

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	Walney School
Number of pupils in school	485
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	First - December 2021 Updated December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	John Richardson Headteacher
Pupil premium lead	John Richardson Headteacher
Governor / Trustee lead	Laura Corkill Lead Finance Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,111
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£133,111

Part A: Pupil premium strategy plan

Statement of intent

Through our pupil premium strategy, it is our intention that all students, regardless of their background or the challenges they face, make good progress in both their academic achievements and in their preparedness for future success in the life beyond our school.

At the centre of our approach to achieving this lies high quality teaching which is proven to have the greatest impact on closing the disadvantage attainment gap. Alongside a consistent drive for maintaining high quality teaching across all curriculum areas, this strategy also places strong emphasis on reading development, especially for those students who have fallen behind with this key skill.

Our whole school strategy for education recovery will also be supported by this pupil premium strategy, providing targeted support for students whose education has been worst affected by the disruption of pandemic related school closures. Whilst recovery premium is no longer a discrete funding stream, we recognise that disadvantaged students may take many years to overcome the impact of lost learning and this remains a focus. This support will take many forms from academic intervention to reading recovery alongside additional support to maintain high levels of attendance and strengthen emotional wellbeing and resilience. Whilst this support will be provided for all students, we recognise that disadvantaged students have been particularly adversely affected in these areas and thus will benefit most from targeted strategies.

The approaches taken to deliver this strategy will be based on both the diagnostic assessments that have been introduced across the school following the periods of school closure and high quality national research such as that undertaken by the Education Endowment Foundation.

Challenges

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

Challenge number	Detail of challenge
1	The academic progress that disadvantaged students make across the majority of curriculum areas in our school. Internal assessment data demonstrates that disadvantaged students join our school in year 7 with lower prior attainment levels than their peers and that this gap widens

	over time. As such the gap in P8 outcomes for disadvantaged students to their peers is too wide at the end of Year 11 and must be reduced.
2	The attainment of disadvantaged students in maths and English when they arrive in Year 7 is generally lower than that of their peers. Internal assessments demonstrate that the academic gap in these subjects widens over time such that by the end of Year 11 the proportion of disadvantaged students attaining grade 5 or better in both subjects is much smaller than their peers.
3	The proportion of students who opt to follow a full EBACC suite of subjects at the end of Year 9 is lower from disadvantaged students than for their peers. The rate of increase in opting to follow for the full EBACC suite of subjects at GCSE is currently lower for the disadvantaged cohort.
4	Assessments, observations and discussions with students and staff indicate that disadvantaged students generally have lower levels of reading comprehension than their peers. This is evident both on entry to school and during students' 5 years with us. Assessments also demonstrate that the impact on reading levels during the pandemic was greatest on disadvantaged students, requiring targeted intensive reading recovery.
5	Attendance data over the last five years demonstrates that attendance amongst disadvantaged students has been between 3 and 5 percent lower than their peers. Similarly, disadvantaged students are significantly more likely to be persistently absent. Data from the Autumn term 2021 demonstrates an attendance gap of 3% at KS3 and 6% at KS4.
6	Discussion with students and a whole school wellbeing survey during the last term have identified an increasing prevalence of social and emotional challenges for both students and their families. These include anxiety and depression (often medically diagnosed), low self-esteem and low self-confidence. Many of these difficulties have been amplified by the time that students have had away from school during the pandemic, missing the face to face high quality pastoral care that we provide. Disadvantaged students have been most significantly affected, leading to challenges in access to and engagement with the school curriculum. This must not lead to lower academic achievement across a range of GCSE subjects becoming entrenched over time.

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 among disadvantaged students across all	By the end of our current plan in 2024/25 KS4 outcomes demonstrate that disadvantaged students achieve a

curriculum subjects by the end of KS4, thus closing the P8 gap.	P8 score of 0 with a reduced gap to peers. In 2019 this was -1.11 and the gap to peers was 0.8.
Improved attainment amongst disadvantaged students in the pairing of Maths and English grades 5 or better.	By the end of our current plan in 2024/25 KS4 outcomes demonstrate that disadvantaged students achieve paired grade 5+ in English and Maths in line with at least the national average for this cohort. In 2019 this was 15% and the gap to peers was 20%.
Increased proportion of disadvantaged students opting to follow the full suite of GCSE subjects at GCSE and subsequently achieving the EBACC.	By the end of our current plan in 2024/25 significantly increased numbers of disadvantaged students enter the EBACC. This will require a particular focus on GCSE uptake in MFL over the next three years.
Improved reading comprehension amongst disadvantaged students.	Reading comprehension assessment (Lexonic and IDL) demonstrate improved comprehension skills across the cohort of disadvantaged students. Where intensive intervention is identified as being required, rapid improvement in comprehension skill is identified for individual students, which is then sustained over time.
Improved metacognition, use of subject specific vocabulary and oracy among disadvantaged students.	Teacher voice, lesson observation, work scrutiny and student voice discussion groups all suggest that disadvantaged students better regulate their own learning and are more confident and skilled in oral contribution in learning. By the end of this plan in 2024/25 this translates into improved GCSE outcomes for disadvantaged students (see above).
Improved (and sustained) wellbeing, with a particular focus on ensuring sustained wellbeing removes the barrier to academic progress and that no students reach the end of KS4 unable to achieve GCSE achievement	Rapid improvement in wellbeing for those students identified as most in need of support post pandemic. Effective systems of identification and intervention lead to this then being maintained throughout the timescale of this plan and beyond such that: <ul style="list-style-type: none"> • Qualitative from student voice, student and parent surveys and lesson monitoring demonstrates improved student engagement in learning

	<ul style="list-style-type: none"> • Achievement monitoring data identifies students at risk of failing to progress through GCSE courses and the challenges are resolved
<p>Improved attendance for all from current post pandemic levels, with a particular focus on closing the gap between disadvantaged students and the peers</p>	<p>Improved attendance through the course of this academic year and sustained high attendance by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • The overall absence rate for all students being no more than 4% and the gap between disadvantaged students and their peers being reduced to 2% in both key stages • The percentage of students who are persistently absent being better than national averages for all students, including the disadvantaged cohort

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: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase and implementation of standardised diagnostic testing system. Training will be provided for staff to ensure effective use of assessment data gathered. (ARe lead)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Whole school CPD strategy to improve metacognition, use of subject specific vocabulary and retrieval of key information (ARe lead)</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Release time for teachers of maths and English to enhance curriculum delivery, including Maths Hub engagement, continued Flash Marking development and Royal</p>	<p>FLASH Marking EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>Maths Hubs NCETM</p>	<p>1, 2</p>

<p>Shakespeare Company partnership school programme (ARe lead)</p>		
<p>Release time for science staff to further develop KS2 to 3 curriculum development (ARe lead)</p>	<p>This approach is developed based on previous school based work in both English and Maths which achieved successful KS2 / KS3 curriculum development with feeder primary schools and is also underpinned by the Ofsted curriculum research review in Science</p> <p>Research review series: science - GOV.UK (www.gov.uk)</p>	<p>1, 2</p>
<p>Development of effective whole school strategies to support classroom learning of SEND students, especially those who are also disadvantaged (VNi lead)</p>	<p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2</p>
<p>Whole school MFL engagement strategy to increase the proportion of disadvantaged students opting to take a language at KS4 and thus increasing EBACC entry (ARe lead)</p>	<p>This strategy is underpinned by the finding of the Ofsted curriculum research review on Languages:</p> <p>Curriculum research review series: languages - GOV.UK (www.gov.uk)</p>	<p>3</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and delivery of a reading comprehension diagnostic and intervention programme, including training of staff to deliver the programme and associated interventions (ARe lead)	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4
Through whole school programmes and school led tutoring, delivery of reading comprehension intervention programme for disadvantaged students identified as requiring additional help (VNi lead)	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4
Further development of the whole school reading lesson programme at KS3 to more effectively use the new data in relation to	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 4

reading comprehension (ARe lead)		
Resourcing of GCSE intervention programmes (extra-curricular) for students who have been most impacted by the pandemic (the majority of whom are disadvantaged) (JRi lead)	EEF Toolkit small group tuition: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing provision of our Engagement Centre (Now Behaviour Hub and Wellbeing Hub) to provide pastoral support for students who are failing to access the mainstream school curriculum. This provision aims to provide interventions to ensure rapid re-engagement with the whole school curriculum (JRi lead)	Based of pp20-23 of EEF Guide to Supporting School Planning: The EEF guide to supporting school planning - A tiered approach to 2021.pdf (educationendowmentfoundation.org.uk) Along with DfE guidance Woking Together to Improve School Attendance: Working together to improve school attendance (publishing.service.gov.uk)	1, 2, 5, 6
Employment of AHT with responsibility for ensuring consistently strong student behaviour and attitudes supports effective classroom learning	This leadership underpins the student characteristics (especially for those who are disadvantaged) required to ensure classrooms are places of learning to raise academic attainment. Especially important is the regular monitoring of impact and re-shaping of development planning undertaken by this AHT	1, 2, 3, 4, 5, 6

(JRi lead)		
<p>Under the leadership of an Education Welfare Officer and Heads of Year embed the principals of the DfE's Working together to improve school attendance (publishing.service.gov.uk) advice.</p> <p>Training time for Form Tutors and other staff to develop and implement new procedures, ensuring responsibility for good school attendance is shared throughout the school.</p> <p>Implementation of an easy to use and effective whole school tracking system for attendance</p> <p>(KMa lead)</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	5
<p>Continued development of mental health support through a cognitive behaviour strategy. This will be delivered through training of school staff combined with collaboration and commissioning from external partners such as the NHS and Barnados (VNi lead)</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	6
<p>Contingency fund for acute issues (JRi lead)</p>	<p>Over time we have learnt that removing a range of barriers for families improves school attendance, parental engagement and thus achievement across the curriculum. Our existing strategies requiring ongoing support include:</p> <ul style="list-style-type: none"> • Our foodbank • Provision of school uniform 	All

	<ul style="list-style-type: none">• Support for trips and extra-curricular activities• Provision of personal health items	
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Total budgeted cost: £175,000

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 2022 to 2023 academic year.

Academic Outcomes – Closing the P8 Gap

Analysis of the performance of our disadvantaged students in the 2022/23 academic year, using both end of KS4 performance data and current internal assessment data demonstrates the following:

	All students P8	PP Students P8	Non PP Students P8	Gap
2019 baseline	-0.5	-1.1	-0.3	0.8
2022 GCSE	-1.1	-1.7	-0.8	0.9
2023 GCSE	-0.8	-0.5	-0.9	+0.4

Progress data for 2023 demonstrates significantly improved performance for disadvantaged students with their Non-PP remaining broadly static. Therefore we will develop further and maintain currently planned strategies to deliver this projected outcome.

Academic Outcomes – Improved Attainment at Grade 5+ English and Maths

Analysis of the performance of our disadvantaged students in the 2022/23 academic year, using both end of KS4 performance data and current internal assessment data demonstrates the following:

	All students	PP Students	Non PP Students	Gap
2019 baseline	29%	15%	35%	20%
2022 GCSE	26%	12%	32%	20%
2023 GCSE	33%	19%	38%	19%

2023 data demonstrates the highest achievement in the grade 5+ basics outcomes for disadvantaged students. However, this is also mirrored by their Non-PP peers and the gap has not yet closed. The improvement in achievement demonstrates the need to continue existing strategies but further analysis and research is required to accelerate further this raising of Grade 5+ attainment of pupil premium students.

Attendance

	Absence All	Absence Non PP	Absence PP	Gap
2021/22 Year	11.1%	10.2%%	14.1%	2.9%
2022/23 Year	8.9%	7.7%	12.8%	5.1%
2023/24 Autumn Term	8.5%	7.2%	12.6%	5.4%

	PA All	PA Non PP	PA PP	Gap
2021/22 Year	41.1%	36.2%	51.1%	14.9%
2022/23 Year	28.3%	20.1%	37.7%	17.6%
2023/24 Autumn Term	27.9%	23.2%	41.2%	18.0%

Data moving from last year to this year demonstrates improvements in student attendance. However, this data currently demonstrates that strategies are impacting more rapidly on non-disadvantaged than those supported by the pupil premium. We must therefore refocus action in the year ahead to ensure that actions to improve attendance and reduce persistent absence have a rate of impact with disadvantaged students that is at least as strong as with their peers.

Student Well-Being

Under the leadership of our Pupil Premium funded student wellbeing lead the programme of cognitive behaviour therapy is supporting the improved attendance of students and their ability to engage with a full curriculum of learning in school (evidenced by MH practitioner session attendance records and individual student case studies).

Increased capacity in the Behaviour Hub through Pupil Premium funded employment of a student support mentor is also supporting the engagement of students with SEMH difficulties with areas of the curriculum they were previously finding challenging (evidenced by mentoring intervention plans and individual student case studies).

Both these strategies will continue moving into year 3 of the Pupil Premium strategy.

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
GL Assessments – Complete Digital Solution	GL Assessments
Lexonic reading intervention programme	Lexonic
Bedrock Digital Literacy Curriculum	Bedrock Learning
National Schools Breakfast Programme	Family Action / NSBP