

## Disadvantaged Students (DS) strategy statement

1. Summary information					
School	Walton High				
Academic Year	16/17	Total DS budget	£272,085	Date of most recent DS Review	Sept 17
Total number of pupils	1,413	Number of pupils eligible for Pupil Premium	291	Date for next internal review of this strategy	n/a

2. Key Indicators (2016/17 Year 11)		Data Source: DfE and SISRA		Un-validated	✓
		Pupils eligible for PP		Pupils not eligible for PP	
Cohort size	Key Stage 2 Average Fine Point Level	51 students	4.5	178 students	4.76
Progress 8 score		-0.27		0.06	
Average Total Attainment 8 score		39.71		47.91	
Average Attainment 8 grade		3.97		4.79	
% Attaining 9-7 in English and Maths		9		15	
% Attaining 9-5 in English and Maths		26		45	
% Attaining 9-4 in English and Maths		46		70	
% Entering the English Baccalaureate		41		43	
% Attaining 9-5 in the English Baccalaureate		11		23	
% Attendance (2016)		93.8		95.6	

2. Key Indicators (2016/17 Year 11)		Data Source: DfE and SISRA	Un-validated	✓
% Persistently Absent (2016)		18.8	10.5	
% Staying in education or entering employment after Key Stage 4		97	98	Validated 2014 data
3. Barriers to future attainment (for pupils eligible for PP)				
In-school barriers				
A	DS students have on average lower KS2 prior attainment on entry. Y11 Cohort 2017: Non-PP KS2 APS 29.08; PP KS2 APS 27.35 Nationally, students with low prior attainment make less progress than students with high prior attainment			
B	Low prior attainment in English and Maths impacts on use of literacy and numeracy across the curriculum			
C	Some DS have below average attendance			
External barriers				
D	Some Disadvantaged Students travel from across MK to attend via public transport. This can be a barrier to joining clubs, attending Session 9 enrichment and subject enhancement sessions.			
E	Some Disadvantaged Students are young carers or have responsibility for collecting younger siblings from school. This is a barrier to joining clubs, attending session 9 enrichment and subject enhancement sessions.			

4. Desired outcomes		Success criteria
A.	<p><b>Improved overall DS attainment and progress in KS4</b> Measured by comparing overall Attainment 8 (A8) and Progress 8 (P8) score for DS to national Attainment 8 and Progress 8 score for Others</p>	The Attainment 8 and Progress 8 score for DS is not significantly different to that achieved by Others.
B.	<p><b>Improved attainment in GCSE English and Maths for DS with High prior attainment</b> Measured by comparing the proportion of DS and Others achieving grades 5+ in English and Maths.</p>	The proportion of DS with High prior attainment in English and Maths achieving grade 5+ is not significantly different from Others.
C.	<p><b>Improved attainment and progress in KS4 for DS with High prior attainment</b> Measured by comparing overall Attainment 8 (A8) and Progress 8 (P8) score for DS with High prior attainment to national Attainment 8 and Progress 8 score for Others</p>	The P8 and A8 score for DS with High prior attainment is not significantly different from that achieved by Others.
D.	<p><b>Improved Key Stage 3 outcomes in English and Maths</b> Proportion of DS achieving secure and greater depth similar to Other students with similar starting points.</p>	The gap between PP students and others narrows in Y7 and again in Y8 in comparison to when students entered WH.
E.	<p><b>Improved attendance for DS students</b> Attendance for DS to be compared with the attendance of Others both in terms of overall attendance and the proportion who are persistently absent.</p>	Attendance for DS matches that for Others and the number of students classed as persistently absent is not dissimilar to the proportion of Others who fall into this category.
F.	<p><b>Increased number of DS participating in extra-curricular opportunities</b> The following will be monitored:</p> <ul style="list-style-type: none"> <li>• Number of targeted Disadvantaged Students attending subject support sessions</li> <li>• Number of DS participating in PAs events</li> <li>• Number of DS representing WH in sports teams</li> </ul>	The number of DS participating in all types of extra-curricular opportunities is greater than in 2015-16.

5. Planned expenditure	
Academic year	2016/17

i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<b>Improved overall DS attainment and progress in KS4</b>	Quality first teaching	Research into the difference highly effective teacher make on students' progress	Lesson observations Tracking and monitoring of student progress throughout the year	ATS All senior and middle leaders	Half termly
	Intervention classes in En and Ma	EEF research into impact of small groups on outcomes	Lesson observations Tracking and monitoring of student progress throughout the year	JSM MKH	Half termly
	Session 9 support	Previous positive outcomes for students who attended	Monitoring participation	ATS	Half termly
	1:1 support	EEF research into impact of 1:1 tuition	Tracking and monitoring of student progress throughout the year	JSM MKH	Half termly
	CPD on effective feedback to support learning	EEF research into impact of effective feedback on outcomes	Lesson observations Tracking and monitoring of students acting on feedback	ATS	Termly
	Manga Artist Day as part of Big Read	Impact on engagement of students who have participated in similar events in the past	Observation of impact of event on student engagement	JSM	During and after the event
<b>Improved attainment in GCSE</b>	Quality first teaching	Research into the difference highly effective teacher make on students' progress	Lesson observations Tracking and monitoring of student progress throughout the year	JSM MKH	Half termly

<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>English and Maths for DS with High prior attainment</b>	Intervention classes in En and Ma	EEF research into impact of small groups on outcomes	Lesson observations Tracking and monitoring of student progress throughout the year	JSM MKH	Half termly
	Session 9 support	Previous positive outcomes for students who attended	Monitoring participation	ATS	Half termly
	1:1 support	EEF research into impact of 1:1 tuition	Tracking and monitoring of student progress throughout the year	JSM MKH	Half termly
	Manga Artist Day as part of Big Read	Impact on engagement of students who have participated in similar events in the past	Observation of impact of event on student engagement	JSM	During and after the event
	CPD on effective feedback to support learning	EEF research into impact of effective feedback on outcomes	Lesson observations Tracking and monitoring of students acting on feedback	ATS	Termly
<b>Improved Attainment 8 and Progress 8 in KS4 for DS with High prior attainment</b>	Quality first teaching	Research into the difference highly effective teacher make on students' progress	Lesson observations Tracking and monitoring of student progress throughout the year	JSM MKH	Half termly
	Session 9 support	Previous positive outcomes for students who attended	Monitoring participation	ATS	Half termly
	1:1 support	EEF research into impact of 1:1 tuition	Tracking and monitoring of student progress throughout the year	JSM MKH	Half termly

<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
	CPD on effective feedback to support learning	EEF research into impact of effective feedback on outcomes	Lesson observations Tracking and monitoring of students acting on feedback	ATS	Termly
<b>Improved Key Stage 3 outcomes in English and Maths</b>	Quality first teaching	Research into the difference highly effective teacher make on students' progress	Lesson observations Tracking and monitoring of student progress throughout the year	JSM MKH	Half termly
	Intervention classes in En and Ma	EEF research into impact of small groups on outcomes	Lesson observations Tracking and monitoring of student progress throughout the year	JSM MKH	Half termly
	Session 9 support	Previous positive outcomes for students who attended	Monitoring participation	ATS	Half termly
	CPD on effective feedback to support learning	EEF research into impact of effective feedback on outcomes	Lesson observations Tracking and monitoring of students acting on feedback	ATS	Termly
<b>Total budgeted cost</b>					<b>£244,000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Improved attainment and progress for DS</b>	Purchase of revision guides and home copy of textbooks	Feedback from students who have benefitted from having these resources at home throughout their course	Review of orders placed and discussions with students	ATS	December
	Laptops loaned to students	Identified by students as something that would help them	Observe use of laptops and feedback from students	ATS	October
	Enhanced pastoral support	EEF research into impact of effective self-regulation on outcomes	Record of interventions	AEP	Half termly
<b>Improved attendance for DS students</b>	Enhanced support from Attendance Officers and the Trust's Family Support Officer	Students with good attendance have better outcomes than those whose attendance is below average	Regular monitoring of DS attendance	AEP	Weekly
<b>Increased number of DS participating in extra-curricular opportunities</b>	Duke of Edinburgh's Award scheme	Participation in D of E scheme increases self-confidence and self-esteem which leads to improved outcomes	Review marketing of D of E to DS and monitor participation and completion	ATS	Termly
	Enrichment trips and visits: Rugby/Netball tour of Italy <i>Goodnight Mr Tom</i> theatre trip	Participation in sporting and cultural events increases self-confidence and self-esteem which leads to improved outcomes	Review marketing to DS and monitor participation	ATS	As appropriate
<b>Total budgeted cost</b>					<b>£16,000</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Improved Key Stage 3 outcomes in English and Maths</b>	DS Y6 transferring to WH invited to the Summer School	DfE study and support for Summer Schools in the past to help prevent the KS2-KS3 dip	Observations during Summer School and progress data	HAK	August and October
<b>Improved attainment and progress for DS</b>	Careers intervention	Research shows high aspirations are linked motivation and outcomes	Tracking of attendance at careers interviews and 1:1 guidance at transition points	MM	Termly
<b>Improved attainment, progress and participation for DS</b>	Uniform, PE kit and equipment grants	Students will have an increased sense of belonging and having the correct equipment/kit will support good behaviour for learning	Tracking DS receive their entitlement	SMB	September
<b>Improved attainment and progress for DS</b>	Music lessons	Learning to play a musical instrument develops resilience and performing increases self-confidence and self-esteem which leads to improved outcomes	Review marketing of instrumental lessons to DS and monitor participation dropout rates	PHD	Half termly
<b>Improved attendance for DS students</b>	Social inclusion, e.g. Prom tickets	Participation in social events increases self-confidence and self-esteem which leads to improved outcomes	Review marketing of Prom to DS and monitor participation	HoY	June
<b>Total budgeted cost</b>					<b>£15,000</b>



6. Review of impact	
Academic Year	2016-17

i. Quality of teaching for all			
Chosen action / approach	Estimated impact	Lessons learned	Cost
<b>Quality first teaching</b>	For students in Y11, quality first teaching had a bigger impact on the achievement of Disadvantaged girls with High and Medium prior attainment than it did on Disadvantaged boys and girls with low prior attainment.	The very strong improvements in English had a positive impact on all students whereas the progress in Maths only benefited students not classified as disadvantaged.  The strategies that proved so successful in English will be replicated in other GCSE subjects, e.g. "Walking Talking" exams.	
<b>Intervention classes in En and Ma</b>	The intervention classes in En and Ma are having a positive impact on the progress of most of the DS involved, not only in terms of outcomes but also confidence.	Even with intensive support, some students in KS4 still lack confidence in their ability to succeed in Maths. Starting intervention classes in Y7 with students who are behind will help "find fault and fix" sooner resulting in more secure foundations for KS4 maths.	£242,000
<b>1:1 support</b>	1:1 support in En and Ma is having a positive impact on the progress of most of the DS involved, not only in terms of outcomes but also confidence.	1:1 support works best when the student has a positive attitude towards their Tutor and good relationships are established.	
<b>CPD on effective feedback to support learning</b>	Monitoring throughout the year indicated an improvement in both the quality of feedback and students responding. This contributed to quality first teaching.	Students acting on feedback works best when teachers build in time for this to take place in lessons. All teachers need to consistently give timely feedback.	£1,000
<b>Session 9 support</b>	This tended to impact on students who were already motivated to succeed as they were more likely to achieve.	Additional strategies needed to incentivise more DS to attend.	£1,000

<b>ii. Targeted support</b>			
<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
<b>Purchase of revision guides and home copy of textbooks</b>	Students having access to revision guides and textbooks supported quality first teaching.	The way teachers of non-core subjects use these resources to support students' learning needs to be reviewed to ensure maximum impact.	£1,000
<b>Laptops loaned to students</b>	The laptops helped the BTEC H&SC students complete their assignments on time and to a high standard	This is a strategy that could be deployed more widely to help address the digital divide.	£4,000
<b>Enhanced pastoral support</b>	Students who required additional pastoral support indicated that they found this very helpful and enabled them to focus on their learning more effectively.	Additional capacity in the pastoral team needed to give additional support to some DS.	£1,000
<b>Enhanced support from Attendance Officers and the Trust's Family Support</b>	Reduction in "casual" absences due to increased focus on this group when absent.	Additional capacity in the pastoral team needed to give additional support to some DS to support good attendance.	
<b>Duke of Edinburgh's Award scheme</b>	Small increase in the number of Disadvantaged participants. Approximately 10% of the Bronze and Silver Awards went to Disadvantaged Students.	Review of marketing and strategies used to encourage participation and ensure completion.	£10,000
<b>Trips and visits</b>	Increased student motivation.		

<b>iii. Other approaches</b>			
<b>Chosen action / approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
<b>DS Y6 transferring to WH invited to the Summer School</b>	Student survey very positive with 100% feeling more confident about starting their new school.	Review how the Summer School is promoted to ensure greater participation in 2018.	£5,000
<b>Careers intervention</b>	Students more aspirational in their KS4 subject options with larger number opting for separate sciences.	MM to explore the targeted use of work experience placements and mentoring.	£1,000
<b>Uniform, PE kit and equipment grants</b>	DS properly equipped for lessons and able to fully participate in extra-curricular sport.	Tutors to ensure DS equipment is replenished throughout the year	£4,000
<b>Music lessons</b>	DS who have wish to learn an instrument have been able to.	Review marketing of music lessons to encourage a greater take up.	£4,000
<b>Social inclusion, e.g. Prom tickets</b>	Students able to participate in social events with their peers impacting positively on self confidence	Link Prom ticket to good attendance in Y11.	£1,000