

# Pupil premium strategy statement 2020-2021

## School overview

| Metric  | Data   |
|---|--|
| School name   | Walton-le-Dale High School   |
| Pupils in school  | 777  |
| Proportion of disadvantaged pupils  | 32%  |
| Pupil premium allocation this academic year   | £217, 520  |
| % of PP students meeting <u>expected standard</u> at KS2 in reading, writing and maths (Non-PP in brackets) | <p><b>Year 7:</b> Data not available 2020-21</p> <p><b>Year 8:</b> 22 out of 50: 44% (43 out of 104: 41%)<br/><i>National 65%</i></p> <p><b>Year 9:</b> 28 out of 48: 58% (79 out of 108: 73%)<br/><i>National 64%</i></p> <p><b>Year 10:</b> 20 out of 43: 47% (62 out of 116: 53%)<br/><i>National 61%</i></p> <p><b>Year 11:</b> 10 out of 38: 26% (21 out of 109: 19%)<br/><i>National 53%</i></p> |
| % of PP students meeting <u>high standard</u> at KS2 in reading, writing and maths (Non-PP in brackets)     | <p><b>Year 7:</b> Data not available 2020-21</p> <p><b>Year 8:</b> 0 out of 50: 0% (2 out of 104: 2%)<br/><i>National 11%</i></p> <p><b>Year 9:</b> 1 out of 48: 2% (0 out of 108: 0%)<br/><i>National 10%</i></p> <p><b>Year 10:</b> 4 out of 43: 9% (1 out of 116: 1%)</p> <p><b>Year 11:</b> 0 out of 38: 0% (0 out of 109: 0%)</p>   |
| Academic year or years covered by statement   | 2020-21-2022-23  |
| Publish date  | December 2020  |
| Review date   | October 2021   |
| Statement authorised by   | James Harris   |
| Pupil premium lead  | Joanne Withers   |
| Governor lead   | Nicola Clayton   |

## Disadvantaged pupil performance overview for last academic year

The pandemic means that all this data is unreliable and not useful for comparison. Previous year's data is available via our website.

## Strategy aims for disadvantaged pupils

| <b>Aim</b>                                  | <b>Target</b>  | <b>Target date</b> |
|---|--|--------------------|
| Progress 8                                  | Achieve top quartile for progress made by disadvantaged pupils amongst similar schools | September 2021     |
| Attainment 8                                | Achieve national average for attainment for all pupils                                 | September 2021     |
| Percentage of Grade 5+ in English and maths | Achieve average English and maths 5+ scores for similar schools                        | September 2021     |
| Attendance                                  | Achieve in line with national average attendance for all pupils                        | September 2021     |
| Persistent absence                          | Reduce PA gap between PP and non-PP pupils at WLD by 10%                               | September 2021     |

## Teaching priorities for current academic year

Linked to Brilliant Teaching and Learning and Consistent Hard Work plans

| Measure                                       | Activity   |
|---|--|
| Priority 1                                    | Continued brilliant teaching and learning in line with school overall development plan. This includes reducing set sizes in Years 9, 10 and 11. EEF recognise this as an expensive, but medium impact strategy, but its impact at WLD must be considered in the light of the other approaches that it makes possible – for example the improved feedback, which is a high impact low cost strategy |
| Priority 2                                    | Continued delivery and embedding of strategies designed to improve literacy (reading, writing and oracy)   |
| Priority 4                                    | Ensure PP pupils can access home learning when required and have the necessary independent work ethic  |
| Barriers to learning these priorities address | Low levels of literacy for certain PP pupils within each year group.<br>Low levels of resilience and independence for some PP students   |
| Projected spending                            | 3 FTE = 3 x £51306 with on-costs = £153918<br>Additional ICT facilities for disadvantaged students £4000   |

## Targeted academic support for current academic year

Linked to Exceptional Support plan and Catchup Premium plan

| Measure                                       | Activity                       |
|---|--------------------------------|
| Priority 1                                    | Implement catchup premium plan |
| Barriers to learning these priorities address | See catchup premium plan       |
| Projected spending                            | GL Assessment £11000           |

## Wider strategies for current academic year

Linked to Exceptional Support and Consistent Hard Work plans

| Measure                                       | Activity  |
|---|---|
| Priority 1                                    | Mentoring – link to IQM plan – and improving attendance   |
| Priority 2                                    | Wellbeing and mental health support   |
| Priority 3                                    | Subsidised bus fares, uniform and revision guides   |
| Priority 4                                    | Access to extra-curricular activities and leadership roles (e.g. student council)   |
| Priority 5                                    | Rewards and behaviour support   |
| Barriers to learning these priorities address | <p>High level of PA for certain PP pupils.</p> <p>Some PP pupils struggle with homework completion and organisation</p> <p>Some PP pupils are reluctant to engage in extra-curricular and enrichment activities.</p> <p>Some PP pupils are reluctant to take on leadership roles within school.</p> |
| Projected spending                            | <p>Classcharts £5000</p> <p>Schoolcomms £5000</p> <p>Rewards £1000</p> <p>Subsidised bus fares, uniform and revision resources £22000</p> <p>Additional EP and support worker time £4000</p>  |

## Monitoring and implementation

| Area     | Challenge  | Mitigating action   |
|----------|--|---|
| Teaching | <p>Not all staff currently have the knowledge to explicitly teach academic vocabulary / reading strategies effectively.</p> <p>Not all students have access to appropriate devices / broadband connections. Some students don't have the support</p> | <p>Provision of CPD sessions led by exceptional practitioners. To be monitored via usual M&amp;E procedures</p> <p>DfE provision of laptops.</p> <p>Individual mentors assigned to each student</p> |

|                  |   |   |
|------------------|---|---|
|                  | or encouragement needed to work effectively at home.  |   |
| Targeted support | Restrictions related to pandemic  | Review use of additional staffing as implementation of catchup plan progresses            |
| Wider strategies | Tackling persistent absence, particularly in the current pandemic climate<br><br>Maintaining the regularity and quality of mentoring. | Increased size of attendance team.<br><br>Structured approach to be refined and improved. |

### **Review: last year's aims and outcomes**

The absence of GCSE examinations makes review of progress invalid.