

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

A key focus of our Pupil Premium Strategy is always to raise the attainment of our disadvantaged students.

71% of disadvantaged students in Key Stage 3 made the expected progress in English and Maths. In 2019 86 % achieved their target grades them with 24% exceeding them. 2022 shows a pleasing improvement in outcomes for DS with 89% and 30% exceeding their target grades in English and Maths.

Key Stage 4 unvalidated data shows the 2022 A8 and P8 performance of DS students improved on 2019 figures which are bracketed.

A8: DS 41.6 (35.8)

P8: DS -0.26 (-0.45)

Contributing to this improvement includes the quality of remote learning Walton High put in place during lockdown and when students were required to self-isolate following close contact with a person infected with COVID-19 as well as the provision of IT equipment to support learning for those students who had no or inadequate IT access at home. Students who were supported during lockdown with access to PCs and laptops have continued to receive that support and all additional requests for support have been actioned.

The effectiveness of our English and Maths 54ME improvement strategy was demonstrated in the increased numbers of DS students gaining a 5+ in English and Maths - this figure rose to 33% of DS students succeeding compared to 14% in 2019.

DS students are encouraged and supported financially to access many enrichment opportunities. 26 DS students received free peripatetic music lessons in 2019 and 28 DS students are receiving them in 2022. Healthy numbers of DS students continue to attend after school enrichment activities and are actively encouraged to do so by their tutors.

41 DS students have begun their Bronze Duke of Edinburgh's Award and 27 DS students have continued into Silver. These students are all supported financially through payment of the initial fee, and expedition costs are all covered. Additionally, some students are provided with kit that is required such as rucksacks, boots and coats.

DS students were also supported in their learning through funding including transport to school, provision of uniform, provision of equipment and provision of learning support materials and revision guides. Supported access to enrichment activities, ALDs, trips and visits and the Year 11 Prom and Yearbook promoted attendance as well as engagement in learning. Some students benefitted from attendance at alternative provision to support social and emotional needs and an increased number of DS students took up the funded opportunity to begin or continue with the Duke of Edinburgh's Award. Access to education included replacement locker keys, student cards and water bottles for DS students so all barriers to learning were mitigated.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
n/a	n/a

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.