

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1102
Proportion (%) of pupil premium eligible pupils	31.5%
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
1 <sup>st</sup> Date on which it has been reviewed	September 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	£388,684
Recovery premium funding allocation this academic year	TBC
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£106,812
<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	£495,496 Plus 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	Currently 73% of non-pupil premium students read at or above their chronological age, but only 58% of pupil premium students do this. Low literacy levels are a barrier to the achievement of pupil premium students.
2	Male pupil premium students do not make as much progress as female pupil premium students. For example, male pupil premium students made about 0.33 of a grade less progress than pupil premium girls and 0.42 less than all students in 2022 GCSE results
3	HPA pupil premium students do not make as much progress as LPA and MPA pupil premium students. For example, HPA pupil premium students made 0.57 grades less progress than their HPA non-pupil premium peers, and 0.6 grades less progress than all students in 2022 GCSE results. This indicates that more able pupil premium students need more challenge and more support from our curriculum.

4	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	SEN Pupil Premium students do not make as much progress as non-SEN pupil premium students. For example, SEN pupil premium students made 0.51 grades less progress than their SEN non-PP peers and 0.58 grades less progress than all students in 2022 GCSE results. This indicates that pupil premium 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>• 7+ 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>	£47,661 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>	£47,661 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>	£47,661 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>	£47,661 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 subjects where rates of progress are lower	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>	£12,215 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>	£21,967 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>	£25,000 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>	£15,000 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>	£20,000 1
Homework Club	Pastoral data has shown us that PP students have historically been more likely to receive a detention for not doing their homework. Funding is to staff 2 separate homework clubs (KS3 and KS4) for PP students who find it difficult to work at home	£8,000

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	
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.	£10,000 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	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. <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>	£31,902 4
Financial Support so that PP students can attend school trips such as our 'activities days'	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. <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>	£33,000 4
Music tuition for PP students	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. <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>	? 2,3,4 and 5
Deputy Heads of Year	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 <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>	£25,000 4

Part time Educational Welfare Officer support	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.	£20,000 2,3, 4 and 5
Brilliant Club Project with Y8	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.  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.	£2148 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.	£3,000 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.	£560 3
Enhanced Careers Advice Offer	The Pupil Premium funding will be used to provide an extra day a week of independent careers and progression advice from an independent careers advisor. This will ensure all Y11 pupil premium students get excellent, one-to-one careers advice this year	£6000 3, 4, 5
Enhanced Educational Psychologist Support	We will use Pupil Premium funding to buy support from an education psychologist that will enhance our existing service provided by Waltham Forest Council. This will address the need for SEN PP students to receive targeted support that meets their needs.	£6000 5

**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 2021 to 2022 academic year.

1. The overall gap in progress between PP students in Year 11 and non-PP students was just -0.02. Essentially, the two groups made the same level of progress. In 2021 the gap was -0.39 so significant progress has been made. The provision of tuition for PP Year 11 students through both school-based tutoring and the 'My Tutor' programme appears to have had significant impact. In maths, participants in the My Tutor programme had a P8 of +0.64, compared to an overall P8 for the subject of +0.48. We know that we need to target subjects outside of the core for tuition this year so that our students have the benefit of external experts in their GCSE options as well.
2. The gap between the progress of PP girls and boys was significant in 2022. Whilst their overall progress gap with the school was -0.04, the gap between PP girls and PP boys was over a grade. The progress of pupil premium boys improved in 2022, but not as much as that of pupil premium girls. We know that the above interventions need to be targeted much more towards boys if we are to further increase the progress of PP students this year.
3. We know that PP students have lower attainment on entry, so the aim in 2022-23 is to ensure that PP students make more progress than their non-PP peers so that the gap is actually closed. (We would want to see an overall increase in the progress of both non-PP and PP, but a greater increase for PP).
4. The gap between SEN-PP students and the whole school P8 figure was -0.59 in 2022 but this compares to the same figure in 2021 of -1.43. It is also worth noting that the gap between SEN-PP and SEN non-PP was only -0.08 this year. The provision of an extra LSA allowed for a scheme where every LSA mentored an SEN Y11 student and this allowed for individual assistance that appears to have helped progress. This scheme will therefore be extended into this year.
5. Gaps in outcomes at KS3 are narrower this year between PP and non-PP students (English average gap -7% but in 2021 -12%, maths average gap -8% but -12% in 2021). The addition of an extra teacher at KS3 and extra teachers in core subjects appears to have assisted with this. Teachers report better opportunities to differentiate and more progress with LPA students who have been taught in smaller groups.
6. A significant decrease in the proportion of sanctions given to PP students was achieved during 2021-22, so that by HT6 they were closer to being proportional to the % of PP students on roll (e.g. 50% of 'warnings given to PP students in HT1, but 45% given in HT6). Use of pastoral data to highlight this issue, and the

provision of targeted interventions such as homework club appear to have had a significant impact.

7. It is disappointing to note that PP attendance is 2% lower than the school average. This was not a metric we planned to specifically improve in 2021-22 but it will now be a focus in 2022-23 and we will look to use our contingency of c£10,000 to do this.
8. PP students made up 89.6% of borrowers from the library in 2021/22 which is excellent and the additional £3,000 for library books was targeted towards books PP students said they wanted more of.
9. Our enhanced careers provision led to every single Y11 student being seen once, and the half of the year group we considered most vulnerable being seen twice by an independent careers advisor. Based on destinations on results day, we believe no PP Y11 student will be NEET this year.
10. The enhanced EP provision resulted in many more students being seen by an EP, as a result we were able to gain EHCPs for 4 pupil premium students. We were able to better meet the needs of 7 more PP SEN students.

## Externally provided programmes

Programme	Provider
'My Tutor' tutors used to provide National Tuition Programme	'My Tutor'