



Wallington County Grammar School

Pupil Premium Strategy

Wallington County Grammar School is part of the Greenshaw Learning Trust.

The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Introduction

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2024-25 academic year.

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
Number of pupils in school	1,119
Proportion (%) of pupil premium eligible pupils	12.8%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Pupil premium lead	Kat Adams
Governor / Trustee lead	Wayne Newall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,830
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£66,830

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate aims for our disadvantaged pupils are that:

- they are safe and happy;
- they exhibit our core values of commitment, compassion, courage and creativity;
- they achieve their very high potential in terms of attainment and progress;
- they are equipped to thrive whilst studying on the country's best university and degree level apprenticeship courses.

Our Pupil Premium Strategy uses an evidence based approach to further these aims and overcome the challenges that we have identified that could prevent disadvantaged students from meeting them. We focus on impactful strategies to enhance the quality of students' education, the behaviour and attitudes and their personal development.

Wallington County Grammar School includes all students on the Pupil Premium, Free School Meals and living in IDACI 1 and 2 postcodes as 'disadvantaged'.

Challenges

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

Challenge number	Detail of challenge
1	Recruiting and retaining captivating, well qualified, specialist teachers to educate our disadvantaged students effectively.
2	Ensuring our staff are highly trained both in terms of their subject knowledge and their pedagogy (care, confer, curriculum, captivate, clarify, consolidate, challenge, classroom management).
3	Ensuring disadvantaged students have a strong knowledge of our curriculum to support their attainment, progress and acquisition of cultural capital.
4	Ensuring disadvantaged students attend school whenever possible.
5	Ensuring disadvantaged students have excellent attitudes to learning.
6	Ensuring disadvantaged students are equipped to deal with personal challenges that they may face.

7	Ensuring disadvantaged students make well informed choices in terms of their further education and careers.
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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
Disadvantaged students make superb progress against national standards.	Disadvantaged students make significantly higher progress than their peers nationally at GCSE.
Disadvantaged students access world class universities and degree level apprenticeships.	The destinations of our disadvantaged students are in line with the rest of the School in terms of our Key Performance Indicators (Oxbridge, Russel Group, Top 20 etc).
The attendance of disadvantaged students is excellent.	The attendance of disadvantaged students exceeds 95%.
Disadvantaged students display excellent attitudes to learning.	Attitudinal data is in line with the rest of the School.

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)

Activity	Cost	Evidence that supports this approach	Challenge number addressed
Recruit and retain strategically important staff in shortage areas.	£9,000	Teachers Matter RAND	1

Provide teaching staff with 18 hours of CPD including a focus on the use of mini white boards and pause pose pounce bounce questioning.	£9,510 ¹	Fletcher-Wood, H. (2018) <i>Responsive Teaching: Cognitive Science and Formative Assessment in Practice</i> . Routledge.	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Cost	Evidence that supports this approach	Challenge number(s) addressed
A dedicated Pupil Premium Coordinator oversees the personalised academic and pastoral interventions required for disadvantaged students.	£11,176		3, 6
Subject Surgeries providing small group tuition in the following subjects: Year 10 Study Support Club Year 7 Reading Club Year 8 Reading Club Year 9 Reading Club Year 10 Reading Club GCSE and A-Level Computer Science Support Club L6th Maths Club Y11 Economics Support Club KS4 Computing - for National Curriculum Y11 DT Support Club Y11 English Support Club Sixth Form Physics Support Club KS5 Economics & Politics Support Club	£7,830 ²	Small group tuition EEF.	3

¹ U3 teaching staff. Proportion for Pupil Premium Students

² Based on Subject Leaders running weekly 45 minute intervention sessions for 36 weeks a year

<p>Chemistry Oxbridge Club Year 11 Drama Support Club KS4 STEM Oxbridge club Med Prep Club Senior Oxbridge Physics + Engineering Year 11 RS Support Club A Level Philosophy Support Club Senior Oxbridge Politics & Economics Senior Classics and Latin support Club A-Level Biology Support Club L6 Physics Support club A Level Philosophy Support Club Senior Oxbridge Maths Y8 & Y9 DT Booster club Sixth Form Physics Support Club Oxbridge Philosophy Club KS5 Oxbridge Classics U6 Chemistry Support Sixth form Drama Support Club</p>			
<p>Literacy gaps are closed by the use of the accelerated reader programme with those most struggling with reading supported by the School librarian once a week.</p>	£1,699	Research evidence on reading for pleasure - GOV.UK	3
<p>Development of the Century learning platform in English to support knowledge of the English curriculums.</p>	£960	Our impact - CENTURY	3

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

Activity		Evidence that supports this approach	Challenge number(s) addressed
Excellent attendance will be ensured through direct pastoral intervention during free time provided to Year Leaders, Key Stage Leaders and our Educational Welfare Officer.	£19,879 ³	The link between absence and attainment at KS2 and KS4 - 2013/14 academic year - GOV.UK	4
Pastoral interventions with students and parents led by Year Leaders and Key Stage Leaders will ensure excellent attitudes to learning.	£19,879 ⁴	The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes	5
A dedicated School Counsellor will be employed to help disadvantaged students with serious mental health concerns.	£5,305 ⁵	Counselling in schools: a blueprint for the future	6
A dedicated careers lead is employed to ensure disadvantaged students get high quality careers advice in line with Gatsby Benchmarks.	£12,649 ⁶	Championing Careers Guidance in Schools: Impact Evaluation	7
A fund will be set up to provide access to essential resources, school uniform etc.	£17,000		3, 6

Total budgeted cost: £96,377 (Costs will therefore be subsidised from main school budget)

³ 1 hour a week of Year Leader Time (total cost/1265 hours) plus EWO costed

⁴ 1 hour a week of Year Leader Time costed

⁵ Proportion for Pupil Premium Students

⁶ Proportion for Pupil Premium Students

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 2022-23 academic year.

Intended outcome	Success criteria	Outcome	
Disadvantaged students make superb progress against national standards.	Disadvantaged students make significantly higher progress than their peers nationally at GCSE.	Disadvantaged students achieved a progress 8 score of +0.64 at GCSE and ALPs 2 at A Level in 2024.	
Disadvantaged students access world class universities and degree level apprenticeships.	The destinations of our disadvantaged students demonstrate that they are accessing high quality further education and employment.	3 year Average	
		% In Education/ Employment	100%
		% at University	96%
		% Russell Group	59%
		% Oxbridge	6%
The attendance of disadvantaged students is excellent.	The attendance of disadvantaged students exceeds 95%.	Attendance for Pupil premium Students is 95.4%	
Disadvantaged students display excellent attitudes to learning.	Attitudinal data very positive.	Pupil Premium Students received a 'commitment' score of 3.1/4.0 which is excellent.	

Service pupil premium funding

The School did not receive any service Premium funding in the 2021-22 academic year.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

