-PP students
4	Attendance of PP students is below that of non-PP students
5	PP students have difficulties paying for our enrichment offer

## 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 and progress for PP students	Attainment outcomes for PP students improve over time, with progress measures indicating that PP students are in line with, or exceed, the progress of non-PP students.
Improved GCSE outcomes for PP students	GCSE results demonstrate that PP students achieve strong outcomes, with progress measures showing that PP progress at least matches that of non-PP students.
Improved wellbeing and welfare of PP students	In-house monitoring systems, including CPOMS, demonstrate sustained improvements in the wellbeing of PP students year on year, with no significant difference between PP and non-PP cohorts. Robust cause-for-concern processes ensure that emerging issues are identified promptly and addressed effectively.
Improved attendance for PP students	Attendance data shows that PP attendance matches that of non-PP students and meets or exceeds the school target of 97%.
Improved reading ages for PP students	Reading age assessments show that PP students make at least comparable progress to non-PP students, enabling full and equitable access to the academic curriculum.
Improved participation of PP students in enrichment and extra-curricular activities	Participation data demonstrates increased and sustained engagement of PP students in enrichment and extra-curricular opportunities, ensuring equitable access to the wider curriculum.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £74,357

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure teaching and learning across the school is of the highest standard to support all learners	<ul style="list-style-type: none"> <li>- <i>“High quality teaching is the best way to improve pupil attainment, particularly for socio-economically disadvantaged learners. Quality assurance of teaching and learning across the school will show the impact of CPD on disadvantaged students.”</i> (EEF Guide to the Pupil Premium, 2023)</li> <li>- <i>The Teacher Gap</i>, Rebecca Allen: <i>“Good teachers seem to have a disproportionately strong impact on pupils from disadvantaged homes.”</i></li> <li>- <i>“Additional intervention, where appropriate, should be in addition to high-quality teaching.”</i> (Marc Rowland, 2021)</li> </ul>	1
Deliver CPD to develop teacher and leader practice using evidence-based research	<ul style="list-style-type: none"> <li>- <i>“Supporting continued professional development is crucial to developing teacher practice.”</i> (EEF Guide to the Pupil Premium, 2023)</li> <li>- <i>“The most effective schools create the capacity to provide expertise and support for teachers and other staff to better meet the needs of disadvantaged learners.”</i> (Marc Rowland, 2021)</li> </ul>	1
Recruit and retain outstanding teaching and support staff	<ul style="list-style-type: none"> <li>- <i>“Managing workload and offering effective professional development are key to retaining great teachers.”</i> (EEF Guide to the Pupil Premium,</li> </ul>	1

	2023) - <i>“Training opportunities and high-quality CPD offered in inclusive schools are often lures for teachers.”</i> (Marc Rowland, 2021)	
Deliver CPD to ensure staff understand the pressures PP learners face	- <i>“Effective CPD includes structured collaboration, focusing on specific pupils and school-based challenges, leading to deeper understanding of pupils’ needs.”</i> (Cordingley, 2015) - EEF (2023): Professional development should be tailored to barriers faced by PP students locally - <i>“CPD designed around real classroom challenges and socio-economic pressures is more effective than generic training, supporting staff to adapt teaching and pastoral approaches appropriately.”</i> (Wade, 2024)	1

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

Budgeted cost: £37,179

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target PP students needing academic support using cause-for-concern data	GCSE results show that, although PP progress is on par with non-PP students, attainment gaps remain	1
Teachers use CPD techniques to identify and support students requiring academic intervention	<i>Intensive support – either one-to-one or small-group – can support pupil learning.</i> (EEF Guide to the Pupil Premium, 2023)	1

Improve tracking of PP students via data analysis and structured meetings	<i>“Assessment, not assumptions, should inform the strategy to tackle disadvantage.” (Marc Rowland, 2021)</i>	1,2,3,4,5
Enhance literacy support for PP students	- <i>“Targeted academic support can support pupil progress and can be employed to help boost language development and literacy.” (EEF Guide to the Pupil Premium, 2023)</i> - Reading age gaps persist, with Year 7 PP students 1 year behind, and Year 8 PP students 2 years behind non-PP peers	3
Provide essential equipment and technology	<i>“To improve learning, schools should consider the specific barriers to technology is addressing, particularly for disadvantaged students.” (EEF Guide to the Pupil Premium, 2023)</i>	1
Develop a strategy to support EAL learners	- <i>“Over one in five pupils in state-funded schools in England speak English as an Additional Language (EAL). This number has more than tripled since 1997.” (Bell Foundation, 2025)</i> - <i>“Proficiency in English explains between four and six times as much variation in achievement as gender, free school meals, and ethnicity combined.” (Bell Foundation, 2025)</i>	1, 3

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

Budgeted cost: £37,179

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Increase PP student participation in extracurricular activities and trips.	<i>“These approaches may increase engagement in learning” (The EEF Guide to the Pupil Premium, 2023)</i>	2, 5

	<p><i>Third Space Learning state that outdoor experiences have positive benefits on learning. These opportunities provide cultural capital for students and also.</i></p> <p><i>43% of parents are concerned about the cost of school trip (National Parent Survey 2025)</i></p>	
<p>Prioritise PP students for careers guidance, work experience, and higher education advice.</p>	<p><i>The Sutton trust says that young people from lower socio-economic backgrounds are underrepresented in Russell Group universities (25 years of university access, The Sutton Trust, 2023)</i></p> <p><i>“900,000 secondary school children are not getting access to useful or relevant work experience” (National Parent Survey, 2023)</i></p>	2
<p>Provide PP students with access to emotional wellbeing services.</p>	<p><i>“Social and emotional wellbeing support effective learning” (The EEF Guide to the Pupil Premium, 2023)</i></p> <p><i>“41% of senior leaders say issues around mental health have had the greatest impact on learning” (SIMS, Generation Catch Up Report, 2023)</i></p> <p><i>“Strong pastoral care is the foundation stone of a successful strategy” (Addressing Educational Disadvantage, Marc Rowland, 2021)</i></p> <p><i>Research by the EEF showed the 74% of schools say that SEMH and wellbeing are key barriers to learning for PP students.</i></p>	1, 2
<p>Improve attendance of PP students and ensure it matches that of non-PP students.</p>	<p><i>The Children’s Commissioner Report (2022) found that PP students on average have 3 days more absence per year than non-PP students.</i></p> <p><i>“Poor attendance at school is linked to poor academic attainment across</i></p>	1,2

	<p><i>all key stages” (The EEF Guide to the Pupil Premium, 2023)</i></p> <p><i>“School attendance has not recovered to pre-pandemic levels” (SIMS, Generation Catch Up Report, 2023)</i></p> <p><i>Internal attendance data has PP students marginally below (0.1%) that of non-PP attendance for the 2024/2025 academic year.</i></p>	
<p>Support smooth key stage transitions and engage PP families in the school community with clear support plans.</p>	<p><i>Evidence highlights that personalised transition planning—such as sharing detailed pupil information and holding pre-transition meetings with families—supports continuity and reduces barriers for disadvantaged learners (EEF, 2025).</i></p> <p><i>Research also shows that parental engagement interventions can add up to four months of progress, particularly when schools provide clear, accessible communication and practical support (EEF Toolkit, 2023).</i></p>	1,2 3
<p>Provide school uniform and clothing</p>	<p>- <i>“1 in 5 parents struggle to afford the cost of sending their child to school.” (National Parent Survey, 2025)</i></p> <p>- <i>“Almost half of parents are concerned about the cost of school uniforms.” (National Parent Survey, 2025)</i></p>	1

**Total budgeted cost: £148,715**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

- **Progress and Attainment:**  
Using the ALPS model, PP students achieved a QI score of 1.14 compared to 1.13 for non-PP students, with both attaining ALPS 2. Attainment 8 (A8) scores were 78.26 for PP students (7.5 APS) versus 80.66 (7.8 APS) for non-PP students, well above the national A8 of 45.9. In Maths, PP students outperformed non-PP students (APS 8.1 vs 8.0, ALPS grade 1). English results showed PP students APS of 7.5 (Language) and 7.4 (Literature), with both groups ALPS 2 for progress.
- **Attendance:**  
PP and non-PP attendance was similar (94.9% vs 95.1%), reflecting strong work by the attendance team and engagement from form tutors.
- **Behaviour:**  
PP students receive slightly more behaviour points and detentions than non-PP students, though overall levels remain low. Year-on-year improvements reflect our relational approach and revised behaviour policy.
- **Internal Progress (KS3 & KS4):**  
Year 10 exam results show similar progress for PP and non-PP students (ALPS 3 for mocks, ALPS 2 for predicted grades). KS3 internal data highlights gaps: Year 7 – 15.3% PP not meeting expected progress vs 5.8% non-PP; Year 8 – 14.4% vs 6.8%; Year 9 – 11.4% vs 6.5%. Targeted support is in place to address these gaps.
- **Intake & Outreach:**  
Our revised admissions criteria and outreach programmes have increased PP intake. Year 7 now comprises 18.57% PP students, matching the borough average and significantly above other selective schools, demonstrating the transformational impact of our provision.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil 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)

A bespoke PP development plan is written each year. This is regularly evaluated and amended to ensure the best possible school experience for our students.

We work hard with families to meet the needs of their children and PP students are tracked in everything that we do.

PP+ plus students have an annual meeting with the PP lead to ensure funds are spent in a way that is most suitable for them.

There is regular correspondence between secondary and sixth form staff to ensure this transition is as smooth as possible.