

## Disadvantaged Students (DS) strategy statement

1. Summary information					
School	Walton High				
Academic Year	18/19	Total DS budget	£340 000	Date of most recent DS Review	Oct 18
Total number of pupils	2099	Number of pupils eligible for Pupil Premium	494	Date for next internal review of this strategy	Jan 19

2. Key Indicators (2017/18 Year 11)		Data Source: SISRA		Unvalidated	Validated	✓
		Pupils eligible for PP		Pupils not eligible for PP		
Cohort size	Key Stage 2 Average Fine Point Level	56 students	4.48	176 students	4.64	
Average Attainment 8 grade		4.18		4.57		
Progress 8 score		0.09		0.05		
% Attaining 9-7 in English and Maths		3.6		10.8		
% Attaining 9-5 in English and Maths		32.1		38.1		
% Attaining 9-4 in English and Maths		62.5		58.0		
Average Total Attainment 8 score		41.8		45.7		
% Entering the English Baccalaureate		30.4		47.7		
% Attaining 9-5 in the English Baccalaureate		7.1		13.1		
% Attendance (2017)		92.6		93.2		
% Persistently Absent (2017)		10.9		4.7		

% Staying in education or entering employment after Key Stage 4 (2016)	100%	97%
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b>		
<b>A</b>	DS students have on average lower KS2 prior attainment on entry. Y11 Cohort 2018: Non-PP KS2 APS 4.86; PP KS2 APS 4.43 Nationally, students with low prior attainment make less progress than students with high prior attainment	
<b>B</b>	Low prior attainment in English and Maths impacts on use of literacy and numeracy across the curriculum	
<b>C</b>	Some DS have below average attendance	
<b>External barriers</b>		
<b>A</b>	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.	
<b>B</b>	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
<b>A.</b>	<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	The Attainment 8 and Progress 8 score for DS is not significantly different to that achieved by Others.
<b>B.</b>	<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.	The proportion of DS with High prior attainment in English and Maths achieving grade 5+ is not significantly different from Others.
<b>C.</b>	<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	The P8 and A8 score for DS with High prior attainment is not significantly different from that achieved by Others.
<b>D.</b>	<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.	The gap between PP students and others narrows in Y7 and again in Y8 in comparison to when students entered WH.
<b>E.</b>	<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.	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.
<b>F.</b>	<b>Increased number of DS participating in extra-curricular opportunities</b> The following will be monitored: <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 2017-18.

5. Planned expenditure	
Academic year	2018/19

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	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 AKB	Half termly
	Session 9 support	Previous positive outcomes for students who attended	Monitoring participation	CHE AFH/AAL	Half termly
	1:1 support	EEF research into impact of 1:1 tuition	Tracking and monitoring of student progress throughout the year	JSM AKB	Half termly
<b>Improved attainment in GCSE English and Maths 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 AKB	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 AKB	Half termly
	Session 9 support	Previous positive outcomes for students who attended	Monitoring participation	CHE AFH/AAL	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>
	1:1 support	EEF research into impact of 1:1 tuition	Tracking and monitoring of student progress throughout the year	JSM AKB	Half 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 AKB	Half termly
	Session 9 support	Previous positive outcomes for students who attended	Monitoring participation	CHE AFH/AAL	Half termly
	1:1 support	EEF research into impact of 1:1 tuition	Tracking and monitoring of student progress throughout the year	JSM AKB	Half 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 AKB	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 AKB	Half termly
	Session 9 support	Previous positive outcomes for students who attended	Monitoring participation	CHE AFH/AAL	Half termly
<b>Total budgeted cost</b>					<b>£290000</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	CHE	March
	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 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/AFH	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>£30000</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	SMC/AAL	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	CHE/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>£20000</b>

6. Review of impact	
Academic Year	2017-18

i. Quality of teaching for all			
Chosen action / approach	Estimated impact	Lessons learned	Cost
<b>Quality first teaching</b>	<p>Although it isn't possible to make direct comparisons in A8 between 2017 and 2018 due to the number of changes including the significant increase in subjects now graded 9-1, un-validated data indicates that the gap between DS and Others narrowed in 2018 (8.4 in 2017; 3.9 in 2018).</p> <p>The Progress 8 score for DS improved from -0.27 in 2017 to +0.1 in 2018 which was a 0.37 improvement (a little over 1/3 of a grade).</p> <p>The proportion of DS with High prior attainment in English and Maths achieving grade 5+ is not significantly different from Others.</p>	<p>Whilst there have been improvements in outcomes for DS there remains a need to be more forensic in the targeting of interventions and support to ensure these gains are not a one-off.</p> <p>Securing a positive P8 score is a significant achievement but there remains work to do to ensure that DS in future years are better supported</p> <p>This remains an area for improvement as the % of High Prior Attainers achieving 5+ in English and Maths still shows a 21% gap (HPA DS – 58%, HPA non DS – 79%). There needs to be earlier and more targeted intervention for our HPA DS going forwards.</p>	£305000
<b>Intervention classes in En and Ma</b>	<p>The intervention classes in En and Ma continue to have a positive impact on the progress of most of the DS involved, not only in terms of outcomes but also confidence.</p>	<p>Some students in KS4 still lack confidence in their ability to succeed in Maths, a situation exacerbated by the changes to the nature of the reformed exams. Starting intervention classes in Y7 with students who are behind has helped, although it will be a number of years before this can be fully assessed.</p>	



<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.	We have developed the way that teachers of non-core subjects use these resources to support students' learning to ensure maximum impact. Where possible it is preferable to provide online resources (provided that DS students have internet access at home).	£31000
<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.	Continue best practice	
<b>Duke of Edinburgh's Award scheme</b>	Small increase in the number of participants.	Continue best practice	
<b>Trips and visits</b>	Increased student motivation.	Continue to target DS students and have one to one discussions/invitations to opportunities as they arise	

<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.	Continue to ensure DS are targeted to attend the Summer School following the allocation of secondary school places in March 2019.	£20000
<b>Careers intervention</b>	Students more aspirational in their KS4 subject options with larger number opting for separate sciences.	MM to create a year planner to identify when DS would most benefit from 1:1 support e.g. prior to choosing KS4 options	
<b>Uniform, PE kit and equipment grants</b>	DS properly equipped for lessons and able to fully participate in extra-curricular sport.	Tutors to regularly ensure DS equipment is replenished throughout the year	
<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.	
<b>Social inclusion, e.g. Prom tickets</b>	Students able to participate in social events with their peers impacting positively on self confidence	Link subsidies for Prom tickets to overall attendance and engagement in session 9 revision/support sessions in Y11.	