

## Disadvantaged Students (DS) strategy statement

1. Summary information					
School	Walton High				
Academic Year	19/20	Total DS budget	£393,000	Date of most recent DS Review	Sept 19
Total number of pupils	2278	Number of pupils eligible for Pupil Premium	470	Date for next internal review of this strategy	Jan 20

2. Key Indicators (2018/19 Year 11)		Data Source: DfE and SISRA		Unvalidated	✓	Validated
		Pupils eligible for PP		Pupils not eligible for PP		
Cohort size	Key Stage 2 Average Fine Point Level	65 students	4.42	213 students	4.87	
Progress 8 score		-0.522		0.026		
Average Total Attainment 8 score		35.82		49.03		
Average Attainment 8 grade		3.58		4.9		
% Attaining 9-7 in English and Maths		3		12		
% Attaining 9-5 in English and Maths		14		42		
% Attaining 9-4 in English and Maths		32		62		
% Entering the English Baccalaureate		19		44		
% Attaining 9-5 in the English Baccalaureate		3		19		
% Attendance (2018)		92.9		95	Validated 2018 data	
% Persistently Absent (2018)		22		11	Validated 2018 data	
% Staying in education or entering employment after Key Stage 4 (2018)		0%			Validated 2018 data	

2. Key Indicators (2018/19 Year 11)	Data Source: DfE and SISRA	Unvalidated	✓	Validated	
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>					
<b>In-school barriers</b>					
A	DS students have on average lower KS2 prior attainment on entry. 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				
<b>External barriers</b>					
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> 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 attainment in GCSE English and Maths for DS.</b> Measured by comparing the proportion of DS and Others achieving grades 5+ in English and Maths.</p>	The proportion of DS in English and Maths achieving grade 5+ is not significantly different from Others.
C.	<p><b>Improved attainment and progress in KS4 for DS boys.</b> Measured by comparing overall Attainment 8 (A8) and Progress 8 (P8) score for DS boys to national Attainment 8 and Progress 8 score for Others</p>	The P8 and A8 score for DS boys 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 DS 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 2016-17.

5. Planned expenditure	
Academic year	2019/20

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	SNT 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/SNT/AKB	Half termly
	Session 9 support	Previous positive outcomes for students who attended	Monitoring participation and encouraging attendance.	CHE Heads of Year	Half termly
	1:1 support	EEF research into impact of 1:1 tuition	Tracking and monitoring of student progress throughout the year	JSM/SNT/AKB	Half termly
<b>Improved attainment in GCSE English and Maths for DS</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/SNT/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/SNT/AKB	Half termly
	Session 9 support	Previous positive outcomes for students who attended	Monitoring participation and encouraging attendance.	CHE 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	JSM/SNT/AKB	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>Improved attainment and progress in KS4 for DS boys.</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	SNT All senior and middle leaders	Half termly
	Session 9 support	Previous positive outcomes for students who attended	Monitoring participation and encouraging attendance.	CHE 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	JSM/SNT/AKB	Half 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	JSM/SNT/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/SNT/AKB	Half termly
	Session 9 support	Previous positive outcomes for students who attended	Monitoring participation	CHE Heads of Year	Half termly
<b>Total budgeted cost</b>					<b>£335,000</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	SNT/CHE	March
	Enhanced pastoral support	EEF research into impact of effective self-regulation on outcomes	Record of interventions	AEP	Half termly
<b>Improved attainment in GCSE Maths for DS</b>	Peer to peer support sessions with P16 students	Students with raised aspirations through working with role-models have improved outcomes	Tracking and monitoring student progress throughout the year	RR/SNT/AKB	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/SNT	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	DMB/SNT	As appropriate
<b>Total budgeted cost</b>					<b>£35,000</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	AAL/SMC	August and October
<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	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	Peggy?	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>£23,000</b>

6. Review of impact	
Academic Year	2018-19

i. Quality of teaching for all			
Chosen action / approach	Estimated impact	Lessons learned	Cost
Quality first teaching	<p>Unvalidated data indicates that the gap between DS and non-DS students has not narrowed.</p> <p>The proportion of DS with High prior attainment in English achieving grade 5+ is not significantly different from Others.</p> <p>Members of staff have been selected as DS Champions who have worked collaboratively on how to improve the school experience and outcomes of DS students.</p>	<p>Whilst there have been improvements in outcomes for DS in some areas there remains a need to be more forensic in the targeting of interventions and support.</p> <p>There remains work to do to ensure that DS in future years are better supported, and the progress tracked and monitored more forensically. Attainment and Progress in Maths for DS and DS boys remains an area for improvement. There needs to be earlier and more targeted intervention for our DS in Maths going forwards.</p> <p>The DS Champions have had impact on student engagement and raised the profile within the teams, however going forward, they will be working more closely on the monitoring and tracking of DS students' progress.</p>	£300000
Intervention classes in En and Ma	The intervention classes in En continue to have a positive impact on the progress of most of the DS involved, not only in terms of outcomes but also confidence.	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.	



<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 2020.	£31000
<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.	Continue to target DS students and have one to one discussions/invitations to opportunities as they arise.	