



Pupil Premium - Allocation, Spend and Impact

Executive Summary 2019-2020

Statement for 2020-2021

Summary for Governors

Item of PP expenditure (three highest)	Amount	RAG - Impact
Extra Maths and English teachers	135,000	
1-1 Tutoring Programme	70,000	
Extra-curricular opportunities	50,000	

Pupil premium strategy / impact

1. Summary information							
Academic years	2020-21		Total PP budget (current year)	£364,810		Date of most recent PP Review	Oct 2020
Total number of pupils	1059		Number and %age of pupils eligible for PP	464	43.8%	Date for next internal review of this strategy	Sept 2021
	KS 3	KS 4		KS3	KS4	Year 7 Catch Up Funding Allocation	£70,880
Number of PP eligible pupils by key stage	249	156	Budget split by key stage	£224,290	£140,520	Number of pupils with dual eligibility PP/catch-up	29
Allocation of PP funding	Ever 6	£365,804.71	LAC	£ Confirmed Dec 2020	Service Children	£0	

Achievement					
2020 Outcomes	Pupils eligible for PP (previous year)	Pupils not eligible for PP (your school)	Pupils not eligible for PP (national average – 2019)	UL target for PP students	Difference outcome to previous year (RAG)
Progress 8 score average	0.81	1.16	<i>Awaiting confirmation of national averages</i>		
Attainment 8 score average	53.66	59.31			
4+ Basics	85%	84%		70	
5+ Basics	65%	71%		51	
5+ GCSEs including English and maths (9-4)	82%	84%		65	

2. Planned expenditure 2020 - 2021			
i. Quality teaching for all			
	Action	Intended outcome	Cost
i.1	Increased staffing in English, Maths and Science	Reduced class sizes, allowing for quality teaching for all students in KS4 and improved outcome for students in core subjects. Additional English, Maths and Science taught in Option Blocks for students withdrawn from one options subject. Increased number of English teachers also facilitates additional support for literacy for students in KS3.	£130,000
i.2	Independent Study Supervision by the Sixth Form Supervisor	A full-time staffed sixth form study area ensures a quiet working environment for students during Independent Study. The Sixth Form Supervisor also contributes to increased well-being and attendance rates for PP students.	£25,000
i.3	Team for Teaching and Learning, led by Vice Principal	As VP, JCK ensures full support for Teaching and Learning. As AP, RMA ensures staff receive the most recent and relevant teaching and learning CPD and strategies that allow for quality teaching to target all students across all key stages. The CPD and INSET calendars are revised to ensure the CPD offer is tailored to the needs of staff and direction of the academy. This year, we have a team of three Lead Practitioners also supporting the T&L needs of staff, exemplifying high quality teaching in-line with Rosenshine's Principles, providing CPD and coaching teachers.	£20,000
i.4	Textbooks for all students in KS4 and KS5	Textbooks provided to all students from Year 10 to Year 13 to facilitate independent study outside of lessons and at home. Students are set work from the textbooks to complete at home or can use them to consolidate in-class learning. Improves independent study for all students in Y10-13 to facilitate improved outcomes.	£15,000
Total budgeted cost			£190,000

ii. Targeted support and intervention			
	Action	Intended outcome	Cost
ii.1	1-1 Tutoring	Targeted intervention to be provided to underachieving Year 11 Pupil Premium students via tutor support after school, on Saturdays and during school holidays with no cost, to improve attainment 8 and progress 8 scores for PP students.	£60,000
ii.2	After-School Intervention	Year 11 students will have some intervention or independent study after school for at least 1 hour. Students are to be provided with targeted support in all of their subjects. They will also be provided with quiet work space and explicitly taught independent study skills to improve the attainment 8 and progress 8 score for all students, but particularly disadvantaged ones.	£0
Total budgeted cost			£60,000
iii. Behaviour and Attendance improvement strategies			
	Action	Intended outcome	Cost
iii.1	Pastoral support – Deputy Heads of Year	Additional pastoral support provided to each Head of Year, with a Deputy Head of Year. Allows increased support for year teams and intervention at an early stage to prevent escalation of behaviour or attendance issues which could have a significant impact on learning.	£25,000
iii.2	Extra-curricular programme	A full range of enrichment and extra-curricular activities provided, to broaden horizons, raise aspirations and enrich the lives of students across all year groups. This will provide Pupil Premium students with opportunities, and educational and curriculum-based activities. These act as incentives for students, as well as providing context for learning and allow students to explore pathways and future options.	£50,000
Total budgeted cost			£75,000

iv. Catch-Up Premium improvement strategies (including transition Y6-Y7)			
	Action	Intended outcome	Cost
iv.1	Additional Literacy and Numeracy programmes	To identify target groups of students in Year 7 and 8 to support. To improve literacy and numeracy levels for students through targeted intervention during registration and after school, allowing improved access to the curriculum.	£20,000
Total budgeted cost			£20,000
v. SEND improvement strategies (PP eligible pupils who also have identified SEN)			
	Action	Intended Outcome	Cost
v.1	SENDCO and increased team of Learning Support Assistants	Improved outcomes for Pupil Premium students with complex needs. Dissemination of best practise to upskill staff to support students with educational needs. Increased capacity in the team of LSAs to better support students in the classroom.	£20,000
Total budgeted cost			£20,000
Total planned expenditure 2020/21			£365,000

3. Impact Statement 2019/20				
i. Quality teaching for all				
	Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
i.1	Increase staffing in Maths and English	Reduction in class sizes, allowing for quality teaching for all students in KS4 and therefore improved outcome for students in English and Maths. Increased number of teachers allowed improve outcomes for students in literacy at KS3.	To continue 2020-21 in English and Maths	£135,000
i.2	Independent study supervisor	The sixth form study area is staffed full time, creating a quiet working environment for students during Independent Study and improving the volume and quality of independent work produced. Students used the space after school for silent revision in increasing numbers across the year. Outcomes for the sixth form in 2020 were significantly above the three year trend.	To continue 2020-21 and will remain on student timetables	£25,000
i.3	VP Teaching and learning	JCK ensured staff received the most recent and relevant teaching and learning CPD and strategies that allowed for quality teaching to target all students across all key stages. The principles of Rosenshine were updated for the Academy to consider remote teaching during lockdown and Remote Rosenshine was developed. This contributed to significant improvements in the engagement of students during the lockdown period. JCK led the new Lead Practitioner team of two staff who supported teachers individually and led whole school CPD, particularly around remote learning.	To continue 2020-21, with an additional Lead Practitioner and a new Assistant Principal responsible for the team	£10,000



ii. Targeted support and intervention				
	Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
ii.1	1:1 tutoring programme	Targeted intervention provided to underachieving Year 11 Pupil Premium students via tutor support after school, on Saturdays and during school holidays. This had a measurable impact up to the PPE exams, where improved outcomes were achieved.	This was particularly successful where teachers gave more guidance on what tutoring should contain	£70,000
ii.2	After school prep sessions	Year 11 students were provided intervention or independent study every day after school for at least one hour. This contributed to improved outcomes for students and staff and students reports of sessions were extremely positive.	To continue 2020-21	£0

iii. Behaviour and Attendance improvement strategies				
	Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost



iii.1	Attendance officer	The attendance officer has extremely positive impact on persistent absence and the overall attendance of PP students, prioritising PP first for call backs and home visits.	To continue 2020-21	£20,000
iii.2	Pastoral support	Support and intervention at an early stage to prevent escalation of behaviour issues. Student support mentors across the school worked to ensure all students were engaged in learning, in the classroom or during remote learning. Heads of Year targeted support to PP students first during remote learning. The Safeguarding team was	To continue 2020-21, with Deputy Heads of Year in place for all year groups	£40,000
iii.3	Extra-curricular opportunities	A full range of enrichment and extra-curricular activities to broaden horizons, raise aspirations and enrich the lives of students across all year groups provided. Students took part in sport, music lessons, academic enrichment and intervention.	To continue 2020-21	£50,000
iv. Catch-Up Premium improvement strategies (including transition Y6-Y7)				
	Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
iv.1	Catch up coordinators for numeracy and literacy	Direct Instruction Programme ran from September to February, four days per week. The Maths data, in particular, was very positive.	To continue 2020-21, with an enhanced programme on timetables with a specialised curriculum for Year 9	£15,000

iv.2	Year 7 and 8 literacy and numeracy catch up interventions	Catch Up Programmes run from September to February, four days per week. Very positive data.	To continue 2020-21	£7000 (Catch Up)
v. SEND improvement strategies (PP eligible pupils who also have identified SEN)				
	Action	Impact	Lessons learned (and whether you will continue with this approach)	Cost
v.1	SENCo	Improved outcomes for PP students with complex needs through enhanced provision. Increased opportunities for personalised learning for SEN students.	To continue 2020-21	£15,000

4. Additional detail

Data from the 2020 GCSE outcomes below demonstrates the exceptional progress that students at Walthamstow Academy make exceptional progress during their time at the school. The typical achievement journey of all Walthamstow students is to begin their time with attainment below average and to leave with results which are significantly above average.

2020 GCSE results Measure	All students at Walthamstow Academy	Pupil Premium students at Walthamstow Academy	Non-Pupil Premium students at Walthamstow Academy	Pupil Premium students nationally
Attainment 8 score	56.7	53.66	59.31	
Progress 8 score	1	0.81	1.16	
5 GCSEs including English and Maths 4+	82%	80%	84%	
9-5 in English and Maths	68%	65%	71%	
9-4 in English and Maths	84%	85%	84%	
English Progress 8 score	0.93	0.74	1.1	
Maths Progress 8 score	0.96	0.86	1.05	
Achieving 9-7 in English	39%	30%	47%	
Achieving 9-5 in English	79%	77%	80%	
Achieving 9-4 in English	91%	94%	89%	
Achieving 9-7 in Maths	27%	19%	35%	
Achieving 9-5 in Maths	73%	72%	73%	
Achieving 9-4 in Maths	87%	86%	88%	

Target Groups/Gaps of Pupil Premium Students for 2020 – 2021

In 2020/21, we will focus on the following groups for targeting intervention:

A- Male Pupil Premium students, particularly those who are also HPA

B- Year 7 and 8 Pupil Premium students that are 13 months or behind their chronological reading age, preventing good progress before Year 9

C- Pupil Premium students being sent to the Protected Learning Room disproportionately, who have their progress negatively affected by missed classroom learning

D- HPA and MPA Pupil Premium students in all year groups not making positive progress