# Pupil premium strategy statement (2022-23)

## This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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

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| Detail | Data |
| School name | Walton-le-Dale High School |
| Number of pupils in school | 785 |
| Proportion (%) of pupil premium eligible pupils | 35% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2022-24 |
| Date this statement was published | 20/11/2022 |
| Date on which it will be reviewed | 31/10/2023 |
| Statement authorised by | James Harris |
| Pupil premium lead | James Harris |
| Governor / Trustee lead | Nicola Clayton |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £240,833 |
| Recovery premium funding allocation this academic year | £67,482 |
| 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 | £308,315 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| It is a very important part of our ethos that students are treated as individuals and that we work hard to overcome their barriers to learning, whatever they may be.  All the evidence from our pupil premium reviews (2016 and 2018) and from national research tells us that ensuring the high attendance of all students is vital and that, once they are in school. the biggest impact is the quality of teaching that they receive.  We therefore commit the majority of our additional funding to support those priorities.  We are also well aware that our disadvantaged students often have lower reading ages and literacy skills than their more advantaged peers and therefore a significant aspect of our strategy is to provide support to address these issues.  As we emerge from the pandemic it is clear that many disadvantaged students require additional pastoral support and support from additional services – for example counselling.  It is very important that the pupil premium strategy is integrated into the school’s overall improvement plan and that it adopts the tiered approach recommended by the EEF. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | **Outcomes.** There is a significant gap in results at GCSE between our disadvantaged and other learners. |
| 2 | **Attendance**. Before the pandemic the persistent absence of our disadvantaged students was significantly higher than national – particularly disadvantaged girls. During the pandemic, whilst data is not directly comparable, disadvantaged students continued to be disproportionately absent. |
| 3 | **Literacy.** Disadvantaged students have lower reading ages than their more advantaged peers. This leads to significant difficulties in accessing the curriculum. |
| 4 | **Behaviour.** Disadvantaged students are more often suspended from school. |
| 5 | **Cultural capital.** Disadvantaged students have less access to co-curricular activities than their more advantaged peers |

## 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.

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| Intended outcome | Success criteria |
| Progress 8 | Achieve top quartile for progress made by  disadvantaged pupils amongst similar schools |
| Attainment 8 | Achieve national average for attainment for all pupils |
| Percentage of Grade 5+ in English and maths | Achieve average English and maths 5+ scores for similar schools |
| Attendance | Achieve in line with national average attendance for all pupils |

## 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: £ *£38000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| *Provision of professional development to support the improvement of teaching and learning*  *(CPD funding £10,000)* | Improved teaching and learning is the key strategy in improving outcomes for disadvantaged students.  This is the central focus for the whole school – for detail please see the relevant section of our School Improvement Plan “Brilliant Teaching and Learning”.  Professional development is central to the improvement of teaching and learning. | 1 |
| Ensure that Key Stage 4 is generously staffed to ensure continuity of provision by specialist teachers  *Additional staffing costs £28000* | Specialist staff expertise is a significant contributory factor in student success. | 1 |

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

Budgeted cost: £ *140,315*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Tutoring   * literacy * subject support * holiday schools   *Enhancement to tutoring grant (£26315)*  *Transport – late buses and holiday schools (£12000)* | EEF research into tutoring as a means of raising attainment | 1, 3 |
| Strategic leadership of targeted academic support. *(£10000)* | EEF research into impact of targeted academic support. Requires co-ordination across the school | 1,3 |
| Literacy support  *TA3 (£22000) & HLTA (£32000)*  *Licences for IDL £5000*  *Licences for GL Assessment £10000*  *Licences for Bedrock (already purchased)* | Whole school approach to literacy support – identified in “Brilliant Teaching and Learning” strand of the School Improvement Plan. This is based on the [EEF “Improving Literacy in Secondary Schools”](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4) | 3 |
| *Support for SEND esp ASD (£32000)* | Individual support for students with ASD |  |

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

Budgeted cost: £ *130,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Attendance support *(Family Support worker - £30000* | High quality teaching and learning is the way to improve outcomes for all. If students are not in school then they cannot benefit from this. Interventions which support families to ensure that their children attend school are therefore very important. | 2 |
| Behaviour support  *TA3 £22000*  *Classcharts licence £3000*  *Schoolcomms licence £5000* | Low level intervention to address behavioural issues before they escalate reduce the number of days of suspension for disadvantaged students. Software to swiftly monitor issues and to communicate with home is important. Behaviour interventions are identified in the EEF Toolkit | 4 |
| Pastoral support  *Uniform and bus passes*  *£32000*  *Breakfast provision £20000*  *TA3 £22000* | Financial issues mean that some students are reluctant to attend school due to inability to purchase uniform or to travel.  Students are arriving in school hungry and unable to focus.  Integrated work between pastoral support, attendance and family support to address areas of need | 3 |
| Co-curricular activity support  *(£10 000)* | Participation in co-curricular activity enhances self-esteem and increases cultural capital. | 5 |
| Counselling support  *(£6000)* | Students benefit from one-to-one counselling to address individual personal issues and improve wellbeing and attendance | 2 |

**Total budgeted cost: £ 308,315**

# 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 2021 to 2022 academic year.

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| *The focus on the quality of teaching across the school resulted in improved consistency across the school in terms of subject results. Students who attended more than 90% of the time in Year 11 met their challenging targets and there was little variation between disadvantaged and other students in this regard. The key issue was that disadvantaged students tended to have lower attendance, particularly given the wide geographic spread of our intake. Moving into 22-23, therefore, the focus is on ensuring that students are in school – addressing sometimes intractable attendance issues in every way possible.* |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| --- | --- |
| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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| *It is our considered opinion, based on the work of Professor Becky Francis (now at the EEF), that improving teaching and learning is the key driver in improving the outcomes of our disadvantaged students. Our school improvement plan is sharply focused on that priority, and that is supported by this pupil premium strategy.*  *As mentioned above, the strongest correlation in our results is between attendance and performance and therefore our improvement plan also prioritises attendance.* |