

# 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	883
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022 - 2026
Date this statement was published	12/09/25
Date on which it will be reviewed	Sept 2026
Statement authorised by	Helen Marriott
Pupil premium lead	Rachael Futo
Governor / Trustee lead	Claire Landon

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£249,900
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£249,900

## Statement of intent

### Key Objectives:

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

### How will we achieve our objectives?

- Investment in staff training and CPD; targeted CPD for staff which focuses on the inclusive classrooms, oracy, challenge, assessment and schemes of learning.
- Continue investment in strategies to improve attendance, punctuality and wellbeing of PP and vulnerable students
- 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
- 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 2025 Data:			
	<b>Measure</b>	<b>PP students</b> (change from last year)	<b>Non PP students</b> (change from last year)	
	Progress 8 (FFT VA)	0.47 (+0.29)	0.99 (+0.49)	
	Attainment 8	51.84 (+0.98)	62.64(+4.82)	
	Ebacc Entry	39% (-4%)	51% (-9%)	
	% of Grade 5+ in English and Maths	61% (+4%)	76% (+6%)	
<p>Summary: Non PP students outperform PP students on every metric but both groups saw an increase in progress and attainment compared to last year. The IDSR also shows that there is a positive gap which is growing increasingly wide, between WSFG disadvantaged students and national non-disadvantaged for A8. The number of PP students entered for Ebacc decreased, whilst notable this is not something we push with students as we ensure students have choice in their options.</p>				
2. Literacy	Data is based on the KS3 Bedrock Reading Assessment completed in June 2024 (at the end of the 2024-25 academic year):-			
	<b><u>Year 8 (2024 Intake)</u></b>			
		<u>Autumn 24</u> <i>Start of Y7</i>	<u>Summer 25</u> <i>End of Y7</i>	<u>Change</u> (since last test)
	% PP students below reading age	33%	27%	-6%
% Non-PP students below reading age	22%	17%	-5%	
<p>Summer 2025 testing shows the following figures are reading below their chronological age:</p>				

- **12 out of 45 PP students (27%)** *\*excludes one PP student not attending school*
- **22 out of 131 non-PP students (17%)** *\*excludes one non-PP student not attending school*

### Year 9 (2023 Intake)

	<u>Summer 24</u> <i>End of Y7</i>	<u>Autumn 24</u> <i>Start of Y8</i>	<u>Summer 25</u> <i>End of Y8</i>	<u>Change</u> <i>(since last test)</i>
% PP students below reading age	51%	46%	38%	<b>-8%</b>
% Non-PP students below reading age	28%	23%	13%	<b>-10%</b>

Summer 2025 testing shows the following figures are reading below their chronological age:

- **20 out of 52 PP students (38%)**
- **16 out of 124 non-PP students (13%)** *\*excludes three non-PP student not attending school / absent for test*

### Year 10 (2022 Intake)

	<u>Summer 24</u> <i>End of Y8</i>	<u>Autumn 24</u> <i>Start of Y9</i>	<u>Summer 25</u> <i>End of Y9</i>	<u>Change</u> <i>(since last test)</i>
% PP students below reading age	48%	46%	32%	<b>-14%</b>
% Non-PP students below reading age	29%	22%	14%	<b>-8%</b>

Summer 2025 testing shows the following figures are reading below their chronological age:

- **14 out of 43 PP students (32%)** *\*excludes one PP student absent for test*

	<ul style="list-style-type: none"> <li>• <b>18 out of 125 non-PP students (14%)*excludes seven non-PP student not attending school / absent for test</b></li> </ul> <p><b><u>Summary:</u></b></p> <p>The proportion of students reading below their chronological age has decreased across both PP and non PP students over the course of the 2024-25 academic year.</p> <p>In each year-group, there remains a greater proportion of PP students reading below their chronological age compared to non PP students.</p> <p>Notably, the percentage change between Autumn 2024 and Summer 2025 has seen a steady decrease across both PP and non PP groups – there is only a marginal difference of 1-2% between PP and non PP students in Years 7 and 8, whereas in Year 9 the gap between PP students and non PP students is greater.</p>
<p>3. The wellbeing of our students</p>	<p>Safeguard information for September 2024 – July 2025</p> <p>32% of concerns and communications on Safeguard are for students who are PP.</p> <p>Concerns were flagged for a range of reasons</p> <p>Summary:</p> <p>This is a slight increase (30%) from our last report.</p>
<p>4. Cultural Capital</p>	<p><b>2024-2025</b></p> <p><b>Enrichment clubs and activities:</b></p> <p><b>Year 7 2024-2025</b>  Pupil Premium: 11/46 - 24% of PP students attended a club  All year 7 students: 94/178 - 53% of all students attended a club (63% non PP)</p> <p><b>Year 8 2024-2025</b>  Pupil Premium: 15/52 - 29%  All year 8 students: 87/179 - 49% (57% non PP)</p> <p><b>Year 9 2024-2025</b>  Pupil Premium: 9/49 -18%  All year 9 students: 49/179 - 27 % (31% non PP)</p> <p><b>Year 10 2024-2025</b>  Pupil Premium: 12/42 - 29%  All year 10 students: 58/178 - 33% (34% non PP)</p>

**Year 11 2024-2025**

Pupil Premium: 6/44 - 14%

All year 11 students: 49/176 - 28% (33%)

**Whole School Total 2024-2025**

All Pupil Premium: 102/233 - 44%

All students: 337/887 - 38% (36% non PP)

**Summary:**

- In most Yr groups PP students are less likely to attend a club – how can we encourage this?
- Overall we still have less than half our students attending clubs
- Registers still difficult to analyse on how many sessions as well as how many clubs – will EduLink help with this?

**Educational Visits 2024-2025**

[Students Educational Visits 2024-2025.xlsx](#)

**Year 7**

2 students did not attend a trip in Year 7 but both of these students have not been attending school due to individual circumstances.

Students attended between 1 and 6 visits across the year.

Very few PP students in the higher numbers of trips attended.

**Year 8**

14 students did not attend a visit.

Students attended between 0 and 4 trips across the year.

There is a better spread of PP students across the larger numbers of trips.

**Year 9**

18 students did not attend any visits, including the end of year visits.

Students attended between 0 and 10 visits across the year.

Very few PP students are in the top numbers.

	<p>PP students 0-5 trips each</p> <p><b>Year 10</b></p> <p>7 students did not attend any visits last year including 3 students who are PP and SEND students (1 of the three had behaviour concerns)</p> <p>Students attended between 0 and 11 visits across the year. Some PP students among the higher numbers (one PP student attended 9 trips)</p> <p><b>Year 11</b></p> <p>43 students did not attend any visits.</p> <p>Year 11 do not have end of year visits.</p> <p>Students attended between 0 and 4 trips in Year 11</p> <p><b>Summary:</b></p> <ul style="list-style-type: none"> <li>• Despite our commitment for each child to visit at least one trip each year, we still have a number of students not attending a trip. Some students are 'opting out' of the end of year trips. Why is this?</li> <li>• We now run SEND trips through PE and LLD faculty for SEND students</li> <li>• Why do some PP benefit from higher trip numbers? What do we or they do differently?</li> <li>• We need to further explore a simple and effective rewards system – how do we build capacity for this or give ownership to tutors or HoYs?</li> <li>• How will the new, shorter lunch affect clubs? Will the early lunch pass help with this?</li> </ul>
<p>5</p> <p>Attendance</p>	<p>2024-2025 Academic Year</p> <p>Attendance in Autumn &amp; Spring for PP students is 91%, compared to 93% for non-PP students.</p> <p>83 students of 243 PP students are Persistent Absentees: 34% (2023/24: 20%)</p> <p>For context current PA for non PP students is 19.5%</p>

	Summary: We are seeing an increase in PA for PP students compared to non-PP students
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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 4 years)
1. Improve attainment and progress of PP and vulnerable students through Quality First Teaching and CPD	Improve KS4 attainment of PP students so that it is equal to non-PP All PP HPAs reach extending by the end of the year
2. Improve attainment and progress of PP in reading and literacy	Reduce percentage year on year of students whose reading age is below their chronological age  Improve percentage of students achieving grade 5+ in English and Maths so that is equal to non-PP.
<ul style="list-style-type: none"> <li>Improve attainment and progress of PP in numeracy and maths</li> </ul>	Reduced percentage year on year of students who have not mastered foundational skills  Improve percentage of students achieving grade 5+ in English and Maths so that is equal to non-PP.
3. Increase cultural capital of PP students through targeted enrichment activities and support	Increase numbers of PP students accessing enrichment activities and support
4. Improve wellbeing of PP and vulnerable students	Minutes from interventions meetings show improved wellbeing and outcomes for targeted students due to more precise targeting and evaluation of interventions  Student voice shows improved wellbeing
5. 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: **£19,500**

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><b>CPD budget: £12,500</b></p> <p><b>Curriculum support budget: £5,000</b></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 Schemes of Learning, CPD on Assessment practices, CPD on challenge and HPA, CPD on Oracy</p> <p>EEF report on the features of effective PD:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1
<p><i>Staff wellbeing</i></p> <p><b>£2,000</b></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><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	1

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

Budgeted cost: **£113,000**

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><b>£5,000</b></p> <p><b>Staffing cost:</b></p> <p><b>£22,000</b></p>	<p>NGRT (New group reading tests) standardised tests.</p> <p><a href="http://www.gi-assessment.co.uk/assessment/products/new-group-reading-test">www.gi-assessment.co.uk/assessment/products/new-group-reading-test</a></p> <p>Reading wise vocabulary – homework from Y7 &amp; 8. Start from Nov 25.</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’.:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>2, 1</p>
<p><i>Literacy intervention work with year 7 – staffing costs</i></p> <p><b>£25,000</b></p>	<p>Weekly literacy reading intervention</p> <p>EEF recommends that targeted support should be given to students that struggle with writing:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>2, 1</p>
<p><i>Appoint Literacy and EAL coordinator</i></p> <p><b>£4,500</b></p>	<p>Literacy and EAL intervention requires whole school leadership</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>2, 1</p>

<p><i>Numeracy interventions</i> <b>£5,000</b></p>	<p>Use and implementation of Sparx homework and support club to support all learners. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	<p>3, 1</p>
<p><i>Increase in SEND activities and resources for SEND PP students</i> <b>£10,000</b></p> <p><i>Staffing to support small group and 1-1 SEND interventions:</i> <b>£25,000</b></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: EAA assessor, increased use of screeners, Ed Psych for assessment; additional use of Speech and Language team; exam reader pen, additional use of laptops. SEND strategies from the EEF: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	<p>1</p>
<p><i>Support for students requiring intervention:</i></p> <p><i>Easter and May revision sessions:</i> <b>£2000</b></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.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	<p>1</p>
<p><i>Study Club</i> <b>£4,000 TLR</b></p> <p><i>Support staff</i> <b>£3,000</b></p> <p><i>Other costs:</i> <b>£3,000</b></p>	<p>3 x 2 hour after school sessions per week led by a coordinator with support. Targeted PP students in KS3 and KS4  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p>	<p>1</p>

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

Budgeted cost: £111,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Support for attendance and punctuality</i></p> <p><b>Staff salaries: £35,000</b></p>	<ul style="list-style-type: none"> <li>▪ New attendance officer appointed</li> <li>▪ Continue to identify students from a disadvantaged background who are Persistent Absentees</li> <li>▪ Attendance team, work with SPLs to develop relationships with the families, promoting the importance of attendance and its correlation to attainment.</li> <li>▪ Form tutor system implemented to support follow up of attendance</li> <li>▪ Ensure reasons for poor attendance are understood and personalised strategies are developed to improve it.</li> </ul> <p>EEF evidence that a personalised approach to attendance and engagement with families can help to improve attendance:</p> <p><a href="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.">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.</a></p>	6
<p><i>Opportunities for students, including PP, to attend extra-curricular activities</i></p> <p><b>£5,000</b></p>	<ul style="list-style-type: none"> <li>• Running extra-curricular activities to provide opportunities for PP students to broaden their horizons</li> <li>• Monitor and encourage engagement of PP students</li> <li>• Continue subsidies for extra-curricular activities, including music</li> </ul> <p>EEF: ways in which 'enrichment' can improve attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	4
<p><i>Improve wellbeing of</i></p>	<ul style="list-style-type: none"> <li>• Develop the Wellbeing Hub</li> <li>• School counsellor</li> </ul>	5

<p><i>PP and vulnerable students</i></p> <p><b>£70,000</b></p>	<ul style="list-style-type: none"> <li>• Learning mentors</li> <li>• Intervention meetings – additional time for PALs to attend meetings</li> <li>• Borough Mental Health Support Team; attendance and punctuality</li> </ul> <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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	
<p><i>Breakfast Club</i></p> <p><b>£1,500</b></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><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p>	<p>5,6</p>

**Total budgeted cost: £ 236,500 (contingency: £13,900)**

DfE guidance:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1066915/Using\\_pupil\\_premium\\_guidance\\_for\\_school\\_leaders.pdf](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 years

### Outcomes

#### KS4 GCSE Performance data 2022-2025

Measure	2022		2023		2024		2025	
	PP	Non PP	PP	Non PP	PP	Non PP	PP	Non PP
Progress 8	0.23	0.70	0.66	0.83	0.13	0.52		
Attainment 8	49.04	62.09	51.22	61.02	50.32 (34.6 NAT)	57.82 (50.0 NAT)	51.84	62.53
Ebacc Entry	34%	46%	47%	50%	45%	42%	39%	51%
% of Grade 5+ in English and Maths	53%	67%	53%	75%	57%	69%	61%	76%

#### Attendance: 2024-2025 Academic Year (2023-2024)

	Y7	Y8	Y9	Y10	Y11	All
All	<b>96</b> (95)	<b>94</b> (94)	<b>93</b> (93)	<b>93</b> (94)	<b>85</b> (81)	<b>92</b> (92.0)
FSM	<b>94</b> (94)	<b>93</b> (91)	<b>91</b> (92)	<b>93</b> (92)	<b>84</b> (81)	<b>91</b> (90.4)
Not FSM	<b>97</b> (96)	<b>95</b> (95)	<b>93</b> (94)	<b>93</b> (94)	<b>85</b> (80)	<b>93</b> (92.0)
PP	<b>94</b> (94)	<b>93</b> (91)	<b>91</b> (92)	<b>94</b> (94)	<b>84</b> (81)	<b>91</b> (91.6)
Non PP	<b>97</b> (96)	<b>95</b> (95)	<b>93</b> (94)	<b>93</b> (94)	<b>85</b> (80)	<b>93</b> (91.8)

### Externally provided programmes

Programme	Provider
Coaching	<a href="https://www.kanevolve.com/about">https://www.kanevolve.com/about</a>

## How our pupil premium allocation was spent last academic year

The school received £247,000 of Pupil Premium funding in the 2024/25 financial year. It was used as outlined below.

<b>Activity</b>	<b>Cost</b>
CPD	£20,000
Coaching training for staff	£5,500
Staff wellbeing	£2,000
Literacy rewards	£5,000
Staffing costs	£23,000
Literacy intervention work (y7)	£22,000
Literacy coordinator	£4,500
Numeracy coordinator	£4,500
Numeracy interventions	£5,000
SEND activities and resourcing	£25,000
Staffing to support small group	£22,000
Easter and May revision	£2,000
Study club and support staff	£10,000
Attendance and punctuality	£15,000
Extra curricular	£10,000
Wellbeing support for students	£70,000
Breakfast club	£1,500
<b>Total</b>	<b>£247,000</b>

## 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>