

## Disadvantaged Students (DS) strategy statement

1. Summary information					
School	Walton High				
Academic Year	17/18	Total DS budget	£372,130	Date of most recent DS Review	Sept 2017
Total number of pupils	1,955	Number of pupils eligible for Pupil Premium	398	Date for next internal review of this strategy	Jan 2018

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		48.09	
Average Attainment 8 grade		4.00		4.81	
% Attaining 9-7 in English and Maths		9		16	
% Attaining 9-5 in English and Maths		26		46	
% Attaining 9-4 in English and Maths		46		70	
% Entering the English Baccalaureate		41		43	
% Attaining 9-5 in the English Baccalaureate		11		24	
% 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.			
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 attainment and progress achieved by Disadvantaged Students by the end of KS4,</b> especially for Boys in all prior attainment bands and for Girls with low prior attainment. Measured by comparing overall Attainment 8 (A8) and Progress 8 (P8) score for DS by prior attainment/sex to national A8 and P8 scores for Others by prior attainment/sex.</p>	The A8 and P8 scores for DS is not significantly different to that achieved by Others in the same group.
B.	<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.
C.	<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.
D.	<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 2016-17.

**5. Planned expenditure**

<b>Academic year</b>	<b>2017/18</b>
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**i. Quality of teaching for all**

<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 achieved by Disadvantaged Students by the end of KS4</b>  Especially for Boys in all prior attainment bands and for Girls with low prior attainment.	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	AFH 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	English & Maths Middle Leaders	Half termly
	Session 9 support	Previous positive outcomes for students who attended	Monitoring participation	AP KS4 Heads of Year	Half termly
	1:1 support in English & Maths	EEF research into impact of 1:1 tuition	Tracking and monitoring of student progress throughout the year	English & Maths Middle Leaders	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	Senior Team Middle Leaders	Termly
<b>Improved Key Stage 3 attainment and Progress 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	AP KS3 English & Maths 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	AP KS3 English & Maths Middle Leaders	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>
	Session 9 support	Previous positive outcomes for students who attended	Monitoring participation	AP KS3	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	Senior Team Middle Leaders	Termly
<b>Total budgeted cost</b>					<b>£320,000</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 achieved by Disadvantaged Students by the end of KS4</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	AP KS4	December
	Laptops loaned to students	Identified by students as something that would help them	Observe use of laptops and feedback from students	AP KS4	October
	Enhanced pastoral support	EEF research into impact of effective self-regulation on outcomes	Record of interventions	AEP	Half termly

<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 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 DofE scheme increases self-confidence and self-esteem which leads to improved outcomes	Review marketing of DofE to DS and monitor participation and completion	CDC	Termly
	Enrichment trips and visits	Participation in sporting and cultural events increases self-confidence and self-esteem which leads to improved outcomes	Review marketing to DS and monitor participation	AFH	As appropriate
<b>Total budgeted cost</b>					<b>£25,000</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. EEF research.	Observations during Summer School and progress data	KS3 AP	August and October

<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 attainment and progress for DS</b>	Careers intervention	Research shows high aspirations are linked to 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>£28,000</b>