

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Wallington High School for Girls
Number of pupils in school	1522
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	R Booth
Pupil premium lead	J Parkinson
Governor / Trustee lead	H Aumeer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 112,690
Recovery premium funding allocation this academic year	£ 15,515
Pupil premium funding carried forward from 2020-2021	£ 19,227
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 147,432

# Part A: Pupil premium strategy plan

## Statement of intent

As a selective academy our students generally attain well beyond the national average. Interventions are successful and GCSE outcomes are strong. For PP students attainment and progress is generally in line with non-PP students although any gaps that were present have been widened due to the COVID pandemic in line with national trends. The school worked very hard during lockdown to limit this but our priority is to ensure that our PP students do not have gaps in their learning and are all able to achieve to the potential in the coming years through GCSE and beyond.

There will also be a continued focus on teaching and learning throughout the school. Outstanding teaching is the best way to help disadvantaged students. Our CPD programme is research led with support given using internal and external resources. Over the coming years we will also be launching a new pedagogical coaching structure which will drive our provision forwards.

The COVID-19 pandemic has also led to students missing out on enrichment opportunities and as I school we are looking to use funding to ensure that these are not missed as PP students are less likely to have access to this outside of school environment.

Literacy and wider reading is a big priority for the school and our PP budget will also be used to ensure that students have access to challenging literature that will help them improve across the whole school curriculum.

At Wallington we are very conscious of the effect of the pandemic on mental health and wellbeing of our students. We will continue to improve our pastoral provision to ensure that all students are supported and nurtured to enjoy their time at our school and be fully prepared for their next steps after Key Stage 4.

## Challenges

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

Challenge number	Detail of challenge
1	Students have gaps in learning due to the COVID-19 pandemic.
2	There are small gaps in attainment between PP and non-PP students.
3	Students may not have equal access to school events including parental events and enrichment opportunities.

4	Students do not have same access to wider reading opportunities and therefore literacy can be a barrier to learning.
5	Parents do not always know how to access funding or are reluctant take up funding opportunities available.
6	Issues with mental wellbeing that may have been heightened due to the pandemic.

## 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
Gaps in student learning are addressed and have no negative impact on achievement.	GCSE progress of PP students does not differ significantly from pre-pandemic cohorts.
PP students achieve in line with whole school progress.	Progress 8 and attainment 8 scores are in line with non-PP students. The figure does not have 'significant negative variation' from results of the whole cohort.
Wellbeing	Support ensures that disadvantaged students continue to show high levels of attainment and that participation in school life is not limited by physical or emotional wellbeing.
PP students read more widely and have access to more resources.	Accelerated reader data is similar for PP and non-PP students. Progress 8 and attainment 8 scores are in line with non-PP students. The figure does not have 'significant negative variation' from results of the whole cohort.
There is a more even spread of funding across all disadvantaged students and parents are confident to access this	More funds are requested for provisions like enrichment and Co-Curricular opportunities.

## 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.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 73,716

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure clear intervention for PP students in terms of catch up and overall access to the curriculum.	Research by the EEF has shown that that disadvantaged students have been worst affected by school closures and that attainment gaps have increased.	1,2,6
To ensure that Teaching and learning in the school is of a high standard as this will support all learners. CPD delivered to ensure that teachers develop their craft using evidence-based research and CPD packages. This will help students to catch up and make them more independent learners as well. Quality assurance of teaching and learning across the school will show the impact of this CPD.	Research has shown that that disadvantaged students have been worst affected by school closures and that attainment gaps have increased. The best way to increase the attainment of disadvantaged students is through outstanding teaching. The Teacher Gap states “good teachers seem to have a disproportionately strong impact on pupils from disadvantaged homes”. Therefore developing the teaching capabilities of our staff using evidenced based CPD programmes for ECT’s and more experienced teachers is paramount to the success of PP students.	1, 2
CPD is given to all teaching staff about the challenges of teaching PP students and how they can help.	Research has shown that that disadvantaged students have been worst affected by school closures and that attainment gaps have increased.	2
Recruitment and Retentions of High Quality staff.	High quality teaching is the best way to close the gap for disadvantaged students. The best way to retain these teachers is to enjoy that working conditions are of a high standard and that CPD programmes are targeted and allow all staff to develop.	1,2,6

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

Budgeted cost: £ 36,858

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP students needing academic support are targeted through internal data and supported. This is to include practical subjects where gaps may be bigger.	<p>Research from the EEF has shown that that disadvantaged students have been worst affected by school closures and that attainment gaps have increased. Students with such gaps must be identified and targeted to ensure gaps have closed.</p> <p>Practical subjects have been worst affected by lockdown due to lack of provision at home, especially with PP students.</p>	2
Reevaluate how the PP budget is spent by departments and ensure more equal spending across all departments to include Mathematics	The gap has continued to grow in maths across most year groups, with the largest gap of 7 months in Year 6. (EEF). For our setting this will be felt at KS3 but affects will be longer lasting.	2
To ensure PP students get access to small group tutoring.	<p>Research has shown that that disadvantaged students have been worst affected by school closures and that attainment gaps have increased. Small group tutoring has been proven to be the best way to close learning gaps. The government has created the NTP to address this and it is important the PP students gain access to this or in-house support.</p>	1, 2
To support literacy, all PP students to receive a recommended reading pack relevant to each year group. Those PP students who have lower reading ages or lack of engagement in reading to be especially targeted.	The EEF says that gaps have continued to grow between PP and non-PP students in terms of reading age. This is more the case at Primary School age so will show most for us in KS3, although impacts are likely to be longer term.	2,4
PP students may need support with learning environments in terms of access to technology	Evidence is clear that access to technology is important in learning and being prepared for life after school. This has been none more the case than during the pandemic where access to	2, 5

and suitable working spaces.	technology has been a huge barrier to learning.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 36,858

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure students and parents have full access to PP funding and no how and where to look to achieve this. We will make the website more user friendly and also ensure that regular correspondence goes home to parents of PP students.	At present funding is the school is spent well but there are gaps were funding is not requested uniformly.	5
PP students can have issues with parental engagement for a wide range of reasons. We will ensure that we make it as easy as possible for parents to attend events such as parents evenings and information evenings.	The DfE state that “research consistently shows that parental engagement is one of the key factors in securing higher student achievement”.	3
Ensure students have access to careers opportunities such as Morrisby assessments and careers and higher education advise.	Often PP students do not see these opportunities as possible to them as there is a financial cost. By opening up these things and giving advice and help with funding students can be more motivated to learn and achieve.	3
Ensure PP students have access to emotional learning and wellbeing services.	These interventions have proven to be successful at all stages. Support of this nature requires high levels. (Third Space Learning). Students have access to health, counselling and ELSA support. We will also invest in our pastoral team to ensure training is up to date particular needs can be dealt with.	2, 6
PP students may not have full access to our Co-curricular offer.	Third Space Learning state that outdoor experiences have positive benefits on learning. These opportunities provide cultural capital for students and also	3, 5

	have positive impacts on self-confidence, self-efficacy and motivation.	
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**Total budgeted cost: £ 147,432**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Progress 8 and attainment 8 measures were not calculated this year so we have used ALPS and internal measures to assess outcomes and progress.

GCSE results for PP students were an ALPS 2 which is broadly in line with whole school score of 1. Mock results were an ALPS 5 for PP which improved to an ALPS 2 after further intervention was made. Whole school went from ALPS 2 to ALPS 1 so PP made more progress during this time.

At KS3 progress against the curriculum measures are broadly the same with PP students marginally below without their being significant difference. Focus next year will be closing this gap further.

Year 10 students (2017 cohort) are 2 ALPS points below that for the whole cohort based on their EOY predicted grades from EOY exams. Whilst this needs focus, interventions were proven to work last year and it is envisaged this will again be the case.

## Further information (optional)

For the first time pupil premium students were given access to the Morrisby Careers Assessment (year 11). All PP students were given priority booking for our online parents evenings for core subjects and attendance at these were high.

As in 2019-2020 it was ensured that all PP students had access to remote learning during lockdown and isolation periods. Laptops were bought for all year 7 PP students and equipment provided to those in other year groups when need arose.

Extra-curricular activities such as DofE, CCF, music lessons and Lamda were also supported.