

Pupil premium strategy statement – Walney School 2024/25

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	519
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/2025 - 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	John Richardson
Pupil premium lead	John Richardson
Governor / Trustee lead	Cora Hambleton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£130,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£130,000

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.

This will be addressed by:

- Prioritising high-quality teaching, through well sequenced and coherently planned lessons, all students will be able to access powerful knowledge.
- Addressing academic gaps, no student's learning will be capped due to challenges to learning they might have. We will act early to intervene and support at the point of need is identified.
- Minimising absence to school and improve academic behaviours

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	<p>Lower attendance levels and punctuality of disadvantaged students. Our attendance data indicates that attendance among disadvantaged students has been lower than for non-disadvantaged students. Many are at risk of falling into 'persistent absenteeism' category.</p> <p>Our attendance data for last academic year indicates that attendance among disadvantaged students was 6% lower than for non disadvantaged students. 42% of disadvantaged students have been 'persistently absent' compared to 22% of their peers during that period.</p>

	Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.
2	Levels of Literacy skills on entry are generally lower for those students eligible of Pupil Premium Grant than other students. This is supported by GL assessments in Reading & English which are conducted throughout KS3. These students are more likely to have tier vocabulary deficit and reading comprehension issues that prevent them from accessing certain parts of the curriculum. On entry, our current Year 7 cohort has: 12 of 28 students (43%) below expected standard in reading who are disadvantaged. 15 of 33 students (45%) below expected standard in grammar, punctuation and spelling who are disadvantaged.
3	Levels of Numeracy skills on entry are generally lower for those students eligible of Pupil Premium Grant than other students. On entry, our current Year 7 cohort has 12 of 30 students (40%) below expected standard in mathematics who are disadvantaged.
4	There are high levels of Social, Emotional, and Mental Health issues. Our assessments (including GL assessments PASS survey), observations and discussions with stakeholders including students, families and outside agencies have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged students, impacting on both their attendance and attainment.
5	Lower self-regulation skills. Our assessments identified that a disproportionate amount of our disadvantaged student lack metacognitive/self-regulation strategies when faced with challenging tasks, particularly in their monitoring and evaluation of their answers. This is most noticeable in the more problem-solving questions and higher order questions.
6	Lower cultural capital. Our observations, discussions and student survey feedback have identified that a significant number of disadvantaged students lack background knowledge of the world around them. this gap limits their ability to contextualise learning, engage in meaningful discussions, and make connections across subjects.

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
Add or Improved outcomes among disadvantaged students across the curriculum at the end of KS4, particularly in EBacc subjects and with a focus on English and maths delete rows as needed	KS4 performance measures in 2026/27 demonstrate that disadvantaged students achieve: <ul style="list-style-type: none"> • an average Attainment 8 score of at least 42.43 • an EBacc average point score of at least 3.45

	<ul style="list-style-type: none"> • at least 29.5% passing GCSE maths at grade 5 or above • at least 34.4% passing GCSE English at grade 5 or above
To achieve and sustain improved attendance for all students, particularly our disadvantaged students	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> • the attendance gap between disadvantaged students and their non disadvantaged peers being reduced by 4%. • the percentage of all students who are persistently absent being below 18% and the figure among disadvantaged students being no more than 4% lower than their peers. • 96% plus attendance • Punctuality and attendance percentages increased for all key groups.
Improved reading comprehension among disadvantaged students across KS3.	<p>Reading comprehension tests demonstrate an improvement in comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Students will be able to read fluently across all subjects, which will enable them to fully access the curriculum.</p>
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	<p>Students have high levels of well-being and successfully engage positively with school and other aspects of their lives (demonstrated by qualitative data from student voice, student wellbeing surveys and teacher observations)</p>
Improved metacognitive and self-regulatory skills of our disadvantaged students, particularly at KS3 across all subjects.	<p>Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.</p>
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience, particularly for our disadvantaged students.	<p>Increased uptake of cultural opportunities by disadvantaged students.</p>

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: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and implementation of standardised diagnostic testing system. Training will be provided for staff to ensure effective use of assessment data gathered. (ARe lead)	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: https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/	1,2
Whole school CPD strategy to improve metacognition, use of subject specific vocabulary and retrieval of key information (ARe lead)	Teaching metacognitive strategies to pupils can be an expensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/	1,2
Release time for teachers of maths and English to enhance curriculum delivery, including Maths Hub engagement, continued Flash Marking	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/flash-marking	1,2

development (ARE to lead)		
Release time for science staff to further develop KS2 to 3 curriculum development (ARe lead)	<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>https://www.gov.uk/government/publications/research-review-series-science/research-review-series-science</p>	1,2
Development of effective whole school strategies to support classroom learning of SEND students, especially those who are also disadvantaged (RRo lead)	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2
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>This strategy is underpinned by the finding of the Ofsted curriculum research review on Languages:</p> <p>https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages</p>	3

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)	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: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/	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 (RRo lead)	See above	1,2,4
Further development of the whole school reading lesson programme at KS3 to more effectively use the new data in relation to reading comprehension (ARE lead)	See above	1,2,4

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

Budgeted cost: £70.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing provision of our 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)</p>	<p>Based of pp20-23 of EEF Guide to Supporting School Planning: https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2021.pdf</p> <p>Along with DfE guidance Working Together to Improve School Attendance: https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf</p>	<p>1,2,5,6</p>
<p>Employment of AHT with responsibility for ensuring consistently strong student behaviour and attitudes supports effective classroom learning (JRI lead)</p>	<p>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</p>	<p>1,2,3,4,5,6</p>
<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 advice.</p> <p>Training time for Form Tutors and other staff to develop and implement new procedures,</p>	<p>https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>5</p>

<p>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 (KMA lead)</p>		
<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 (KMA lead)</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/</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>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</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"> • Provision of school uniform • Support for trips and extra-curricular activities • Provision of personal health items 	All

Total budgeted cost: £175,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Outcomes – Closing the P8 Gap

Analysis of the performance of our disadvantaged students in the 2023/24 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 GCSE	-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
2024 GCSE	-1.2	-1.7	-1.1	-0.6

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

Analysis of the performance of our disadvantaged students in the 2023/24 academic year, using both end of KS4 performance data and current internal assessment data demonstrates the following:

	All students 5+ E & M	PP students 5+ E & M	Non PP students 5+ E & m	Gap
2019 GCSE	29%	15%	35%	20%
2022 GCSE	26%	12%	32%	20%
2023 GCSE	33%	19%	38%	19%
2024 GCSE	25%	14%	28%	14%

Progress of pupil premium students has dropped below that of their peers, therefore we will monitor and further develop current strategies to identify the most effective actions to be taken with our PP students to accelerate their progress.

Attendance

	Absence all students	Absence Non PP students	Absence PP students	Gap
2021/22	11.1%	10.2%	14.1%	2.9%
2022/23	8.9%	7.7%	12.8%	5.1%
2023/24	10.1%	8.3%	15.9%	7.6%

	Persistent absence all students	Persistent absence Non PP students	Persistent absence PP students	Gap
2021/22	41.3%	36.2%	51.1%	14.9%
2022/23	28.3%	20.1%	37.7%	17.6%
2023/24	32%	255	56%	31%

We must 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 used your pupil premium to fund in the previous academic year.

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