



## Report to Parents and Carers

### Pupil Premium Grant (PPG) 2019-20

#### I. Introduction

Pupil Premium is funding allocated by the Government to provide additional support for children from low-income families, children in care, or those who have parents in military service. This is provided because, nationally, there is evidence that students who fall into these categories achieve less well when compared to other students. The additional financial support is intended by the Government to enable schools to close the achievement gap.

Funding is allocated based on the number of children within each category, together with the level at which payments are set by the Government on an annual basis.

The Pupil Premium Grant (PPG) was allocated to our school on the basis of our Ever Six Free School Meals (FSM) count from our school census. The Ever Six FSM measure is a new measure which identifies any student who has been eligible for FSM in the last six consecutive academic years. The funding was £935 per pupil for the 2019-20 financial year. The total amount of PPG was £275,825. We are required by the Department of Education to report to parents annually on the usage of the PPG at our school.

#### 2. Overview of WSFG's PPG Allocation

##### 2019 - 20

<b>School Name</b>	Walthamstow School for Girls
<b>Students on roll</b>	894
<b>Students eligible for PPG</b>	295
<b>% of students eligible for PPG</b>	33%
<b>Academic year covered by statement</b>	2019 - 20
<b>PPG allocation per student</b>	£935
<b>PPG allocation 2019 - 20</b>	£275,825
<b>Publish date</b>	February 2021
<b>Review date</b>	Autumn 2021
<b>PP Lead</b>	Jane Snowsill – Deputy Headteacher
<b>Governor Lead</b>	Sami Urrehman – Equalities

## 2020 - 21

<b>School Name</b>	Walthamstow School for Girls
<b>Students on roll</b>	896
<b>Students eligible for PPG</b>	263
<b>% of students eligible for PPG</b>	29.3%
<b>PPG allocation per student</b>	£955
<b>PPG allocation 2020 - 21</b>	£251,165
<b>Publish date</b>	February 2021
<b>Review date</b>	Autumn 2021
<b>PP Lead</b>	Jane Snowsill – Deputy Headteacher
<b>Governor Lead</b>	Sami Urrehman – Equalities

### 3. Strategic Aims and Principles for PPG Allocation at WSFG

- We are ambitious for all our students as encapsulated in our school motto, “Neglect not the gift that is in thee”.
- Our strategic aim for disadvantaged students is to bring their progress and attainment in line with other students and for that to be well above national expectations.
- We place value on the securing outstanding academic attainment for our students alongside an emphasis on their self-actualisation and personal growth as individuals, citizens and confident learners. Therefore, our strategy supports our disadvantaged students more widely than academic progress and attainment.
- We are committed to quality first teaching and ensure that teaching and learning meet the needs of all our students.
- We ensure that appropriate provision is made for students who belong to vulnerable groups, which includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged students, we recognise that not all students who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any student or groups of students the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated to that it addresses the five key barriers to learning identified by the EEF and national research. These are:
  - **Learning Culture**
  - **Attendance**
  - **Wellbeing**
  - **Information and Guidance**
  - **Cultural Capital**

## Summer 2020 Results

Measure	PP Students	Non-PP Students
Progress 8	+0.67	+1.04
Attainment 8	53.72	59.16
Ebacc Entry	66%	66%
% of Grade 5+ in English and Maths	54.84%	69.16%

Aim	Target for PP students To reduce the gap between PP and non-PP and ultimately for there to be no gap.	Target Date
Progress 8	0.7	August 2021
Attainment 8	53.72	August 2021
% of Grade 5+ in English and Maths	55%	August 2021
Attendance	The overall attendance target is 96% for all students. <i>NB: the context of the global pandemic has and may affect this.</i>	August 2021
Ebacc entry	66%	August 2021

## 4. Progress and Attainment

The five year trend below shows students attracting the PPG consistently progress well above national average (where zero represents the national average progress score) by approximately half a grade in their exam results. For 2019-20 the comparable data for non-PP has been included which shows those students are making approximately a full grade of progress more than national averages. There is work needed to narrow the gap between the progress and attainment of our PP and non-PP cohorts. It needs to be noted, however, that the summer 2020 exam results were those formulated during the Covid pandemic.

### Student progress and attainment

	2019-20	2018-19	2017-18	2016-17	2015-16
PP Progress 8	0.67	0.44	0.48	0.62	0.46
PP Attainment 8	53.72	50.63	48.34	46.88	51.33
Non PP Progress 8	1.04				
Non PP Attainment 8	59.16				

## 5. Attendance

Attendance for 2019 – 20 needs to be considered within the context of the global pandemic, in which students were learning remotely from March 2020 during the first lockdown.

The attendance of our students who attract the PPG was broadly in line with the overall attendance. Y10 attendance was lower, and when investigated, issues such as poor access to IT and lack of motivation at KS4 were responded to promptly and addressed.

Our overall attendance target for all students is XX% and we would expect no gap to emerge between our PP and non-PP cohorts.

	Y7	Y8	Y9	Y10	All
<b>All</b>	94.98%	93.78%	93.41%	91.71%	<b>93.45%</b>
<b>FSM</b>	96.15%	91.98%	90.14%	89.24%	91.63%
<b>Not FSM</b>	94.79%	94.09%	94.28%	92.17%	93.81%
<b>PP</b>	95.76%	93.13%	93.54%	90.34%	93.13%
<b>Non PP</b>	94.68%	94.01%	93.36%	92.29%	93.58%

## 6. Barriers to Learning and Specific Strategies

### 6.1 Learning Culture

Strategy	Activity
Ensure staff development plans focus on improving progress and attainment for our disadvantaged students	<ul style="list-style-type: none"> <li>▪ A focused CPD session on our Pupil Premium cohort to raise awareness of the students, their needs and successful strategies for Learning and Teaching.</li> <li>▪ Individual support and advice among colleagues – sharing best practice</li> <li>▪ Directed faculty time for meetings and self-evaluation with particular focus on the progress and attainment of our PP students</li> </ul>
Ensure accountability through leadership	<ul style="list-style-type: none"> <li>▪ Communicate data and targets to all teaching staff, in order to raise progress and attainment at all key stages.</li> <li>▪ PP progress and attainment at all key stages to be a standing item for line management of faculties, SLT meetings, PM reviews.</li> </ul>
Promote the GREEN vision for learning and ensure the application of those learning skills is consistent, valued and used in all key stages	<ul style="list-style-type: none"> <li>▪ Continue the focused Y7 GREEN lessons which teach and practise key learning skills.</li> <li>▪ Develop staff awareness and application of the GREEN learning skills in all teaching at all key stages through staff training opportunities.</li> <li>▪ Ensure all students can access the iPad for Learning strategy.</li> <li>▪ All students are advised on study techniques in PSHE and tutor time, which particularly supports students from a disadvantaged background.</li> </ul>
Ensure staff development within faculties addresses the demands of the new exam syllabii	<ul style="list-style-type: none"> <li>▪ The demands of new exam syllabi - with greater emphasis on written aspects and knowledge retention - are being addressed through continual professional development at individual, departmental and whole school levels.</li> <li>▪ To support applications for exam board/external training which has a focus on effective learning, literacy, knowledge retention and exam technique strategies.</li> <li>▪ To support faculty membership of external agencies which can support the quality of learning and teaching.</li> </ul>
Ensure the pastoral system continues to identify and support all students	<ul style="list-style-type: none"> <li>▪ Continue the pastoral system of SPL and Year Team meetings which identify individuals of concern, and to enhance this with proactive consideration of disadvantaged students.</li> </ul>
Promote and enhance literacy via the Accelerated Reader programme	<ul style="list-style-type: none"> <li>▪ Regularly monitor the progress and impact of the AR programme on literacy for Y7 and Y8 with particular focus on disadvantaged students.</li> <li>▪ Ensure all teachers of AR understand the potential of the scheme to narrow the progress and attainment gap, and are aware of their key role during lessons in supporting disadvantaged students with literacy.</li> </ul>

<b>Projected spending</b>	<ul style="list-style-type: none"> <li>▪ Staff training related to supporting the progress and attainment of our disadvantaged students</li> <li>▪ Learning resources eg books, IT</li> <li>▪ iPad for Learning contribution</li> </ul>	<p>£8,000</p> <p>£10,000</p> <p>£10,000</p>
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## 6.2 Attendance

Strategy	Activity
Establish robust whole school targets for attendance at whole school and granular levels	<ul style="list-style-type: none"> <li>▪ Whole school attendance target for 2020 – 21 is 96%</li> <li>▪ PP cohort attendance target for 2020 – 21 is 96%</li> </ul> <p><i>NB These targets will need to be evaluated in the context of the global pandemic.</i></p>
Improve the attendance of individuals from a disadvantaged background	<ul style="list-style-type: none"> <li>▪ Continue to identify individuals from a disadvantaged background.</li> <li>▪ Continue and support the outstanding work undertaken by our Attendance Officer and SPLs developing relationships with the families - promoting the importance of attendance and its correlation to attainment.</li> <li>▪ Ensure reasons for poor attendance are understood and personalised strategies are developed to improve it.</li> </ul>
<b>Projected spending</b>	<ul style="list-style-type: none"> <li>▪ Attendance Officer salary</li> </ul>

## 6.3 Wellbeing

Strategy	Activity	
Develop relationships with parents and carers	<ul style="list-style-type: none"> <li>▪ Build and maintain relationships with the families of our disadvantaged students, through SPLs and tutors.</li> <li>▪ Contacting the families of our disadvantaged students, in particular new Year 7 and those students across the school who are not making expected progress.</li> <li>▪ Ensure families of our disadvantaged students can access IT systems for reports etc, and that any translation needs are met.</li> <li>▪ To encourage communication from families of our disadvantaged students to enable support and understanding of specific needs.</li> <li>▪ Address the intersectionality of deprivation and ethnicity by establishing a parent/carer forum.</li> </ul>	
Maintain and develop the in-school mentoring and counselling provision	<ul style="list-style-type: none"> <li>▪ To continue to provide in school mentoring and counselling provision with two mentors – KS3 and KS4 - and a counsellor.</li> <li>▪ To evaluate systems to monitor the access and impact of this provision for disadvantaged students.</li> </ul>	
Ensure the curriculum and wider school opportunities promote wellbeing	<ul style="list-style-type: none"> <li>▪ To implement a revised programme of learning in PSHE with a structured programme of learning dedicated to Health and Wellbeing (as per PSHE Association guidance).</li> <li>▪ Continue to</li> </ul>	
<b>Projected spending</b>	<ul style="list-style-type: none"> <li>▪ KS3 and KS4 Learning Mentors</li> <li>▪ School Counsellor</li> <li>▪ Outreach work with the community</li> </ul>	<p>£60,000</p> <p>£30,000</p> <p>£2,000</p>

## 6.4 Information and Guidance

A detailed overview of our careers offer is available on

<http://www.wsf.g.waltham.sch.uk/attachments/download.asp?file=2538&type=pdf>

Strategy	Activity
Ensure ongoing support and information on next steps	<ul style="list-style-type: none"> <li>▪ Monitor the engagement and impact of the information and guidance programme to develop ways to improve aspirations and destinations for disadvantaged students.</li> </ul>

Develop promotion of STEM	<ul style="list-style-type: none"> <li>Proactive engagement with STEM in school and through external providers.</li> <li>Monitoring and tracking of engagement to ensure equality of access to and engagement from our disadvantaged students.</li> </ul>
<b>Projected spending</b>	As per previous years £7,000

## 6.5 Cultural Capital

Strategy	Activity
Monitor and increase access to extra-curricular opportunities	<ul style="list-style-type: none"> <li>Track engagement with extra curricular activities and use this to navigate strategies for equality of access and engagement.</li> <li>This includes: instrumental lesson, evening trips to theatre etc, sporting clubs, productions, steel pans, after school and lunchtime “drop-ins”.</li> <li>Provide financial support towards instrumental lessons, uniform, trips etc through the Finance Assistance Fund.</li> </ul>
Work with external providers to enrich the experience of all	<ul style="list-style-type: none"> <li>Consider working partnerships with external providers which will enhance cultural capital.</li> </ul>
Promote literacy as a fundamental learning block	<ul style="list-style-type: none"> <li>Accelerated Reader programme.</li> <li>Events and activities in the Learning Resource Centre to encourage students to find pleasure in the space and books.</li> </ul>
<b>Projected spending</b>	Accelerated Reader £5,000

## 7. Summary of Projected Spending 2020-21

Activity	Barrier	Cost
Staff training in direct support of PP progress and attainment	Learning Culture	£8,000
iPad for Learning contribution	Learning Culture	£10,000
Other learning resources eg books, IT	Learning Culture	£10,000
Finance Assistance Fund	All	£1,000
School Counsellor	Wellbeing	£30,000
KS3 and KS4 Learning Mentors	Wellbeing Learning Culture Information and Guidance	£60,000
Outreach work within the community, especially with intersection of ethnicity and disadvantage	Wellbeing Learning Culture	£2,000
Accelerated Reader Programme	Learning Culture Cultural Capital	£5,000
Careers Advice and Guidance	Information and Guidance	£7,000
Subsidised Music Lessons	Cultural Capital Learning Culture	£8,000
Other associated staffing costs		£110,000
<b>Total</b>		<b>£251,000</b>

## 8. Review of last year's aims, strategy and outcomes 2019 -20

The school received approximately £275,825 of Pupil Premium funding in the 2019/20 financial year. It was planned to be used as outlined below.

The COVID pandemic made the academic year an unprecedented one with different and urgent priorities emerging for our students who attract PP.

The attendance and exam results are cited above. Additionally, the following was achieved:

- Provision for students entitled to Free School Meals during lockdown was promptly addressed.
- IT needs were swiftly identified and catered for where possible.
- A robust system of pastoral care was implemented via tutors and through the safeguarding team where needed.
- Engagement and submission of online learning assignments was carefully tracked to enable swift identification of students who were not accessing or completing their learning. Follow up was supportive and solution focused. Many students attracting PP funding were regularly contacted as part of this system.

Activity	Cost
Staffing for various interventions and Pupil Premium oversight	£160,000
Finance Assistance Fund	£1,000
School Counsellor	£30,000
Learning Mentors	£60,000
Resources for Interventions	£25,000
STEM Projects	£2,000
Accelerated Reading Programme	£5,000
Careers Advice and Guidance	£7,000
Subsidised Music lessons	£8,000
<b>Total</b>	<b>£298,000</b>

## REFERENCES

### Educational Endowment Foundation

<https://educationendowmentfoundation.org.uk/>

<https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>

### Government Guidance

<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>