

Pupil premium strategy statement – Walthamstow School for Girls

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	891
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Helen Marriott
Pupil premium lead	Rachael Futo
Governor / Trustee lead	Lucy Hutchinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,385
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£58,236
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£276,621

Part A: Pupil premium strategy plan

Statement of intent

Key Objectives:

1. Improve attainment and progress of PP and vulnerable students: Quality First Teaching, targeted CPD, literacy, interventions
2. Improve engagement and support for vulnerable students and their families: hardship fund, preventative work with families, cultural capital, support for attendance and punctuality
3. Improve wellbeing of PP and vulnerable students

How will we achieve our objectives?

1. Investment in staff training and CPD; targeted CPD for staff which focuses on the inclusive classrooms, oracy, assessment and metacognition.
2. Continue investment in strategies to improve attendance, punctuality and wellbeing of PP and vulnerable students
3. Begin transition project with PP and vulnerable students and their families to increase engagement with school; directly engage PP and vulnerable students in increasing their cultural capital through targeted enrichment activities and support
4. To continue to improve wellbeing through intervention meetings and the development of the Wellbeing Hub

Key Principles:

- Understand who our PP students are and identify the barriers they face, using, updating and reviewing internal data
- Use evidence-based research and collaboration with outside agencies to identify the most effective methods for meeting the needs of identified students
- Carefully implement strategies with a clear plan for reviewing effectiveness at each stage
- Conduct a final review in October of each year, adjusting the three year plan as necessary, in response to student outcomes.

Challenges

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

Challenge number	Detail of challenge		
1. Attainment and progress	KS4 2023 Data: (Provisional P8)		
	Measure	PP students (change from last year)	Non PP students (change from last year)
	Progress 8 (prov)	0.61 (+0.38)	0.83 (0.13)
	Attainment 8	51.22 (+2.18)	61.02 (-1.07)
	Ebacc Entry	48% (+14%)	50% (+4%)
	% of Grade 5+ in English and Maths	53% (=)	75% (-3%)
Summary: Non PP students outperform PP students on every metric but in comparison to last year the data has improved in almost all areas.			
2. Literacy	Year 7 (2023 intake) Autumn 23 testing shows 22/48 (46%) PP students are below reading age, 38/133 (29%) non-PP students below reading age		
	Year 8 (2022 intake) Summer 23 testing shows that 25/51 (49% - down from 75%) PP students are below reading age, 37/132 (28%) non-PP students are below reading age		
	Summary: On average PP students are 1.7 times more likely to be below their reading age		
3. The wellbeing of our students	Safeguard data from Sept 22-June 23		
	32% of concerns are for students who are PP (49% all of these students had an additional need) Concerns were flagged for a range of reasons		
Summary: This is a decrease (38%) from our last report.			
4. Cultural Capital	From 2021- 2023: Engagement with clubs and societies		
	Year 7 2021-2022		
	Pupil Premium: 8/39 (11.1%) All year 7 students: 72/179 (40.2%)		

	<p>Year 7 2022-2023 Pupil Premium: 14/80 (17.3%) All year 7 students: 81/180 (45%)</p> <p>Year 8 2021-2022 Pupil Premium: 6/56 (13.6%) All year 8 students:44/179 (24.5%)</p> <p>Year 8 2022-2023 Pupil Premium: 9/46 (19.6%) All year 8 students:46/180 (25.6%)</p> <p>Year 9 2021-2022 Pupil Premium: 6/57 (13.9%) All year 9 students:43/179 (24%)</p> <p>Year 9 2022-2023 Pupil Premium: 8/32 (25%) All year 9 students:32/177 (18.1%)</p> <p>Year 10 2021-2022 Pupil Premium: 7/46 (13.4%) All year 10 students: 52/175 (36.5%)</p> <p>Year 10 2022-2023 Pupil Premium: 6/25 (24%) All year 10 students: 25/180 (13.9%)</p> <p>Year 11 2021-2022 Pupil Premium: 14/57 (21.5%) All year 11 students: 65/178 (31%)</p> <p>Year 11 2022-2023 Pupil Premium: 7/25 (28%) All year 11 students: 25/177 (14.1%)</p> <p>Whole School Total 2021-2022 All Pupil Premium: 41/255 (14.8%) All students: 276/890 (31%)</p> <p>Whole School Total 2022-2023 All Pupil Premium: 44/209 (21%) All students: 209/894 (23.4%)</p> <p>Summary: Engagement from PP students has improved in Extra Curricular Activities but is still not at the same level as other groups of students. This data will be updated in Spring 2024.</p>
<p>5 Attendance</p>	<p>Half Term 1 23-24</p> <p>Attendance in Aut 1 for PP students is 94.6%, compared to 94.8% for non-PP students.</p>

	<p>40 students of 222 PP students are Persistent Absentees: 18% (2022/23: 15%)</p> <p>For context current PA for non PP students is 14%</p> <p>Summary: Our Autumn 1 figure shows little difference between PP and non-PP students. Persistent absence is higher for PP students than non PP students. We need to work on continuing to reduce it.</p>
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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 (End of 3 years)
1. Improve attainment and progress of PP and vulnerable students through Quality First Teaching and CPD	<p>Improve KS4 attainment of PP students so that it is equal to non-PP</p> <p>All PP HPAs reach extending by the end of the year</p>
2. Improve attainment and progress of PP in reading and literacy	<p>Reduce percentage year on year of students whose reading age is below their chronological age</p> <p>Improve percentage of students achieving grade 5+ in English and Maths so that is equal to non-PP.</p>
3. Improve attainment and progress of PP in numeracy	<p>Reduced percentage year on year of students who have not mastered foundational numeracy</p> <p>Improve percentage of students achieving grade 5+ in English and Maths so that is equal to non-PP.</p>
4. Increase cultural capital of PP students through targeted enrichment activities and support	<p>Increase numbers of PP students accessing enrichment activities and support</p>
5. Improve wellbeing of PP and vulnerable students	<p>Minutes from interventions meetings show improved wellbeing and outcomes for targeted students due to more precise targeting and evaluation of interventions</p>

	Student voice shows improved wellbeing
6. Reduce the number of PP students who are PA	Reduce overall % of PA students Continue to reduce overall % of PP students who are PA

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.

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports>

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£27,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Focus on curriculum meeting needs of all students – curriculum CPD</i></p> <p>CPD budget: £10,000</p> <p>Curriculum support budget: £10,000</p>	<p>Staff receive training on curriculum development, as well as assessment and feedback, both in school and through Princes' Teaching Institute subscription for the whole school, to develop subject knowledge.</p> <p>CPD projects launched. Of particular pertinence: CPD on Inclusive classroom, CPD on metacognition, CPD on assessment, CPD on Oracy</p> <p>EEF report on the features of effective PD:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1
<p><i>Coaching training for staff so that they have skills to</i></p>	<p>'Classic' 1-1 coaching for key middle and senior leaders (selected by application); CPD coaching group and will run a pilot to establish student coaching. Looking at embedding coaching practices in everyday practice</p>	1

<p><i>support students</i> £5,500</p>	<p>Latest review of CPD from EEF shows that the three strongest CPD models are: lesson study / instructional coaching / strong teacher learning communities</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development-characteristics</p>	
<p><i>Staff wellbeing</i> £2000</p>	<p>The Staff Wellbeing group will continue to meet termly to discuss the key areas for improvement identified in the staff wellbeing survey. We will focus on ways to improve communication and reduce workload in particular</p> <p>EEF evidence says “Ensuring an effective teacher is in front of every class, and that every teacher is supported ...is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending”</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>1</p>

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

Budgeted cost: **£101,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Reading Age tests</i></p> <p><i>Literacy curriculum for year 7</i></p> <p><i>Reader Leader support for year 8</i></p> <p><i>Plan for support for students in Years 9-11</i></p> <p><i>Literacy rewards</i></p> <p>£5,000</p> <p>Staffing cost:</p> <p>£20,000</p>	<p>Star Reading assessment is standardised https://www.renlearn.co.uk/star-assessments/</p> <p>Students in Year 7 below reading age are using Bedrock which they can access at home. Bedrock – impact reports: Documents HubSpot Documents HubSpot</p> <p>EEF Toolkit shows high impact for reading comprehension strategies and says that ‘schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7’.: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	2, 1
<p><i>Literacy intervention work with year 7 – staffing costs</i></p> <p>£22,000</p>	<p>Weekly literacy reading intervention</p> <p>EEF recommends that targeted support should be given to students that struggle with writing: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	2, 1
<p><i>Appoint Literacy and EAL coordinator</i></p> <p>£4000</p>	<p>Literacy and EAL intervention requires whole school leadership</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	2, 1

<p><i>Numeracy</i> <i>Appoint</i> <i>numeracy</i> <i>coordinator</i> £4000</p> <p><i>Numeracy</i> <i>interventions</i> £5000</p>	<p>Establish a clear and evidence base line on provision and need</p> <p>Identifying best practice with regards to numeracy curriculum planning and pedagogy</p> <p>Devising a numeracy action plan to support interventions and or curriculum/ pedagogy development</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	3, 1
<p><i>Increase in</i> <i>SEND</i> <i>activities and</i> <i>resources</i> <i>for SEND</i> <i>PP students</i> £10,000</p> <p><i>Staffing to</i> <i>support</i> <i>small group</i> <i>and 1-1</i> <i>SEND</i> <i>interventions</i> : £20,000</p>	<p>Creating a positive, supportive environment for all students is shown to be the most important way of supporting SEND students. In addition to staff training on the graduated approach and meeting the needs of SEND students, we will also look to support SEND PP students through additional funding for:</p> <p>increased use of screeners, Ed Psych for assessment; additional use of Speech and Language team; exam reader pens.</p> <p>SEND strategies from the EEF: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1
<p><i>Support for</i> <i>students</i> <i>requiring</i> <i>intervention:</i></p> <p><i>Easter and</i> <i>May revision</i> <i>sessions:</i> £2000</p>	<p>From October, targeted at students who are well below expected grades in English and Maths and Science; use in summer term for identified at end of Spring term.</p> <p>Revision sessions for students targeted by HOFs as a result of mock examination outcomes.</p> <p>EEF shows moderate impact for moderate cost of extending the school day (revision) and high impact for moderate cost for 1-1 tuition.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1

<p><i>Study Club</i> £4000 TLR <i>Support staff</i> £2500 <i>Other costs:</i> £2500</p>	<p>3 x 2 hour after school sessions per week led by a coordinator with support. Targeted PP students in KS3 and KS4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £136,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Support for attendance and punctuality</i></p> <p>Staff salaries: £35000</p>	<ul style="list-style-type: none"> ▪ New attendance officer appointed ▪ Continue to identify students from a disadvantaged background who are Persistent Absentees ▪ Attendance team, work with SPLs to develop relationships with the families, promoting the importance of attendance and its correlation to attainment. ▪ Form tutor system implemented to support follow up of attendance ▪ Ensure reasons for poor attendance are understood and personalised strategies are developed to improve it. <p>EEF evidence that a personalised approach to attendance and engagement with families can help to improve attendance:</p> <p>https://educationendowmentfoundation.org.uk/news/new-evidence-review-finds-sending-personalised-letters-or-texts-can-help-but-wider-evidence-is-weak#:~:text=Sending%20parents%20of%20students%20who,to%20improve%20pupils'%20school%20attendance.</p>	6
<p><i>Opportunities for students, including PP, to attend extra-curricular activities</i></p> <p>£10,000</p>	<ul style="list-style-type: none"> • Running extra-curricular activities to provide opportunities for PP students to broaden their horizons • Monitor and encourage engagement of PP students • Continue subsidies for extra-curricular activities, including music <p>EEF: ways in which 'enrichment' can improve attainment:</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	4
<p><i>Improve wellbeing of</i></p>	<ul style="list-style-type: none"> • Develop the Wellbeing Hub • School counsellor 	5

<p><i>PP and vulnerable students</i></p> <p>£90,000</p>	<ul style="list-style-type: none"> • Learning mentors • Intervention meetings – additional time for PALs to attend meetings • Borough Mental Health Support Team; attendance and punctuality <p>EEF shows social and emotional learning interventions add, on average, 4 months' additional progress in academic outcomes over the course of a year. The EEF research makes it clear that there are wider benefits for students beyond academic outcomes, such as the ability to manage emotions. Targeted approaches seem to have greater impact, particularly those focused on improving social interactions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p><i>Breakfast Club</i></p> <p>£1200</p>	<p>Running 5 days a week for targeted multi-vulnerable in KS3 and 4 students</p> <p>Breakfast clubs are listed as an EEF approach</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p>	<p>5,6</p>

Total budgeted cost: £ 264,700 (contingency: 11921)

DfE guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf

Part B: Review of the previous academic year

Outcomes

KS4 GCSE Performance data 2022

Measure	PP students	Non PP students
Progress 8	0.23	0.70
Attainment 8	49.04	62.09
Ebacc Entry	34%	46%
% of Grade 5+ in English and Maths	53%	67%

Attendance: 2022-2023 Academic Year

	Y7	Y8	Y9	Y10	Y11	All
All	94	94	93	93	82	91.2
FSM	92	93	93	93	81	90.7
Not FSM	95	94	93	92	82	91.4
PP	93	93	93	92	82	91.0
Non PP	95	94	93	93	82	91.3

Externally provided programmes

Programme	Provider
Coaching	https://www.kanevolve.com/about
Accelerated Reader	https://www.renaissance.com/products/accelerated-reader/

How our pupil premium allocation was spent last academic year

The school received £266,865 of Pupil Premium funding in the 2022/23 financial year. It was used as outlined below.

Activity	Cost
CPD	£20,000
Coaching training for staff	£5,500
Staff wellbeing	£2000
Literacy rewards	£5000
Staffing costs	£20,000
Literacy intervention work (y7)	£22,000
Literacy coordinator	£4,000
Numeracy coordinator	£4,000
Numeracy interventions	£5,000
SEND activities and resourcing	£10,000
Staffing to support small group	£20,000
National Tutoring programme	£25,000
Easter and May revision	£2,000
Study club and support staff	£9000
Attendance and punctuality	£35000
Extra curricular	£10,000
Wellbeing support for students	£90,000
Breakfast club	£1,200
Total	£285,700

References

Education Endowment Fund

<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>