

Pupil premium strategy statement: Walton-le-Dale High School

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	688
Proportion (%) of pupil premium eligible pupils	39.2%
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)	2025-2028
Date this statement was published	31 st December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mr P Lamoury
Pupil premium lead	Mrs H Brown
Governor / Trustee lead	Mrs S Barker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£283 800
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>	£283 800

Part A: Pupil premium strategy plan

Statement of intent

Our pupil premium students will be successful in the 3-core principles at the heart of our school's vision:

- Belong
- Excel
- Explore

We will improve the literacy skills of our pupil premium students by embedding the Walton-le-Dale Way and ensuring that quality first teaching is taking place in the classroom every lesson, every day so that they can access the curriculum with confidence. This will create an inclusive learning environment that enables all learners to succeed and feel a sense of belonging.

At the end of Key Stage 4, pupil premium students at Walton-le-Dale High School will achieve at least in-line with non- pupil premium students. Excellent outcomes at KS4 will support our pupil premium students to be successful in post-16 education and beyond. Our pupil premium students will have access to high quality CEIAG, they will be able to choose from a broad range of subjects at KS4 and will be successful in their qualifications at KS4 so that they can choose a pathway at KS4 that interests them, is ambitious and paves the way for a successful future. Our disadvantaged students will be aspirational for their own futures,

We will ensure that our pupil premium students thrive pastorally during their time at Walton-le-Dale High School by overcoming barriers to attending school, developing their sense of belonging within the school community and supporting them to participate in opportunities which raise their cultural capital.

Challenges

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

Challenge number	Detail of challenge
1	Attendance Our attendance data shows that attendance at school for our pupil premium students has improved over the last 2 years, however, it is still lower than the attendance of our non-pupil premium students. PP attendance is 5% lower than non-PP.
2	Literacy On entry to Year 7 in September 2025, 69% of our disadvantaged students had a reading age below their chronological age compared to 27% of non-disadvantaged students.
3	Outcomes and Aspiration Summer 2025 KS4 results: The overall A8 score for our disadvantaged students was 26.48 compared to our non-disadvantaged students achieving an A8 score of 37.34. (Summer 2025- there are no formal progress scores as KS2 SATs did not take place due to Covid) The sustained destination data from our 2022 leavers shows that the NEET figures for our pupil premium students are higher than national.
4	Behaviour for learning and punctuality We want to improve behaviour for learning and punctuality so that the number of incidents involving our disadvantaged students reduces.
5	Culture and belonging We want to increase the engagement of our pupil premium students in extracurricular activities, student leadership roles and community projects in order to improve their sense of belonging in school and that of their parents and carers.

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
To improve attendance and sustain improved attendance at school for all students and in particular disadvantaged students. Challenge 1	We will reduce the percentage of persistently absent students amongst disadvantaged students.
To improve progress amongst disadvantaged students at the end of KS4, with a focus on Maths and English. Challenge 3	<p>We will improve Progress 8 scores* for pupil premium cohort for overall P8 and for P8 scores in English and Maths.</p> <p>The gap between Progress 8 scores for our disadvantaged and non-disadvantaged students will narrow considerably.</p> <p>*Progress 8 scores in 2025-26 will be generated using SISRA based on CAT4 test scores.</p>
To improve the literacy of all learners, with a focus on disadvantaged students, students with SEND and EAL students. Challenge 2	<p>By the end of Year 9, all students will have a reading age that is at their chronological age or above.</p> <p>We will develop and embed a whole school reading strategy.</p> <p>We will plan and implement additional intervention for students with a reading age of 2 or more years below their chronological age.</p> <p>We will provide high quality professional development for all teachers to improve staff expertise on literacy and reading.</p>
To improve access to resources and remove barriers to learning for disadvantaged students focussing on both curricular and extra-curricular activities. Challenge 5	<p>We will track participation in extra-curricular activities and enrichment activities. Data will show that at least the same proportion of disadvantaged students is taking part in in extra-curricular activities and enrichment activities as non-disadvantaged students.</p> <p>There will be an increased number of disadvantaged students participating in Duke of Edinburgh Award program.</p> <p>There will be an increased number of disadvantaged students in the Student Leadership Team.</p>

	<p>We will ensure that pupil premium students have access to resources to close the gap in experience compared to non- pupil premium students e.g. extra-curricular activities and enrichment activities.</p> <p>The attendance of our disadvantaged students and their parents & carers at Progress Evenings will increase year on year and over the 3 years of this plan will be in line with the attendance of our non-disadvantaged students.</p>
<p>To improve behaviour for learning and punctuality by embedding The WLD Way. Challenge 4</p>	<p>There will be an improvement in behaviour for learning and punctuality for our cohort of disadvantaged students alongside a reduction in suspensions.</p> <p>Qualitative data from student voice, student and parent surveys shows that student wellbeing is good and shows that students feel supported in school or by external agencies.</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: £ 27 730

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching and learning</p> <p>Develop inclusive teaching and a curriculum which responds to the needs of pupils.</p> <p>Develop assessment practice (formative and summative assessment) at KS3 and KS4.</p>	<p>Durrington Research School:</p> <p>https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-curriculum-design</p>	3
<p>CPD</p> <p>High quality CPD on trauma informed practice.</p>	<p>EEF Effective: Professional Development</p>	4

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development EEF Guidance Report: Improving Behaviour in Schools https://educationendowmentfoundation.org.uk/news/new-eef-report-6-recommendations-for-improving-behaviour-in-schools	
CPD High quality CPD on literacy and reading	EEF Guidance Report: Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2

Targeted academic support

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

Budgeted cost: £ 66 724

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11: Targeted academic support in Maths and English Year 11: Period 6 revision sessions to take place after school. All subjects available but a particular focus on English and Maths Year 11: Support students to ensure that they have the revision resources that they need	EEF T&L Toolkit: Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	3

<p>Testing reading age twice per year using NGRT to inform targeted intervention</p> <p>Yr 7 Reading Buddies- paired reading in form time twice per week</p> <p>Use of SPARX Reading Programme</p> <p>Resources to support a whole school reading programme</p>	<p>EEF Guidance Report: Improving Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	2
<p>Targeted intervention to support with phonics</p>	<p>EEF Evidence and Resources: T&L Toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
<p>Year 11 mentoring cohort informed by most recent mock exam data</p> <p>Year 11 mentee budget to support individuals with what they need to support successful revision program e.g. revision resources, rewards</p>	<p>EEF Guidance Report: Metacognition and Self-Regulated Learning https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p>	3

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

Budgeted cost: £ 189 346

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhanced staffing to drive attendance</p> <p>Working with 'Inclusive Attendance' to improve attendance to school</p> <p>Reward systems to help motivate students to behave well, attend school and be on time to achieve the school's ethos of belong, explore and excel.</p>	<p>EEF: Supporting school attendance https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance</p>	1

Establish a Breakfast Club to help our students to positively impact educational attainment, concentration, focus and behaviour of all pupils in the classroom	EEF: Review of evidence on free school breakfast provision https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/free-school-breakfast-provision https://www.magicbreakfast.com/what-we-do/our-work/our-impact/	5
Staff to lead and supervise the Breakfast Club		
Transport offer available to enhance engagement with extra curricular offer and intervention.	EEF T&L Toolkit: Small Group Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	5
Focussed opportunities and guidance for students with a particular focus on Year 10 work experience and the 8 GATSBY benchmarks	EEF Guidance Report: Careers Education https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education	3
Provide opportunities and remove barriers for students to take part a wide range of enrichment and extra-curricular activities	EEF Arts Participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
Actively encourage participation and remove barriers for students to take part in the Duke of Edinburgh program	EEF Physical Activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://epi.org.uk/wp-content/uploads/2024/02/EC-and-outcomes-final-1.pdf	
Family support worker allocated to foster stronger relationships with families.	EEF Guidance Report: Parental Engagement https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/parental-engagement	4

Total budgeted cost: £ 283 800

Part B: Review of the previous academic year

Review of 2023-2025 plan

Intended outcome	Review
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects and with a focus on maths.	<p>2023/24 KS4 outcomes P8 (-1.54) 2024/25 KS4 outcomes P8 (-1.33)</p> <p>We are pleased that the attainment of disadvantaged students has either improved or stayed the same in most of the basics measures except for English (5+) and English and Maths (7+).</p> <p>We recognise that the gap between the attainment of disadvantaged compared to non- disadvantaged is still too big. This continues to be a focus of our PP plan 2025-2028.</p> <p>In 2025, 26% of disadvantaged students achieved the 'standard' basics measure (9-4 in both Maths and English) compared with a national average of 48% for disadvantaged students and a national average for non-disadvantaged students of 72% (2025). This is an increase of 14% on 2024 for our school.</p> <p>In 2025, 11% of disadvantaged students achieved the 'strong' basics measure (9-5 in both Maths and English) compared with a national average of 29% for disadvantaged students and a national average for non-disadvantaged students of 51% (2025). This is an increase of 9% on 2024 for our school.</p>
Improved reading comprehension among disadvantaged pupils across KS3.	<p>We have seen positive trends in the comparison of NGRT results from Yr8 (2025) with the same students when they were in Yr7 (2024): 52% of our pupil premium students made the expected amount of progress between tests 22% of our pupil premium students made higher or much higher than expected progress</p> <p>We have also seen positive trends when comparing NGRT results from the end of Yr7</p>

	<p>(June 2024) with the same students when starting Y9 (October 2025).</p> <p>53% made the expected amount of progress between tests 27% made higher or much higher than expected progress</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>We are pleased that a student survey carried out in Summer 2025 shows that of the students who responded:</p> <p>92% said that they feel safe in school 74% enjoy learning in school 74% enjoy school</p> <p>Student voice feedback indicates that students are positive about the extra curriculum offer at Walton-le-Dale High School.</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>The attendance of our disadvantaged students has improved from 2023/24 (82.4%) compared to 2024/25 (84.5%) however the gap between the attendance of our disadvantaged students compared to non-disadvantaged students has widened slightly from 2023/24 (-7.7%) compared to 2024/25 (-7.8%).</p>

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
Not applicable	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

In the academic year 2024-25 there were four service children at Walton-le-Dale High School. The extra funding is added to the PP budget. The budgeted costs are the same as outlined in the strategy above.

The impact of that spending on service pupil premium eligible pupils

The impact of the funding is measured along with the other Pupil Premium students.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.