

Pupil premium strategy statement 25/26 Walney School

This statement details Walney 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	470
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Allison Redshaw
Pupil premium lead	Allison Redshaw
Governor / Trustee lead	Michelle Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,125
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>	£151,125

Part A: Pupil premium strategy plan

Statement of intent

At Walney School, we are unwavering in our commitment to ensuring that all pupils, irrespective of background or circumstance, achieve highly and leave us exceptionally well prepared for the next stage of education, employment or training. We believe that disadvantage should never be a barrier to success, and we recognise our moral and professional responsibility to secure strong outcomes for pupils eligible for Pupil Premium funding.

Our strategy is rooted in the belief that high-quality teaching is the most powerful lever we have to improve outcomes for disadvantaged pupils. Therefore, the central focus of our approach is to ensure consistently excellent classroom practice, supported by evidence-informed professional development, strong subject leadership and a curriculum that is ambitious, knowledge-rich and carefully sequenced.

We recognise that disadvantaged pupils may face a range of additional barriers, including lower literacy levels on entry, gaps in foundational knowledge, reduced cultural capital, social and emotional challenges, attendance concerns and, in many cases, additional SEND needs. These barriers can compound over time if not addressed with precision and urgency. Our strategy is designed to identify need early, intervene quickly and provide sustained support that enables pupils to thrive academically and personally.

Our approach is built around three key principles:

1. **Remove barriers to learning** – by addressing attendance, literacy, numeracy and wellbeing through targeted and evidence-based interventions.
2. **Raise attainment through excellent teaching** – by prioritising high-quality instruction, disciplinary literacy and adaptive teaching that meets the needs of disadvantaged and SEND pupils.
3. **Broaden opportunity and aspiration** – by increasing access to enrichment, cultural experiences, and careers guidance to build cultural capital and long-term ambition.

We will use robust assessment information, attendance data, behaviour analysis and pupil voice to monitor the impact of our strategy. Leaders at all levels will be accountable for the progress of disadvantaged pupils, and our approach will be regularly reviewed and refined to ensure it remains responsive and effective.

Ultimately, our aim is not simply to close attainment gaps, but to ensure that disadvantaged pupils develop the knowledge, skills, confidence and resilience required to succeed in school and beyond. We aspire for them to achieve outcomes that are at least in line with, and increasingly exceed, those of their peers nationally.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance and Persistent Absence</p> <p>Attendance rates for disadvantaged pupils are significantly lower than those of non-disadvantaged pupils. Disadvantaged pupils are also overrepresented in persistent absence figures. Poor attendance limits access to learning time and has a direct negative impact on academic progress, particularly for pupils with additional needs.</p>
2	<p>Literacy: Reading Comprehension and Vocabulary</p> <p>Many disadvantaged pupils enter the school with weaker reading comprehension and a more limited vocabulary compared to their peers. These literacy gaps restrict pupils' ability to access the curriculum fully and negatively affect progress across all subject areas, particularly where subject-specific language and extended reading are required.</p>
3	<p>Attainment in English and Mathematics</p> <p>Disadvantaged pupils, on average, achieve lower outcomes in English and mathematics than their non-disadvantaged peers. Gaps in foundational literacy and numeracy skills reduce confidence, limit progress across the wider curriculum and impact pupils' future pathways.</p>
4	<p>Social, Emotional and Mental Health Needs</p> <p>A significant proportion of disadvantaged pupils demonstrate lower levels of social and emotional learning skills. Increasing numbers experience mental health challenges, including anxiety, depression and low self-esteem. These factors often contribute to reduced engagement with learning, poor attendance and lower academic attainment.</p>
5	<p>Cultural Capital and Background Knowledge</p> <p>Many disadvantaged pupils have lower levels of cultural capital and limited background knowledge of the world around them. This can hinder their ability to contextualise new learning, participate confidently in discussion, make links between subjects and fully engage with curriculum content.</p>
6	<p>Additional SEND Needs</p> <p>A significant proportion of disadvantaged pupils also have identified SEND needs. The intersection of disadvantage and SEND presents additional barriers to learning, requiring targeted, personalised support to ensure pupils can access the curriculum and make sustained progress.</p>

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
Disadvantaged pupils attend school more regularly, with attendance rates improving year	The attendance gap between disadvantaged and non-disadvantaged pupils is reduced.

<p>on year and persistent absence significantly reduced.</p>	<p>The proportion of disadvantaged pupils identified as persistently absent decreases. Targeted pupils demonstrate improved punctuality and sustained attendance over time.</p>
<p>Disadvantaged pupils develop stronger reading comprehension skills and a broader vocabulary, enabling them to access the curriculum more effectively across all subjects.</p>	<p>Reading ages and standardised reading scores for disadvantaged pupils improve. The gap in reading comprehension between disadvantaged pupils and their peers narrows. Disadvantaged pupils demonstrate increased confidence and accuracy when reading subject-specific texts. Improved literacy supports stronger progress in all subjects.</p>
<p>Disadvantaged pupils achieve higher outcomes in English and mathematics, reducing attainment gaps and improving future academic and career pathways.</p>	<p>Attainment gaps in English and mathematics between disadvantaged and non-disadvantaged pupils are reduced. An increased proportion of disadvantaged pupils meet or exceed age-related expectations. Progress measures for disadvantaged pupils in English and mathematics improve. Disadvantaged pupils show increased confidence and resilience in these subjects.</p>
<p>Disadvantaged pupils develop stronger social and emotional skills and improved mental wellbeing, enabling them to engage positively with learning and school life.</p>	<p>Improved behaviour, engagement and emotional regulation among disadvantaged pupils. Reduced incidents linked to anxiety, low self-esteem or emotional dysregulation. Pupil voice indicates improved wellbeing and sense of belonging. Improved attendance and attainment for pupils receiving SEMH support.</p>
<p>Disadvantaged pupils develop broader cultural capital and background knowledge, enabling them to make meaningful connections across subjects and engage confidently in learning.</p>	<p>Increased participation of disadvantaged pupils in enrichment activities, trips and wider experiences. Improved confidence in classroom discussion and extended responses. Evidence of improved use of background knowledge across subjects. Positive feedback from pupils regarding engagement with curriculum enrichment.</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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching – CPD programme focused on adaptive teaching, explicit instruction and scaffolding	EEF Toolkit – High quality teaching has the greatest impact on pupil outcomes, particularly for disadvantaged pupils. Adaptive teaching and explicit instruction are shown to significantly improve progress.	2, 3, 6
Strategic deployment and training of support staff to deliver structured in-class support	EEF – Teaching Assistant guidance report: TAs are most effective when delivering structured interventions and supporting high-quality teaching.	2, 3, 6
Improving classroom routines and behaviour systems to maximise learning time	EEF – Behaviour interventions show positive impact on attainment and engagement when implemented consistently.	1, 4
Disciplinary literacy strategy across all subjects (vocabulary instruction, reading strategies, modelling extended writing)	EEF – <i>Improving Literacy in Secondary Schools</i> guidance report highlights the importance of disciplinary literacy and explicit vocabulary teaching.	2, 3, 5
Instructional coaching model for middle leaders and teachers	EEF – Effective Professional Development guidance report supports sustained, evidence-informed CPD with coaching elements.	2, 3

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group tutoring in English and mathematics (KS3 & KS4)	EEF Toolkit – Small group tuition has an average impact of +4 months. Most effective when targeted and structured.	2, 3
Reading intervention programme (structured comprehension and fluency intervention)	EEF – Reading comprehension strategies have strong evidence of impact (+6 months).	2
Numeracy catch-up intervention for identified pupils	EEF – Mastery learning and targeted intervention improves foundational mathematical understanding.	3
One-to-one mentoring for disadvantaged pupils at risk of underachievement	EEF – Individualised instruction and mentoring show moderate impact when structured and goal-focused.	1, 3, 4
Targeted support for disadvantaged pupils with SEND (specialist intervention programmes)	EEF – Targeted academic interventions are particularly effective when matched to specific learning needs.	6

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

Budgeted cost: £46,125

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance strategy including attendance officer time, first-day response and parental engagement	DfE & EEF evidence shows that clear systems, parental communication and early intervention improve attendance outcomes.	1

Targeted pastoral and SEMH support (counselling, mentoring, emotional regulation programmes)	EEF – Social and emotional learning interventions show +4 months impact and improve engagement.	4
Enrichment and cultural capital fund (trips, visits, music tuition, extracurricular access)	EEF – Outdoor adventure learning and enrichment approaches can improve engagement and confidence.	5
Breakfast club and hardship fund support	Evidence shows addressing practical barriers (uniform, equipment, food) improves attendance and readiness to learn.	1,4
Careers education, information and guidance for disadvantaged pupils	Gatsby Benchmarks & research show structured careers guidance improves aspirations and post-16 progression.	3,5

Total budgeted cost: £151,125

- Teaching: £55,000
- Targeted academic support: £50,000
- Wider strategies: £46,125
- **Total: £151,125**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged students					
Headline Measure	20/21 Exams	21/22 Exams	22/23 Exams	23/24 Exams	24/25 Exams
Average Total Attainment 8	29.26	31.71	35.93	21.88	27.42
Average Attainment 8 Grade	2.93	3.17	3.59	2.19	2.74
Average KS2 Prior Attainment	-	104	101	104	98
Average Estimated A8	-	50.24	40.94	44.4	32.86
Average Total Progress 8	-	-1.72	-0.5	-2.08	-0.54
Students Achieving 9-5 in English and Maths	12.8	12	19.2	8.3	8.3
Students Achieving 9-5 in English	20.5	32	38.5	8.3	8.3
Students Achieving 9-5 in Maths	12.8	28	26.9	8.3	8.3
Students Achieving 9-4 in English and Maths	20.5	48	46.2	8.3	16.7
Students Achieving 9-4 in English	43.6	60	57.7	25	29.2
Students Achieving 9-4 in Maths	28.2	56	53.8	25	20.8

	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%
2025 GCSE	22%	8%	27%	19%

Outcomes for Disadvantaged Pupils (2024/25)

In 2024/25, outcomes for disadvantaged pupils remained below those of their non-disadvantaged peers, although there are signs of improvement when compared to 2023/24 in key headline measures

Attainment and Progress

- **Average Attainment 8** for disadvantaged pupils improved from **21.88 (2023/24)** to **27.42 (2024/25)**
- **Average Progress 8** improved significantly from **-2.08 (2023/24)** to **-0.54 (2024/25)**

This improvement in Progress 8 indicates that disadvantaged pupils made stronger progress compared to the previous year. However, outcomes remain below national averages and below those of non-disadvantaged pupils, indicating that gaps persist.

English and Mathematics Outcomes

Attainment in English and mathematics remains a key area for development:

- In 2025, **8% of disadvantaged pupils achieved grade 5+ in English and maths**, compared to **27% of non-disadvantaged pupils**, resulting in a **19 percentage point gap** .

- 16.7% achieved grade 4+ in both English and maths .
- English 9–4 attainment (29.2%) was stronger than mathematics (20.8%), suggesting maths remains a particular area of weakness .

While the attainment gap at grade 5+ widened compared to 2024 (14%), this reflects a sharper decline in disadvantaged outcomes than in the non-disadvantaged cohort. This reinforces the need for sustained and targeted intervention in core subjects.

Longer-Term Trends

Over time, outcomes for disadvantaged pupils have fluctuated considerably :

- Progress 8 improved markedly from -1.72 (2021/22) to -0.5 (2022/23), before declining sharply in 2023/24 (-2.08) and recovering again in 2024/25 (-0.54).
- Grade 5+ English and maths attainment has remained consistently low across multiple years (12% in 2022, 19% in 2023, 14% in 2024, 8% in 2025) .

This volatility suggests that while some strategies have had impact, improvements have not yet been securely embedded or consistently sustained across cohorts.

Strengths Identified

- Clear improvement in overall progress measures in 2024/25.
- Improved Attainment 8 outcomes compared to the previous year.
- Some narrowing of internal progress gaps across specific subjects (particularly English).

Areas for Further Development

- Significant attainment gap at grade 5+ in English and maths (19% in 2025).
- Mathematics outcomes for disadvantaged pupils remain particularly weak.
- Persistent absence and attendance issues (as identified in Part A) continue to impact learning time and progress.
- A high proportion of disadvantaged pupils with additional SEND needs continues to require highly tailored support.

Impact of Strategies

Last year's focus on:

- Improving quality first teaching,

- Strengthening literacy across the curriculum,
- Delivering targeted small-group interventions, and
- Enhancing pastoral and SEMH support

has contributed to improved progress outcomes in 2024/25. However, attainment at higher grade thresholds (especially grade 5+) did not improve at the same rate. This suggests that while foundational support is strengthening progress, more intensive and earlier intervention is required to secure strong passes in English and mathematics.

Next Steps

Based on this review, our strategy for 2025–28 will:

- Further prioritise high-quality teaching and adaptive instruction in English and mathematics.
- Strengthen early identification of underachievement in KS3.
- Increase the precision and frequency of targeted tutoring.
- Maintain a sharp focus on attendance and persistent absence.
- Enhance support for disadvantaged pupils with SEND through more integrated intervention planning.

Our evaluation indicates that progress is improving, but attainment gaps remain too wide. The next phase of the strategy will focus on securing consistently strong outcomes over time, rather than short-term improvements.

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
Lexonik reading intervention	Lexonik
Bedrock Digital Literacy programme	Bedrock learning