

# Pupil Premium and Recovery Premium Strategy Statement

This statement details Walton High's planned use of the Pupil Premium and Recovery Premium for the 2022-23 academic year.

It outlines how we will use the funding to support our strategy for improving outcomes for pupil premium students and those who need additional support following the pandemic. It also gives an overview of the effect that last year's spending of premium funding had within our school.

## School overview

Detail	Data
School name	Walton High
Number of pupils in school	3,015
Proportion (%) of pupil premium eligible pupils	631 (26%)
Academic years that strategy plan covers	2022-25
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	M Currie
Pupil premium lead	S Alexander
Governor / Trustee lead	A Asif

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£471,787
Recovery premium funding allocation this academic year	£72,500
Pupil premium funding carried forward from previous years	£0.00
<b>Total budget for this academic year</b>	<b>£544,287</b>

# Part A: Pupil Premium and Recovery Premium strategy plan

## Statement of intent

Walton High aims to enhance and enrich the lives of all our young people by enabling them to make the most of outstanding learning opportunities within and beyond the curriculum instilling an appreciation that there are no limits to what they can achieve and developing the attributes needed to successfully shape and respond to the future.

A clear secular moral framework promotes honesty, integrity, tolerance and respect as well as an appreciation of individual and collective responsibility. In this way we bring out the very best in our young people

In Milton Keynes, 11% of the population was income-deprived in 2019. Eight areas of MK are rated among the worst 10 per cent of deprived places in England, while two areas rank in the two per cent of deprivation areas. The defined admission area for Walton High takes in the full spectrum of income deprivation within the city. It is the intent of the school to narrow the gap between disadvantaged and their peers.

Overcoming barriers to learning and participation is at the heart of our use of the Pupil Premium and Recovery Premium grants. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not allocate personal student budgets. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals and allocate a budget accordingly.

For this strategy document, Disadvantaged Students (DS) include those whose development, wellbeing and/or progress have been negatively affected by the pandemic.

Our priorities are as follows:

- ensuring all students receive quality first teaching in every lesson
- closing the attainment gap between disadvantaged students and their peers
- providing targeted support for students who are not making the expected progress
- addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital

## Challenges

Walton High has identified the following key challenges that need to be addressed to enable disadvantaged students to maximise their potential.

Challenge	Detail of challenge
1	Lower Attainment 8 score by the end of Key Stage 4 compared to non-disadvantaged
2	Lower proportion of DS students attaining Grade 5+ in both GCSE English and Maths
3	Lower proportion of KS3 students achieving target grades compared to non-disadvantaged
4	Higher levels of absence for some DS
5	Lower participation rates of DS students in enrichment activities
6	Access to resources to support learning and engagement in enrichment activities

## Intended outcomes

Below are the outcomes Walton High is aiming to achieve **by the end of the current strategy plan** (August 2025) and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To narrow the attainment gap for DS students by the end of KS4	<ul style="list-style-type: none"> <li>Improvement in Attainment 8 in comparison to 2019 pre Covid benchmark</li> </ul>
To increase the proportion of students achieving GCSE Grade 5 in both Maths & English	<ul style="list-style-type: none"> <li>Student engagement and confidence increases as a result of strategies deployed</li> <li>Increased % of students achieving grade 5+ in En and Ma in comparison to 2019 pre Covid benchmark</li> </ul>
To improve the outcomes of KS3 students in English & Maths	<ul style="list-style-type: none"> <li>Proportion of KS3 DS students who read at or above chronological age at least in line with non-DS peers</li> <li>% of students making expected progress in both Maths and English increases in comparison to 2019 pre Covid benchmark</li> <li>DS students to achieve, or exceed, KS3 target</li> </ul>
To improve attendance levels of DS students	<ul style="list-style-type: none"> <li>Persistent absence rate for DS will not be significantly different from their non-DS peers</li> <li>Increased parental engagement</li> </ul>
To improve the participation of DS students in enrichment activities	<ul style="list-style-type: none"> <li>Increased tack up and improved retention of DS students in receipt of free peripatetic music lessons</li> <li>Increased % of DS students involved in at least one enrichment activity</li> <li>Increased % of DS students involved in Bronze/Silver DofE</li> </ul>
To ensure that all DS students have access to all appropriate resources where this is a barrier to achievement or wellbeing	<ul style="list-style-type: none"> <li>Support for DS students who do not have access to ICT at home to support their learning</li> <li>Additional support provided to DS in need of additional or specialist welfare support to remove barriers to learning and/or participation</li> </ul>

### Activity in this academic year

This academic year, Pupil Premium and Recovery Premium funding will be allocated as follows to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £426,787

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	Research into the difference a highly effective teacher makes to students' progress shows this is the most valuable tool in narrowing the gap	1, 2, 3, 5, 6
Support for early career teachers	Research shows that ECT teachers need the most support to develop skills	1, 2, 3, 5, 6
Improving vocabulary: <i>'Flex Your Lexis'</i>	Students need a minimum of 50,000 words to access their GCSE examinations. Poor reading hinders confidence and progress and as a result students are not able to comprehend texts and struggle with higher-level skills such as inference.	1, 2, 3, 5, 6
Improving Literacy: Enhancing reading through tutorial-based reading programme <i>'Read to Succeed'</i>	Reading for pleasure can enhance reading comprehension, leading to students developing more strategies enabling them to understand what they have read. Skills enhanced include: inferring meaning, summarising, developing questioning strategies and self-regulating (e.g.: maintaining interest)	1, 2, 3, 5, 6
Implementation of subject area disadvantaged student provision self-evaluation	Regular and targeted self-review leads to clear focus on areas for development.	1, 2, 3, 5, 6
Re-start Pupil Premium Subject Champions Group to share best practice and generate ideas about improving DS outcomes	Evidence shows that distributed leadership models have more chance of successfully implementing system wide improvements or change	1, 2, 3, 5, 6

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £72,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
KS4 Intervention groups in En and Ma	EEF research into impact of small groups on outcomes	1, 2, 3, 5, 6
Session 9 (3Es enrichment) support	Previous positive outcomes for students who attended	1, 2, 3, 5, 6
One-to-one support	EEF research into impact of one-to-one tuition	1, 2, 3, 5, 6
Enhanced pastoral support	EEF research into impact of effective self-regulation on outcomes	1, 2, 3, 4, 5, 6
Peer to peer support sessions with P16 students	Students with raised aspirations through working with role-models have improved outcomes	1, 2, 3, 4, 5, 6
Summer School for vulnerable Y6 students (some DS) transferring to WH	DfE study and support for Summer Schools in the past to help prevent the KS2-KS3 dip. EEF research.	1, 2, 3, 4, 5, 6
Careers intervention	Research shows that different socioeconomic groups have similar levels of aspiration for the future and differences in participation in HE are largely driven by academic attainment. Hence careers interventions must be partnered with academic support if they are to work.	1, 2, 3, 4, 5, 6
Invited Easter revision school planned for April 2022. Additional encouragement given to those performing below EPG.	Evidence suggest that students can benefit from 'summer schools', where activities are well-resourced, small group or where one-to-one academic approaches are used.	1, 2, 3, 5, 6
Schoolwide maths programme related to target setting initiative	The potential impact of metacognition and self-regulation approaches is high (+7 months) however we must be mindful that DS students can be less likely to engage if they are not explicitly taught how to use the strategies.	1, 2, 3, 5, 6

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of revision guides and home copy of textbooks	Feedback from students who have benefitted from having these resources at home throughout their course	1, 2, 3, 5, 6
Enhanced support from Attendance Officers and the Trust's Family Support Officer	Vulnerable students and their families do not always value school attendance as highly as their peers. When they are absent, vulnerable students can sometimes not take responsibility for catching up on their work upon return to school. Students with good attendance have better outcomes than those whose attendance is below average	1, 2, 3, 4, 5, 6
Duke of Edinburgh's Award scheme	Participation in the DofE scheme is known to increase self-confidence and self-esteem and, coupled with academic support, this can lead to improved outcomes	5, 6
Enrichment trips and visits	Participation in sporting and cultural events increases self-confidence and self-esteem which leads to improved outcomes	5, 6
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	5, 6
Review instrumental music provision programme	Learning to play a musical instrument develops resilience and performing increases self-confidence and self-esteem which leads to improved outcomes when partnered with a robust monitoring process	5, 6
Social inclusion, e.g. Prom tickets	Participation in social events increases self-confidence and self-esteem, which can lead to improved outcomes when partnered with academic approaches	5, 6
Review Class Charts 'Rewards for Points' programme	Access to rewards can increase self-confidence and self-esteem, which can lead to improved outcomes when partnered with academic approaches	1, 2, 3, 4, 5, 6
Provision of equipment for students identified with a specific need	Access to equipment can increase self-confidence and self-esteem, which can lead to improved outcomes when partnered with academic approaches	1, 2, 3, 4, 5, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 parent contact initiatives - initially run by English and Maths	Research shows that positive parental engagement benefits the outcomes of DS/vulnerable students	1, 2, 3, 5, 6
Artist-in-Residence Programme run for KS3 DS students	There is intrinsic value in ensuring DS students access a rich and stimulating arts education. Some evidence suggests a link between arts-based approaches and overall educational attainment.	5, 6
Targeted use of local Ride High Programme to aid wellbeing	Participation in such programmes can increase self-confidence and self-esteem which leads to improved outcomes when partnered with academic approaches	1, 2, 3, 4, 5, 6

**Total budgeted cost: £544,287**