

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Walthamstow Academy
Number of pupils in school	1098
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Emma Skae, Principal
Pupil premium lead	Dan Seed, Vice Principal
Governor / Trustee lead	Geoff Skewes, Chair of Local Governing Body

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£371,495
Recovery premium funding allocation this academic year	£56,405
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£427,900 Plus £31,455 school-led tutoring fund

# Part A: Pupil premium strategy plan

## Statement of intent

At Walthamstow Academy, a core part of our moral purpose is to ensure that a student's background is no barrier to their achievement. We seek the 'Best in Everyone'.

We aim for equality of opportunity in every aspect of school life. Academic achievement, extracurricular participation, health and well being should be achievable for all.

We expect our pupil premium strategy to:

- Ensure that pupil premium students make greater rates of progress than their peers whilst at the academy; this will mean that gaps in attainment on entry are closed and all students achieve equally well in their GCSEs.
- Develop the literacy of pupil premium students, so that they read as well as their peers.
- Support the wider development of pupil premium students; this will mean they leave school having taken part in a range of extra-curricular opportunities that broaden their horizons for the future

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Some of our pupil premium students have lower levels of literacy than other students at the school. We need to help pupil premium students to improve their literacy so that they are able to fully access the curriculum.
2	We know that some of our male pupil premium students make less progress than female pupil premium students, and we know this is the case across all year groups. We need to support our male pupil premium students to make more progress.
3	We know that some of our pupil premium students who come to Walthamstow Academy with high attainment at primary school make less progress than pupil premium students who come with medium or low attainment. This indicates that more able pupil premium students need more challenge and more support from our curriculum.

4	Some of our pupil premium students receive a disproportionate rate of sanctions, particularly for non-completion of homework. Working outside of school is more difficult for these students and they need support with this.
5	We know that some of our pupil premium students who are SEN make less progress than other pupil premium students. This indicates that pupil premium SEN students require focussed SEN support.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
The gap in attainment between PP and non-PP students to be closed because PP students make greater rates of progress than non-PP students.	<ul style="list-style-type: none"> <li>• 4+ English &amp; Maths</li> <li>• 5+ English &amp; Maths</li> <li>• Ebacc achievement</li> </ul> To show no difference between PP and non-PP
PP students take part a range of activities outside the classroom that give them new experiences and increase their cultural capital.	Attendance of PP students at sports teams, extracurricular activities, interventions and trips to be as high as non-PP peers.
PP students read as well as their non-PP peers	% of PP students reading at or above chronological age is the same as non-PP

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

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

Budgeted cost: £190,644

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra Maths teacher to create smaller class sizes	Whilst evidence for limiting class size is mixed nationally, we believe that the way in which we organise our curriculum and teaching groups takes advantage of the opportunities smaller group sizes can offer. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	2,3 and 5
Extra English teacher to create smaller class sizes	Whilst evidence for limiting class size is mixed nationally, we believe that the way in which we organise our curriculum and teaching groups takes advantage of the opportunities smaller group sizes can offer. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	2,3 and 5
Extra Science teacher to create smaller class sizes	Whilst evidence for limiting class size is mixed nationally, we believe that the way in which we organise our curriculum and teaching groups takes advantage of the opportunities smaller group sizes can offer. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	2,3 and 5
Extra teacher time equivalent to one member of staff across KS3	Whilst evidence for limiting class size is mixed nationally, we believe that the way in which we organise our curriculum and teaching groups takes advantage of the opportunities smaller group sizes can offer. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	2,3 and 5

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

Budgeted cost: £ 119,889

Activity	Evidence that supports this approach	Challenge number(s) addressed
121 tuition for Y11 students in maths and science	Our own outcomes, traced since 2018, show a grade up;lift of between +0.25 and +0.40 for students taking part. The EEF considers this an effective intervention <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	2,3 and 5
Extra LSA to support SEN students' achievement	We know that PP SEN students are in particular need of support, we also know that, when LSAs are well-deployed, they improve student progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	3 and 4
Independent Study Supervisor in Sixth Form	Independent study is a vital part of A-Level and BTEC success. A supervised independent study room is particularly important if there is not a quiet, suitable space to study at home. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	2,3 and 5
Textbooks for all KS4 and KS5 students	We use the textbooks we provide our students with as the basis for much of the homework we set. Providing textbooks ensures that all students have access to the resources they need at home. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	2,3 and 5
Intervention programmes on Saturdays and in holidays	Our intervention programme targets the right students to give them the help they need to fill any gaps in knowledge or skills. Students are often taught in small groups. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	2,3 and 5
Additional literacy programmes	The school uses Bedrock Learning and Lexia to assist students for whom literacy is a barrier for learning. Students are targeted based on performance in a diagnostic reading age test. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1
Fund available for staff to bid from	A small portion of the pupil premium funding will be kept aside for staff to bid from for projects. This allows us to react to need as it arises during the academic year.	£30,000 1,2,3,4 and 5

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

Budgeted cost: £115,610

Activity	Evidence that supports this approach	Challenge number(s) addressed
New Assistant Child Protection Officer to help children and families recover from the effects of the pandemic	<p>Our safeguarding team deal with emergencies, but they also spend a great deal of their time undertaking proactive work that improves the well being of students at the school. We know that pupil premium students account for 61% of safeguarding concerns, so extra support with this, and as the entire school recovers from the pandemic, is important.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4
Financial Support so that PP students can attend school trips such as our 'activities days'	<p>Whilst there is little conclusive national evidence on the impact of wider educational activities, we know that our 'activities days' are a central part of school life at Walthamstow Academy. Students bond with each other and with teachers; the days are instrumental in ensuring students feel part of the school community. PP funding ensures all students are able to participate.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p>	4
Music tuition for PP students	<p>Participation in arts-based activities has been shown to have a positive impact on attainment across the curriculum. The school runs a well-established music tuition programme and PP funding ensures all students are able to take part.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	2,3,4 and 5
Deputy Heads of Year	<p>As with our Assistant Child Protection Officer, having deputy heads of year allows for a broader and more proactive approach to concerns around safeguarding and wellbeing. This particular benefits pupil premium students, who account for 61% of safeguarding concerns</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	4
Part time Educational Welfare Officer support	<p>There is compelling evidence that attendance supports achievement. As the school recovers from the pandemic, proactive strategies to improve attendance are more important than ever. The school runs a successful system of attendance intervention but this is time-intensive and requires additional support for the attendance team.</p>	2,3, 4 and 5

Brilliant Club Project with Y8	<p>12 pupil premium students in Y8 will have the chance to participate in the Brilliant Club, an external programme that offers university trips and tutorials from PhD students.</p> <p>We have run this programme in Y10 previously, the impact report showed impressive impact in both academic writing and in understanding of/ambition surrounding attending top universities.</p>	3
New library Books	Pupil premium students will be involved in choosing new stock and this will be heavily promoted to pupil premium students. We know that involvement in the library and reading appropriately challenging books will increase reading age from previous monitoring data.	1
UCAS Entries for Sixth Form	21 disadvantaged students in Y13 will have their UCAS entry fees paid by the school, this removes a potential barrier to further progression and incentivises these students to apply for university.	3

**Total budgeted cost: £426,143**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

- The school achieved excellent outcomes for Y10 students in mock exams sat in summer 2021. The provision of extra English, maths and science teachers and the provision of textbooks were noted as supporting these outcomes.
- Safeguarding and wellbeing outcomes were excellent, the provision of deputy heads of year assisted greatly with this.
- All students were able to take part in our 'Activities Day' trips, with pupil premium students assisted to meet the cost. The event had an excellent effect on school morale and gave a rare opportunity for some of our students to leave Walthamstow.
- The provision of a Sixth Form supervisor led to excellent A-Level outcomes for disadvantaged Sixth Form students.
- Whilst the outcomes for pupil premium students were good overall, it was noted that pupil premium students who were SEN, boys or HPA had lower outcomes than others. This suggests finding should be targeted more towards these groups' particular needs in the new pupil premium strategy.

### Externally provided programmes

Programme	Provider
'My Tutor' & Mannings tutors used to provide National Tuition Programme	'My Tutor' and Mannings