



## Report to Parents and Carers

### Pupil Premium Grant (PPG) 2020-21

#### 1. 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 identifies any student who has been eligible for FSM in the last six consecutive academic years. The funding was £955 per pupil for the 2020-21 financial year. The total amount of PPG was £251,165. We are required by the Department of Education to report to parents annually on the usage of the PPG at our school.

**This report provides a summary of how our school planned for and spent its PPG in 2020- 2021.**

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

##### 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>	29.35%
<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>	Helen Marriott Headteacher
<b>Governor Lead</b>	Sami Urrehman – Equalities

### 3. Strategic Aims and Principles for PPG Allocation at WSFG for 2020-21

- 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.
- Where appropriate, we will 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 2021 Results

Measure	PP Students	Non-PP Students
Progress 8	1.21	1.38
Attainment 8	57.71	64.01
Ebacc Entry	38.5	61.3
% of Grade 5+ in English and Maths	60	69

Aim	Targets for PP students	Target Date
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	To reduce the gap between PP and non-PP and ultimately for there to be no gap. Figures below are generated by the FFT	
<b>Progress 8</b>	0.76	August 2022
<b>Attainment 8</b>	51.83	August 2022
<b>% of Grade 5+ in English and Maths</b>	58	August 2022
<b>Attendance</b>	The overall attendance target is 96% for all students. <i>NB: the context of the global pandemic has and may affect this.</i>	August 2022
<b>Ebacc entry</b>	33.3	August 2022

#### 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 2020-21 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 2021 exam results were those formulated during the Covid pandemic.

##### Student progress and attainment

	2020-21	2019-20	2018-19	2017-18	2016-17
<b>PP Progress 8</b>	1.21	0.67	0.44	0.48	0.62
<b>PP Attainment 8</b>	57.71	53.72	50.63	48.34	46.88
<b>Non PP Progress 8</b>	1.38	1.04	0.75	0.72	0.74
<b>Non PP Attainment 8</b>	64.01	59.16	58.15	55.66	55.80

#### 5. Attendance

Attendance for 2020 – 21 needs to be considered within the context of the global pandemic, in which students were learning remotely from January to March, 2021 during the third 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. Any vulnerable students and students about whom we had concerns, were invited into school to attend our Key Worker provision.

Our overall attendance target for all students is 96% and ordinarily we would expect no gap to emerge between our PP and non-PP cohorts.

	<b>Y7</b>	<b>Y8</b>	<b>Y9</b>	<b>Y10</b>	<b>Y11</b>	<b>All</b>
<b>All</b>	95.34	93.21	92.95	92.71	92.85	<b>93.41</b>
<b>FSM</b>	94.17	90.51	87.94	85.05	90.18	89.56
<b>Not FSM</b>	95.63	93.78	93.92	94.78	93.47	94.30
<b>PP</b>	94.39	91.51	89.45	88.49	90.57	90.92
<b>Non PP</b>	95.74	93.97	94.12	94.68	93.70	94.43

## 6. Barriers to Learning and Specific Strategies

### 6.1 Learning Culture

<b>Strategy</b>	<b>Activity</b>
Ensure staff development plans focus on improving progress and attainment for our disadvantaged students	<ul style="list-style-type: none"> <li>▪ CPD sessions focused on remote learning and engagement strategies within this context. There was a specific focus on SEND students, a number of whom are also PP.</li> <li>▪ Support for applications for exam board/external training which has a focus on effective learning, literacy, knowledge retention and exam technique strategies. <ul style="list-style-type: none"> <li>▪ Support for faculty membership of external agencies which can support the quality of learning and teaching.</li> </ul> </li> </ul>
Ensure accountability through leadership	<ul style="list-style-type: none"> <li>▪ Data and targets communicated 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 discussed in 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>▪ Access to the iPad for Learning strategy for students in years 7 and 8.</li> <li>▪ All students are advised on study techniques in PSHE and tutor time, which particularly supports students from disadvantaged backgrounds.</li> </ul>
Staff development and support for students with TAGs process	<ul style="list-style-type: none"> <li>▪ CPD time provided for staff to design fair and effective TAGs processes which were bespoke to the needs of the subject and cohort.</li> <li>▪ Guidance on unconscious bias in TAGs where disadvantaged students might otherwise have been further disadvantaged.</li> </ul>
Ensure the pastoral system continues to identify and support all students	<ul style="list-style-type: none"> <li>▪ Continued 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>▪ Regular monitoring of progress and impact of the AR programme on literacy for Y7 and Y8 with particular focus on disadvantaged students.</li> </ul>

	<ul style="list-style-type: none"> <li>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>Actual spending for 2020-21</b>	<ul style="list-style-type: none"> <li>Staff training related to supporting the progress and attainment of our disadvantaged students £5,000</li> <li>Learning resources eg books, IT £20,000</li> <li>iPad for Learning contribution £15,000</li> </ul>

## 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>Actual spending for 20-21</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>Actual spending</b>	<ul style="list-style-type: none"> <li>KS3 and KS4 Learning Mentors £62,000</li> <li>School Counsellor £30,000</li> </ul>

## 6.4 Information and Guidance

A detailed overview of our careers offer is available on

<http://www.wsfg.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> <li>▪ Much of this was remote for 2020 – 21.</li> </ul>
<b>Actual spending</b>	▪ As per previous years £7,000

## 6.5 Cultural Capital

Strategy	Activity
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>Actual spending</b>	▪ Accelerated Reader <span style="float: right;">£5,000</span>

## 7. Review of aims, strategy and outcomes for 2020 -21

The school received approximately £251,165 of Pupil Premium funding in the 2020/21 financial year. It was used as outlined below.

Activity	Cost
Staff training in direct support of PP progress and attainment	£8,000
iPad for Learning contribution	£15,000
Other learning resources e.g. books, IT	£12,000
Finance Assistance Fund	£4,000
School Counsellor	£32,500
KS3 and KS4 Learning Mentors	£61,000
Accelerated Reader Programme	£5,000
Careers Advice and Guidance	£7,000
Subsidised Music Lessons	£8,000
Resources for Interventions	£17,500
Other associated staffing costs	£85,000
<b>Total</b>	<b>£255,000</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>