

Pupil premium strategy statement – Walderslade Girls School

This statement details our school's use of pupil premium (and recovery 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.

Schools receive additional income called Pupil Premium. It is allocated by the Government to help support some children who are deemed disadvantaged including those from low-income families and children in care. The funding received is based on a formula which includes a number of factors including children who have been eligible for free school meals in the past six years and the number of looked after children, or students who have left care or may have been subject to specific guardianship orders determined by the court. The funding is provided because research shows that these students perform less well nationally and it is to allow schools to develop support strategies that 'narrow the gap', a term that is used in this document.

Whilst schools can determine how best to use the money available, they have to account for how it is spent and the Headteacher, and the school governing body, are accountable for the impact it has. This is demonstrated by:

- Review of performance tables, which compare outcomes for the eligible disadvantaged pupils with their peers.
- Publishing online how the funding is used and the impact on pupil attainment.
- Ofsted inspections where there is a focus on pupil groups, particularly those that attract pupil premium.

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	747
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs Louise Campbell
Pupil premium lead	Mr Mitchell Goe
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£286,869
Recovery premium funding allocation this academic year	£0
<p>Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)</p> <p><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>	£0
<p>Total budget for this academic year</p> <p><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></p>	£286,869

Part A: Pupil premium strategy plan

Statement of intent

The mission statement of the Skills for Life Trust has been reviewed and a new improved statement has been issued, it is as follows;

"To nurture and develop all people in our Trust so that they reach their full potential academically, vocationally and personally, including being positive role models for future generations in the community. We will achieve this by providing high quality values-based education that cultivates employability and life skills making our schools the first choice for young people, staff, parents, carers and employers."

Following on from our overarching trust mission statement, the intention of Walderslade Girls' School, is to ensure that we meet this standard for all our students, irrespective of their background or the individual challenges they face, which may act as barriers to making progress and being successful as adults.

The focus of the pupil premium strategy is to empower and support disadvantaged students in achieving their full potential by providing targeted interventions, opportunities and resources that address their unique needs, while narrowing the achievement gap and fostering a culture of inclusion and equality.

This aim emphasises the school's commitment to addressing the specific challenges faced by disadvantaged students and ensuring that they have equal opportunities to succeed academically, socially and personally. It highlights the intention to provide tailored support and interventions that promote their well-being, raise aspirations and enhance their educational outcomes. Additionally, it emphasises the importance of fostering an inclusive and equitable environment where all students can thrive, regardless of their background or circumstances. This includes students who have been identified as young carers, allocated a social worker, or provided with Early Help, regardless of whether or not they are disadvantaged.

At the forefront of our approach is Quality First Teaching. Staff will have tailored and highly effective CPD to support the development of the standard of teaching at Walderslade Girls School. High-quality teaching has been proven to have the greatest effect on closing the disadvantage attainment gap and will have a positive impact on all students. Clear critical questions, high expectations, effective assessment and feedback, positive classroom environments and relationships, literacy support and effective use of support staff all have a huge impact on the progress of all students.

Our academic strategy is also in line with wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. We will be looking at utilising the school-led tutoring programme, to help support closing the knowledge and skills gap in the familiar and safe setting of school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The

approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- develop resilience and positive mental health in our pupils
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our strategy adopts the recommended EEF tiered approach. We are aware that many elements will overlap in the aim of making a cohesive and collaborative approach that adapts from year to year as the schools' and students' needs change. We will also ensure that in order to make the biggest difference we focus on a small number of strategies.

Challenges

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

Challenge number	Detail of challenge
1	Attendance of the pupil premium students, as a collective, is lower than that of non-pupil premium cohort. Whole school attendance has declined nationally. Aim to achieve 94% attendance
2	Although pupil premium students make good progress, this progress is lower than their non-pupil premium peers. Disadvantaged students struggle to meet aspirational target grades compared to non-disadvantaged peers (closing the gap of Progress 8 towards 0)
3	Consistent quality first teaching in all areas
4	Literacy and Numeracy - Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension and basic numeracy skills, than their peers. This impacts their progress in all subjects.
5	Engagement in the full life of the school thereby benefitting from the vast array of opportunities on offer and broadening cultural capital.
6	Well-being - Our assessments, pupil voice survey, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression, and low self-esteem. This is partly driven by concern about catching up lost learning and exams/prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.

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
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged students	<p>Attendance trend to rise closer to the national average of 94%.</p> <p>Attendance gap of PP students compared to non-PP students will reduce</p>
Improved attainment among disadvantaged pupils across the curriculum in all year groups.	<p>Progress data for Y10 and Y11 shows a narrower gap.</p> <p>The difference between PP KS3 students attainment, in relation to targets, is comparable to non-Pupil Premium students with the gap continuing to close.</p>
Teaching and learning precisely tackles misconceptions, maintains high expectations of all students and students make progress that is in line with their peers	<p>The teaching and learning principles are applied consistently in every classroom. This is evidenced in all internal and external reviews.</p> <p>All teachers can articulate the interventions that are taking place for students with multiple barriers and the impact of these.</p>
Improved reading and numeracy comprehension among disadvantaged pupils across KS3.	<p>Reading and numeracy comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers of all subjects should also have recognised this improvement through engagement in lessons and quality of subject vocabulary.</p> <p>Disadvantaged students to be offered more opportunities to read.</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Qualitative data from student voice, student and parent surveys and teacher observations shows a sustained improvement in student well-being</p> <p>A marked increase in student engagement in lessons, and enrichment activities, including business mentoring, with particular reference to disadvantaged students.</p> <p>Increased use of outside agencies to provide on-going support for SEMH needs including</p>

	the use of outside agencies to support staff with dealing with these issues.
Improved engagement of PP students in the full life of school	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Implement a tracking system developed of extra-curricular and other opportunities available and accessed to support PP students</p>

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: £ 143,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ staff to deliver literacy and numeracy sessions during form and lunch times to promote progress in these areas	Teachers can plan to respond to the needs and misconceptions of pupils with multiple barriers, resulting in greater progress for pupils in these groups.	2, 4,
Targeted CPD for the staffing body.	EEF <i>'Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.'</i>	2, 3,
<p>Staffing:</p> <p>Assistant Headteacher responsible for outcomes. This role includes identifying actions required in order to address issues arising and working with subject leaders to ensure appropriate and effective actions are put in place. The Assistant Headteacher will be responsible for tracking and monitoring the progress of students in the school, including those</p>	<p>Successful schools <i>'have clear, responsive leadership.'</i> DFE <i>'Supporting the Attainment of disadvantaged pupils: articulating success and good practice'</i></p> <p>EEF Implementation Guide states that; <i>'school leaders play a central role in improving education practices through high-quality implementation'</i> by <i>'defining both a vision for, and standards of, desirable implementation'</i>.</p> <p>Sir John Dunham, <i>'School leaders and teachers with a strong moral purpose have used the</i></p>	1, 2, 3, 4, 5, 6

<p>who receive Pupil Premium funding.</p> <p>Create a role of “Pupil Premium Coordinator” as a UPR responsibility. This will be line managed by the Assistant Headteacher. This staff member will be responsible for developing the provisions of Pupil Premium in the school.</p> <p>Support with the FLO’s salary with the FLO having a large impact on attendance, progress and well-being.</p>	<p><i>pupil premium grant to make a big impact on progress and attainment.’</i></p> <p>EEF – <i>Putting Evidence to Work, A Guide for Implementation</i> – states that ‘schools should build leadership capacity through implementation teams as they build local capacity to facilitate and shepherd projects.’</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 95,623

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutoring one to one and group tutoring will be employed	EEF; ‘ <i>One-to-one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind</i> ’.	2, 3, 4
TA interventions	EEF: ‘ <i>For one-to-one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced, well-trained and supported – for example, delivering a structured intervention.</i> ’	1, 2, 4
Continuing with the National Tutoring Programme to provide school-led tutoring to students who have been identified as being most academically impacted by the pandemic. Priority will be given to pupil premium and disadvantaged students.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	2, 3, 4
External agencies to support students with information on academic subjects, as well as	External agencies such as Elevate Education have conducted research into how the best students in the world study and achieve success. They impart	2, 5, 6

training on studying and time-management	information through engaging seminars both in person and online.	
Homework	Homework and revision is fundamental to increasing knowledge and retaining information. Evidence suggests that pupils can add 5+ months to their learning. Pupils will be given access to online applications and resources which avoids students needing to print or “hand-in” homework. Homework Education Endowment Foundation EEF	2, 4, 5

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

Budgeted cost: £ 47,811

Activity	Evidence that supports this approach	Challenge number(s) addressed
Cultural impact is an area we need to develop upon to raise aspirations, awareness, opportunities. Trips will be run throughout each academic year to allow for disadvantaged pupils to experience activities they may otherwise not be able to do-theatre trips, museums, overseas trips, exploration trips will all be included.	EEF <i>‘enrichment education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.’</i>	5
Scholarship funds for DofE, sporting activities, art activities and Music lessons. Support will also be given to help students to access extra-curricular programmes	EEF – Arts Participation + 2 – 3 months impact EEF – Sports Participation +2 months impact Research by ‘A New Direction’ shows the importance of cultural and arts opportunities to support wider learning of PP students.	1, 5, 6
Events aimed at improving parent’s engagement and relationships with the school, in addition support for engagement in school life such as	EEF – Parental Engagement = + 4 months positive impact <i>‘Providing practical strategies with tips, support and resources to assist learning at home may be more beneficial to pupil out- comes than simply gifting a book to</i>	1, 5, 6

charity events, brunch for parents etc	<i>pupils or asking parents to provide generic help to their children.'</i>	
Supporting pupils' social, emotional and behavioural needs including behaviour interventions through using external courses	EEF – Behaviour interventions – approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning + 4 months positive impact	2, 6
Extended school time, including for breakfast clubs, interventions and summer schools	Evidence shows that providing a health breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration and improved well-being and behaviour. EEF – evidence suggests that summer school promotes positive progress of 3+ months	1, 2, 5
To work closely with attendance team and year teams to identify and support students with low attendance.	DFE 2016 – found that the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. <i>“Overall absence had a statistically negative link to attainment.”</i>	1

Total budgeted cost: £ 286,869

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance

Reported National Average for attendance is 89.4%, which is significantly below Government expectations. The return to “normality” following COVID has been more challenging for students than could have been predicted and attendance and the importance of school is reflective of these difficulties. Currently, attendance for students with PP status, is 82.6%, compared to the School average of 86.1%, is this a gap of -3.5%. Overall, attendance needs to be a focus moving into the next academic year. However, when taking into account the challenges with pupil attendance across the school, it would appear that there is not a significant difference between students who are PP, compared to those who are not.

Behaviour

Following COVID, and the return to “normality” within the school setting, there has been a significant increase in the number of fixed term exclusions that have been issued. Furthermore, there has been an increase in the number of permanent exclusions. These exclusions have not been taken lightly and have been the result of behaviour which cannot be tolerated within the school community. This academic year 125 students in total have received a fixed term exclusion, with 41.6% (52 students) with PP status. Additionally, there have been 7 permanent exclusions, with only 1 student with PP status. The Assistant Headteacher with responsibility for behaviour and students attitudes has developed a tiered intervention strategy, to ensure that students on the path to exclusion are identified quickly and supported with their behaviour and helped to positively engage with school, staff and their peers. Student behaviour is being closely monitored and this includes a specific focus being applied to vulnerable and disadvantaged learners to ensure they and their families receive the support they need to positively engage with education and plan for their futures. New structures in pastoral and safeguarding are in place, with positive attendance being a key focus for all students.

Reading

A whole school literacy strategy had previously been put in place, with the Accelerated/Star Reader Programme. Furthermore, a 20-minute drop and everything and read session has been established, with staff and students expected to participate. This academic year, this was critically reviewed and a decision made by the Assistant Headteacher leading Literacy across the school to alter the strategy in terms of the underlying software tools. GL Assessments was brought in and NGRT utilised to assess reading ages. The NRGT is a standardised, termly assessment that reliably measures reading skills against the national average allowing us to get to the root of any problems precisely and quickly. Additionally, being termly it allows for regular monitoring of reading progress and measuring the impact of interventions in place, and a student's reading ability can be benchmarked using the Standardised Age Score. Importantly, students are not limited to the books they can select to read and are actively encouraged to be ambitious in their choice of reading material. Reading time has been relaunched and the enjoyment of reading promoted. Students whose reading age currently falls significantly below expectations have been identified and interventions are being developed, centred around reciprocal reading programmes. A library has been established and is now on the move to allow for expansion. A large range of engaging and appropriate reading material is being gathered to ensure that all students, with a specific focus on disadvantaged students have access to books they want to read.

Teaching and Learning

There has been a new focus on teaching and learning, with the understanding that high quality teaching in classrooms, across the curriculum is vital in ensuring that all students can close gaps in their knowledge and make progress, but with a greater focus on disadvantaged students. The Deputy Headteacher leads teaching and learning across the school and has been working with Heads of Faculty/Subject to ensure that the curriculum offer is inclusive and ambitious for all students, but with a focus on the provision in place for disadvantaged students and vulnerable learners. Quality CPD has been put in place through the Beyond Schools Trust, focusing on best practice in classrooms to promote the engagement, progression and attainment of all students.

The role of Raising Standards Lead (RSL) is now embedded in school practice and assigned to an Assistant Headteacher. They have been working collaboratively with

the Deputy Headteacher, overseeing Teaching and Learning on assessing progression. This important piece of work, has enabled a reporting system to be put in place which will allow student progression to be mapped and importantly allow for gaps in knowledge and a lag in expected progression to be highlighted quickly and appropriate interventions put into place to support a positive progression. This means that vulnerable learners, with a focus on disadvantaged students can be supported in a timely fashion and progression supported across the curriculum.

Attainment

Actual results for GCSE are not currently available, however we are able to report on exit data for the Year 11 cohort for 2023. This data has been provided by teachers and based on assessments and professional experience.

	2023 Exit Data		
	PP	NON	Difference
Progress 8	-1.18	-0.72	-0.46
Attainment 8	33.26	40.13	-6.87
4+ English & Maths	46%	54%	-8%
P8 English	-1.3	-0.76	-0.54
P8 Maths	-0.94	-0.98	-0.04
P8 Ebacc	-1.39	-0.89	-0.5
P8 Other	-1.04	-0.35	-1.39

The results for the pupil premium students have decreased and the gap has widened between these students and non-pupil premium students. The difference in attainment and progress is significantly greater than we anticipated. Obviously, this is disappointing, however progress has been massively affected by a small number of disadvantaged students who chose to not attend school or take examinations. Strategies were in place to support these students through the pastoral team. This coming year changes have been made to assessment analysis through SLT responsible for Teaching and Learning and Raising Standards Lead. These changes will ensure that students facing academic and pastoral challenges are identified swiftly and actions put in place to support and promote progression and attainment.

Wider Experiences

Throughout the year, we have been able to contribute towards educational trips/experiences which have an impact on both the academic potential of a student, but also widen their personal cultural experiences. These have been varied in nature, from dance workshops to overseas residentials.

The Duke of Edinburgh has been incredibly successful this year, with the secondary schools in the trust collaborating to ensure that more students have access. We have fully funded places for some pupil premium students and have given discounts to all other pupil premium students. All equipment is provided through the school renting from Duke of Edinburgh and therefore all students are able to participate.

To support students with planning ambitiously for their future, we have continued to provide Skills for Life assemblies, bringing in external speakers to inform students on a wide variety of careers. Furthermore, disadvantaged students have been able to engage with business mentors, who are able to guide them towards achieving their goals.

Welfare Interventions

We are unable to discuss specific interventions and support packages that have been put in place of individual students. However, a number of staff have the responsibility for promoting the improvement of students attendance, behaviour and achievement, as outlined below.

AHT Designated Safeguarding Lead

Attendance Office

Family Liaison Officer (FLO)

AHT Behaviour and Attitudes

AHT Raising Standards Lead (RSL)

Heads of Year

Pastoral Support Assistants (PSA)

Two of these roles are outlined in more depth below;

Family Liaison Officer

Our FLO works with students and their families to support engagement with school and learning. The work completed under this role is varied, and includes supporting with the following

- The common barriers to student learning and achievement, including, for example, attendance, punctuality, poor behaviour and school induction and transition.
- Parenting skills and understanding, and parent and family education.
- Parent and community engagement.
- Outreach with hard-to-reach groups or for particular specialist groups.
- Parental advice, information and representation.

Pastoral Support Assistant

These posts have been created this year to better support the Heads of Year. These staff are attached to a specific year group, meaning they are able to develop appropriate supportive relationships with students and families. The role supports the administration side of pastoral support, ensuring that all paperwork and documentation is completed and available. However, it also extends to pastorally supporting students across the normal school day, and can be exceptionally varied in the tasks that need to be completed, from safeguarding to mediation.

Finally, the safeguarding team has been expanded, with the additional role of a Deputy Safeguarding Officer in place. Furthermore, staff have been recruited to support as mental first aid workers. This development of the safeguarding team, under the leadership of an Assistant Headteacher has ensured that students are fully supported and are able to engage in school in a positive and productive manner.

Other Support

We have also provided support to disadvantaged students throughout the year, with uniform and school equipment where appropriate. We have also provided

transportation for specific students. We have also fully funded cooking ingredients for students with have FSM, meaning that they are able to fully engage with food lessons.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Time management and revision support	Elevate Education
Year 11/10 support	Maximise Education

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils