

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1080
Proportion (%) of pupil premium eligible pupils	32.69%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	December 2023
1 st Date on which it has been reviewed	
Statement authorised by	Emma Skae, Principal
Pupil premium lead	Andrea Byrne, Vice Principal
Governor / Trustee lead	Geoff Skewes, Chair of Local Governing Body

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£384,503
Recovery premium funding allocation this academic year	£25,703
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£410,206 Plus school-led tutoring fund £25,650

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. Literacy	Currently 74% 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. Homework	Pupil Premium students complete their homework less frequently than non-pupil premium students. Working outside of school is more difficult for these students and they need support with homework.
3. Progress	<p>a) Male pupil premium students do not make as much progress as female pupil premium students. For example, male pupil premium students made about 0.18 of a grade less progress than pupil premium girls and 0.37 less than all students in 2023 GCSE results.</p> <p>b) HPA pupil premium students do not make as much progress as LPA and MPA pupil premium students. For example, HPA pupil premium students made 0.85 grades less progress than their HPA</p>

	<p>non-pupil premium peers, and 0.65 grades less progress than all students in 2023 GCSE results. This indicates that more able pupil premium students need more challenge and more support from our curriculum.</p> <p>c) SEN Pupil Premium students do not make as much progress as non-SEN pupil premium students. For example, SEN pupil premium students made 0.64 grades less progress than their SEN non-PP peers and 0.61 grades less progress than all students in 2023 GCSE results. This indicates that pupil premium students require focussed SEN support.</p>
4. Education with character	<p>61% of our pupil premium students account for safeguarding concerns. Pupil premium students do not attend as many extracurricular opportunities as their non-pupil premium peers. They do not always see the value in mentorship programmes and school intervention therefore attendance is low.</p>

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
1. A significant improvement in the literacy of PP students	% of PP students reading at or above chronological age is the same as or better than non- PP students
2. All PP students are able to access and complete their HW to the best of their ability	<p>Increase in HW completion</p> <p>Increase in access to homework platforms eg Seneca</p> <p>Reduction in sanctions for lack of HW</p> <p>Increase in parental involvement</p>
3. Elevate the progress that pupil premium students make so that they are making at least the same progress as non-pupil premium students.	<p>Y11 outcomes:</p> <ul style="list-style-type: none"> • 71% 4+ English & Maths • 52% 5+ English & Maths • 14% 7+ English & Maths
4. PP students take part in a range of activities outside the classroom that give them new experiences and increase their cultural capital.	Increase in interest and attendance of PP students at sports teams, extracurricular activities, interventions and trips

Activity in this academic year – reorder the activities

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: £186,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Extra teachers in maths, English, science and KS3 teachers 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	<i>£186,500.00</i> 3

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

Budgeted cost: £111,650.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. 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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	£12,825 2 and 3
2. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	£28,000 2 and 3
3. Textbooks for all KS4 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	£15,000 1, 2 and 3
4. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	£12,825 2, 3 and 4
5. Additional literacy programmes	The school uses Bedrock Learning and Lexonik to assist students for whom literacy is a barrier for learning. Students are targeted based on performance in a diagnostic reading age test. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	£20,000 1, 2 and 4

6. 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 and 4
7. 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
8. Online homework platforms	The school uses online homework platforms such as Tassomai, Seneca and UpLearn for students to complete their homework on. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	£10,000 2

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

Budgeted cost: £110,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Additional 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 wellbeing of students at the school. We know that pupil premium students account for 24% of safeguarding concerns across the school but in Year 11 alone it was 45%, so extra support with this is very important. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	£30,000 2 and 4

2. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	£33,000 4
3. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	£3,000 1 and 3
4. 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 particularly benefits pupil premium students, who account for 61% of safeguarding concerns https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	£12,000 4
5. 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 3 and 4
6. 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 and 4
7. 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 4

Total budgeted cost:

£408,150.00

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 2022 to 2023 academic year.

1. The overall gap in progress between PP students in Year 11 and non-PP students was -0.36. In 2022 the gap was -0.02 so the gap has significantly increased. The provision of tuition for PP Year 11 students through both school-based tutoring and the 'My Tutor' programme has not had the impact we expected. We know that we need to use the data from EOY 10 assessments and PPEs to set up targeted intervention for the core subjects this year. Last year all students were invited, which meant large class sizes with a range of abilities.
2. The gap between the progress of PP girls and boys in 2022 was over one grade but in 2023 this gap has been significantly closed to -0.06. This is partly due to interventions being targeted much more towards boys in term 2/start of term 3.
3. We know that PP students have lower attainment on entry, so the aim in 2023-24 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 -0.61 compared to -0.59 in 2022. It is also worth noting that the gap between SEN PP and SEN non-PP was -0.64 but in 2022 this was -0.08. As a result of this, we are extending and expanding the scheme to have extra LSAs mentoring Year 11 SEN students in lessons and in interventions.
5. A significant proportion of sanctions were still given to PP students which fluctuated through each half term. Most of these sanctions are for not completing homework. Using the pastoral data to highlight this as an issue, continuing homework club but also upskilling staff and parents on the online platforms used for homework will be a focus this year.
6. PP students made up of 92% borrowers from the library in 2022/2023 which is excellent and the additional £3,000 for library books was targeted towards books PP students said they wanted more of.
7. 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.
8. The enhanced EP provision resulted in many more students being seen by an EP, as a result we were able to better meet the needs of our PP SEN students.

Externally provided programmes

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