

Pupil Premium Strategy 2023-24 Review

September 2024

Challenges

This details the key challenges to achievement that we had identified for our disadvantaged pupils in the 3 year Pupil Premium Strategy (2023-2024)

Challenge number	Detail of challenge
1	Historically there has been a gap in achievement between disadvantaged and the whole cohort. This gap is particularly evident in Maths. This gap existed before any covid adjustments to public exams.
2	Reading Age analysis indicates that disadvantaged pupils generally have lower levels of reading comprehension than peers. Student voice also indicates that disadvantaged students have read fewer books than their peers and this translates into a limited vocabulary for self-expression and a struggling academic voice.
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in maths and science.</p>
4	Our observations suggest many lower attaining disadvantaged pupils struggle with disciplined study routines and lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.
5	Disadvantaged students are disproportionately represented in our negative behaviour for learning data. This disengagement with learning is often driven by a feeling of defeat in relation to lost learning and future prospects.
6	Our attendance data over the last year indicates that attendance and punctuality among disadvantaged pupils has been lower than for non-disadvantaged pupils.

Intended outcomes

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

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	By the end of our current plan in 2023/24, the achievement gap should be significantly reduced across the curriculum.
Improve the cultural capital of our disadvantaged pupils	By 2023/24, the Waldegrave Promise has ensured that disadvantaged students have access to cultural opportunities and aspirational visits that develop their cultural capital.
Improved reading comprehension among disadvantaged pupils across KS3.	Quality First teaching and academic mentoring have ensured that there is a smaller disparity of reading ages between disadvantaged students and their peers. Teachers support students with low comprehension and reading levels.
Improved independent learning skills to support academic routine among disadvantaged pupils across all subjects.	Teacher reports and quality assurance processes suggest disadvantaged pupils are more able to monitor and regulate their own learning.
To support positive learning behaviours for all pupils, including those who are disadvantaged.	Sustained high levels of engagement demonstrated by: <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations.• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.• The over representation of disadvantaged students in our negative behaviour data and under representation in our positive House Point data have both been addressed.
To achieve and sustain improved attendance of our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none">• Improved attendance and punctuality for disadvantaged students across all year groups• The attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced.

The next section considers each intended outcome and a review of the summary of impact

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	By the end of our current plan in 2023/24, the achievement gap should be significantly reduced across the curriculum.

Summary of impact

Up until 2023 nationally there was a widening of the gap between the progress measures (P8) between disadvantaged students and their peers. The attainment gap at Waldegrave also reflected this trend for 2022-2023, however one important key difference is that disadvantaged students were making better than expected progress against the national data for disadvantaged students. In 2023 P8 for Waldegrave Yr11 disadvantaged students was 0.19 against national disadvantaged cohort P8 was -0.57. In 2024 unvalidated data shows P8 for Waldegrave Yr11 disadvantaged students to be 0.16 which compares well with national disadvantaged cohort data which is estimated as P8 -0.47. Nationally, in 2023-2024 there has been a narrowing of the gap in progress and attainment between disadvantaged students and other students. GCSE outcomes at Waldegrave reflect this trend and so appears to be moving in the right direction with the P8 gap narrowing from 0.74 in 2023 to 0.68 in 2024. What needs to be noted here is the ability profile of the cohort is lower than that compared to previous years therefore it actually demonstrates Some of this success can be attributed to the targeted use of the Pupil Premium Grant to create an additional Maths class.

Attainment 8 (A8) in 2023-2024 for the Yr11 disadvantaged cohort was 5.3 which compared well to the national average for disadvantaged students A8 4.7. Subject analysis shows positive outcomes in terms of expected progress against national standards for Yr11 disadvantaged students in Art, Biology, Chemistry, Combined Science, Computing, Drama, English Literature and Language, French, Food technology, Spanish, and Physics. Of the 19 Yr11 disadvantaged students, all 19 have secured confirmed post-16 destinations. 8 of these students have enrolled with our Sixth Form.

Part of the overall strategy to achieve this outcome by the end of KS4 was to develop systems to allow for the tracking of pupil attainment at KS3, recognising the importance to close gaps early on. Systems for KS3 pupil attainment tracking have been devised during this time frame and continue to be refined and monitored to help close attainment gaps. 63% of disadvantaged students in Y7 completed the year at their expected or better than their expected level of progress; 64% of Y8 are at their expected or better than their expected level of progress and 59% of Y9 are at their expected or better than their expected level of progress. Beyond the academic subject teachers supporting students who were not at the expected level of progress, other key teams supported including the academic mentor, behaviour mentor, hub teams, pastoral team, and inclusion team

Intended outcome	Success criteria
Improve the cultural capital of our disadvantaged pupils	By 2023/24, the Waldegrave Promise has ensured that disadvantaged students have access to cultural opportunities and aspirational visits that develop their cultural capital.

Summary of impact

School trips and workshops both in and out of school were hugely varied and span curriculum and pastoral areas. The vast range included theatre visits, field work residentials, DofE expeditions, trips abroad for languages and music. A significant diverse range of speakers spoke to various Year groups to support motivation and aspiration. Whole year group trips including Yr7 going to Thames Young Mariners, Yr8 visiting a Buddhist temple, Yr10 all taking part in workshops for the Jack Petchey Speak out challenge are but to name a few.

Several careers talks were organised for different year groups including an apprenticeship talk to Yr11 through Cisco international, Yr8 had a talk from practising engineers, part of the ambassador network to highlight careers in engineering to celebrate International women in engineering day. All Yr9 disadvantaged students attended a careers festival at the Guild Hall in March, whilst some of our Yr10 pupil premium students attended a STEM careers day at Hampton school. Both provided many examples of different career pathways. Y10 students have had a series of further education routes and progression talks both from external providers such as Kingston college. Yr10 pupil premium students attended a London careers festival at the end of Yr9 working in collaboration with the Livery Schools link.

The Waldegrave Promise encapsulates the moral purpose of high aspirations and cultural capital development for our DAS students starting in Yr7 and completing in Yr11. As noted in the first paragraph it is evident there is a wealth of opportunities that Waldegrave school presents year on year to ensure there is real opportunity to improve the cultural capital of our DAS students. For example Waldegrave school is one of the very few schools which facilitates a work experience period for our Yr10 students. The impact we believe is to equip our DAS students with a rich and diverse experience in different settings to grow and learn as young individuals who reflect the values of our school; Enjoy, Achieve and Empower not just whilst they are at Waldegrave but beyond in whatever they may choose to pursue.

Intended outcome	Success criteria
Improved reading comprehension among disadvantaged pupils across KS3.	Quality First teaching and academic mentoring have ensured that there is a smaller disparity of reading ages between disadvantaged students and their peers. Teachers support students with low comprehension and reading levels.

Summary of impact

During the academic year 2020-21, nationally loss in reading for DAS students increased which contributed to the widening attainment gap between DAS students and their peers. The National literacy Trust noted that DAS students were on average at least 3.5 months behind expected levels whilst their peers were 2 months behind. At Waldegrave to ensure we are tackling the reading gap, reading ages are firstly tested in Year 7 for all students including DAS. Any student who falls below the expected benchmark has a programme of reading intervention in place with a graduated response. Retesting in the Spring term of Yr9 of the whole cohort allows identification of any students who might require further intensive support in the Summer term of Yr9, so all students are ready to access KS4 in Yr10. Reading data collected through our inclusion team reflects there is not a significant variation between DAS students and their peers by the end of KS3.

The programme of CPD twilight has included a 'Literacy across the Curriculum' focus which has been based on educational research through the Education Endowment Foundation, and other lead practitioners in this field such as Alex Quigley. Quality first teaching has embodied the training to reflect that all teachers are teachers of literacy. This greater understanding of the importance of developing disciplinary literacy for all staff has meant the impact on students encountering different strategies throughout their different lessons will have increased. Further training on Phonics and Fluency to support and develop teachers' pedagogical skills as 'teachers of literacy' was delivered in 2023 through the primary education advisers hub. Again this is part of Waldegrave's commitment to impact and raise DAS student attainment, diminishing a reading gap, and supporting excellent outcomes for all DAS students.

Intended outcome	Success criteria
Improved independent learning skills to support academic routine among disadvantaged pupils across all subjects.	Teacher reports and quality assurance processes suggest disadvantaged pupils are more able to monitor and regulate their own learning.

Summary of impact

Modelling self regulation and incorporating metacognition within the curriculum through subjects and the extended curriculum has been an essential feature at Waldegrave to increase independent learning skills within our DAS students. The Education Endowment Foundation review on Metacognition and self regulation explains the definitions. Essentially, self-regulation is about the extent to which learners are aware of their strengths and weaknesses, the strategies they use to learn, can motivate themselves to engage in learning, and can develop strategies and tactics to enhance learning. Metacognition, in turn, is specifically about the ways learners can monitor and purposefully direct their learning, for example by deciding that a particular strategy for memorisation is likely to be successful, monitor whether it has indeed been successful, and then deliberately change (or not change) their memorisation method based on that evidence. These definitions have been shared with staff as these are pivotal in order for this to translate into the quality of education experienced by all students including DAS students and have the purposeful impact on outcomes.

Curriculum and Pastoral leaders are holistically using both internal monitoring data and quality assurance methods such as learning walks, book looks, and student voice to swiftly identify causes for concern related to DAS students and therefore put into place measures to support the need to improve independent learning skills thereby supporting academic routines. Our provision of curriculum resources including revision guides for all Yr10 and 11 and workshops and curriculum trips all contribute to DAS students building and sustaining these skills.

To empower DAS students in their academic routines and independent learning skills addressing the digital disadvantage for all Yr7 DAS students and DAS students who are in year admissions through the provision of a chromebook has been a primary focus. The impact is not only facilitating materialistic resources but more importantly allowing there not to be a gap and inequity in provision or high expectations in DAS student's access to teaching and learning platforms used by the school such as Google classroom. Identification of students not making expected progress or those with gaps are given academic support. The pupil premium funding has strategically been used to support this.

Intended outcome	Success criteria
To support positive learning behaviours for all pupils, including those who are disadvantaged.	<p>Sustained high levels of engagement demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • The over representation of disadvantaged students in our negative behaviour data and under representation in our positive House Point data have both been addressed.

Summary of impact

The designated specialist spaces beyond the classroom such as the Bridge, the Zone and Learning Space have provided bespoke support programs through dedicated non teaching staff for those DAS students who have needed help to develop self regulation strategies. This wrap around care is further supported through the provision of counselling, mentoring, and school partnerships with external services.

A tracking document to capture the participation in enrichment activities has been developed. Aspects of this have allowed some monitoring to reflect positive indicators of participation by DAS students. One area we are keen to ensure we have DAS students involved in is in the taking of positions of responsibility and leadership through our Student Parliament committees and Prefect system. With this in mind the HOKS met with all the Yr10 DAS students to encourage application to the prefect system, which led to a number of DAS students securing positions.

Our overall internal behaviour data reflects low level concerns being the main types of behaviour categories for all students including DAS students. At a Borough level Waldegrave has the lowest exclusion rates with very low numbers of students involved. In the last academic year, 5 DAS students received external exclusions, 4 in Yr9 and 1 in Yr10. Of these 5 students, 3 students had SEND needs. This number of students represents 5% of the whole DAS cohort for last academic year, and 0.5% of the whole student population in Yr 7-11.

Our rewards system using epraise is showing that all DAS students have been awarded epraise points this academic year. Last academic year, DAS students were awarded approximately 10% of all epraise points. This shows that the impact of noticing and rewarding the 7.3% of DAS students of the school population was supporting positive learning behaviours. Our termly celebration assemblies data also showed this trend to be securely in place.

Intended outcome	Success criteria
To achieve and sustain improved attendance of our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> Improved attendance and punctuality for disadvantaged students across all year groups The attendance gap between disadvantaged pupils and their non-disadvantaged peers reduced.

Summary of impact

There has been a sharper focus on attendance as a safeguarding measure through training delivered, and using the principles of Working together to improve school attendance as the basis of our attendance policy. For some of our DAS pupils treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly required Waldegrave and other services to work collaboratively in partnership with, not against families. This was a significant challenge with the resources available to schools but none the less the school worked hard to increase this. Hence systems to track attendance and share data with stakeholders were developed and refined. The shared responsibility for improving attendance was disseminated through tutors identifying tutees whose attendance needed improvement. Identifying concerns through the rigorous analysis of data, allowing earlier intervention to improve attendance is firmly embedded as part of the culture at Waldegrave. New initiatives to reward great attendance have also been introduced including termly Pizza parties, and recognising and celebrating great attendance of individuals at the celebration assemblies.

There were individual successes within the DAS pupils whose attendance improved. In 2022-2023 there were 88 DAS pupils whose average attendance was 86.5%. This was above the national average of 85.3%. Non DAS pupils had an average attendance of 93.1%. The gap was 6.6%.

In 2023-2024 there were 97 DAS pupils whose average attendance was 84.4%. This was below the national average of 85.4%. Non DAS pupils had an average attendance of 93.6%. The gap was 9.2%.

Digging deeper, the year group which had a significant impact on the average% attendance for DAS pupils last academic year was Yr11. It is important to share the context that this year group was the cohort whose transition to secondary school as Yr7 was affected by Covid. There were seven Yr11 DAS students whose attendance was below 90%. Key teams (Pastoral, Attendance, Safeguarding, Inclusion) supported these students and worked with families relentlessly in terms of attendance and safeguarding every day to reinforce our responsibility to proactively manage and improve their attendance and that of all students across the school community. The impact of this was evident in the GCSE outcomes of the Yr11 DAS cohort where all DAS students were able to continue into post 16 education.