



Wallington County Grammar School

Pupil Premium Strategy Statement

Wallington County Grammar School is part of the Greenshaw Learning Trust.
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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 2025-26 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	1,120
Proportion (%) of pupil premium eligible pupils	5.6%
Academic year/years that our current pupil premium strategy plan covers	2025-26
Pupil premium lead	Kat Adams
Governor / Trustee lead	Wayne Newall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,917
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£71,917

Part A: Pupil premium strategy plan

Statement of intent

Wallington County Grammar School is dedicated to providing a transformative educational experience for all students. For our disadvantaged pupils, our core mission is to ensure that their background is never a barrier to their future success. Our ultimate aims are that they:

- experience a safe, happy, and inclusive environment where they feel a profound sense of belonging;
- embody our core values of Commitment, Compassion, Courage, and Creativity, building the character required for lifelong success;
- achieve their highest academic potential, matching or exceeding the attainment and progress of their peers;
- step confidently into the future, possessing the knowledge, skills, and resilience required to excel at top-tier universities or world-class degree apprenticeships.

Our Pupil Premium Strategy relies on robust, evidence-based practices to drive these aims forward. We meticulously identify the unique challenges our disadvantaged cohorts face and deploy targeted, high-impact strategies to overcome them. Our approach is holistic, focusing on three key pillars:

- **Quality of Education:** Delivering exceptional teaching and bespoke academic intervention.
- **Behaviour and Attitudes:** Fostering a culture of active engagement, excellent attendance, and scholarship.
- **Personal Development:** Broadening horizons through rich extracurricular opportunities and pastoral care.

We recognise that disadvantage can take many forms. Therefore, Wallington County Grammar School actively supports a broad cohort under this strategy, including all students eligible for the Pupil Premium, those receiving Free School Meals (FSM), and those living in areas of high deprivation (IDACI bands 1 and 2).

Challenges

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

Challenge number	Detail of challenge
1	There are no individual subject disciplines in which disadvantaged students do not make progress in line with their peers over time. There is also no gap in reading age between disadvantaged students and their peers. Even so, internal data does capture a small overall gap in attainment. The size of the gap for 2026-27 is as follows:

	• Y7 -1% • Y8 -2% • Y9 -3% • Y10 -0.12 P8 • Y11 -0.13 P8 • L6th -0.14 L3VA • U6th -0.37 L3VA Our primary challenge therefore relates to delivering high quality teaching across <i>all</i> subjects as the issue is not discipline specific. Breaking this down, the key aspects we have identified are as follows: • Curriculum conversations and lesson observations have identified that teachers and Subject Leaders need to engage in further work on identifying and planning knowledge components to be delivered each lesson with pre planned checks for understanding. This will ensure disadvantaged students have a clear idea of what they need to learn and teachers will be able to check forensically whether this is the case using miniwhiteboards, PPPB questioning and through observation. • Student voice indicates that they would like further information on how well they are achieving, what misconceptions they hold and how they can get better in the subject. This challenge links to the above.
2	Students on Pupil Premium have been identified as exhibiting more challenging behaviour than their peers overall. The average member of the school has received 1.4 conduct related points in 2025-26 whereas disadvantaged students have received 2.2. Whilst this is still very low, and suspensions data indicates the opposite with a suspension rate of 0% for disadvantaged students, there is a challenge here to be addressed.
3	Whilst the gap in attendance rates between disadvantaged students and their peers is relatively small this year (-0.2%), this has been wider in the two previous years and so this challenge needs to continue to be addressed.
4	Whilst our co-curricular dashboard indicates that 100% of disadvantaged students are attending clubs and societies, our educational visits data indicates that there is a gap between the

	numbers of disadvantaged students not accessing school trips compared with their peers.
5	Whilst our destinations data indicates that disadvantaged students access Russell Group universities in the same numbers as their peers (67%), there is a small gap in the number accessing Oxbridge (4% vs 5%).

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 progress in line with their peers at Wallington County Grammar School.	The Progress8 score (synthetic for 2026) of disadvantaged students matches the rest of the cohort.
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, Russell Group, at university or on degree level apprenticeships 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

Education Endowment Foundation: ‘Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for socio-economically disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and purposeful use of assessment. This could include selection of high quality curriculum materials or use of standardised assessments’.

Activity	Cost	Evidence that supports this approach	Challenge number addressed
Enhancing the quality of checks for understanding and personalised feedback for disadvantaged students. One hour CPD session on supporting Target 5 students in lessons with quality first teaching: • The teacher ensures optimal seating and resourcing by placing students in easily accessible locations with the correct equipment ready for the lesson. • The teacher checks for understanding by verifying that students comprehend what was just taught or modelled through targeted questioning and the use of mini-whiteboards. • The teacher clarifies expectations by confirming that students understand exactly what the next task requires of them before they begin working. • The teacher monitors and provides feedback by circulating the classroom to check students' work, offer immediate guidance, and ensure they remain on task.	£4,366	Fletcher-Wood, H. (2018) <i>Responsive Teaching: Cognitive Science and Formative Assessment in Practice</i> . Routledge	1

The teacher embeds retrieval practice by regularly prompting students to recall prior learning to ensure long-term knowledge retention.			
Enhancing the quality of learning intentions and knowledge components and how these are checked effectively. Two hour whole school CPD session on how to design effective learning intentions and knowledge components with pre planned checks for understanding delivered September 2025. Four departmental CPD sessions for all staff focussing on: - Review the key knowledge and skills that need to be acquired each lesson and to understand what effective questions look like - Enabling staff to use hinge questions effectively so that teachers can check for understanding, provide constructive feedback and resolve confusion in an efficient fashion. - Enabling staff to use mini-whiteboards effectively so that teachers can check for understanding, provide constructive feedback and resolve confusion in an efficient fashion. - Enabling staff to use Pose, Pause, Pounce, Bounce Questioning effectively so that	£26,486	Fletcher-Wood, H. (2018) <i>Responsive Teaching: Cognitive Science and Formative Assessment in Practice</i> . Routledge	1

teachers can check for understanding, provide constructive feedback and resolve confusion in an efficient fashion.			
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Targeted academic support

Education Endowment Foundation: 'Intensive support - either one to one or as part of a small group - can support pupil learning if provided in addition to, and explicitly linked with, normal lessons'.

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.	£10,173		1-5
Subject Surgeries providing small group tuition in the following subjects: A Level Philosophy Support A-Level Biology intervention A-level Maths Drop-In A-Level Oxbridge Economics & Politics A-Level Oxbridge Physics KS4 Computing for National Curriculum KS4 STEM Club KS5 Economics & Politics Drop In KS5 Maths Support	£2,537 ¹	Small group tuition EEF.	1

¹ Based on Subject Leaders running weekly 45 minute intervention sessions for 36 weeks a year. 5.6% of total costs.

RS GCSE drop in club (After 3:10pm) Sixth Form Physics Support Y7 Reading club Y8 Reading Club Year 9 Reading Club Y10 Reading Club Year 10 Drama Support Year 11 Chemistry intervention (After 3:10pm) Year 11 Drama Support Year 11 DT Support Year 11 MFL Support club Year 12 Drama Support Year 13 Drama Support Year 8 study support			
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activity		Evidence that supports this approach	Challenge number(s) addressed
Behavioural Interventions Excellent attendance and attitudes to learning will be ensured through direct pastoral intervention during free time provided to Year Leaders, Key Stage Leaders and our Educational Welfare Officer. Interventions include parent meetings, mentoring, report cards, attendance plans, EWO involvement and small group work.	£9,576 ² +£1,165 ³	Behaviour interventions EEF Working with Parents to Support Children's Learning EEF	2, 3

² 1 hour a fortnight of Year Leader Time (total cost/1265 hours)

³ EWO

A dedicated Oxbridge lead is employed to ensure disadvantaged students get high quality application advice and interview practice.	£5,353 ⁴	Championing Careers Guidance in Schools: Impact Evaluation	5
A fund will be set up to provide access to essential resources, school uniform etc.	£17,000		1, 4

Total budgeted cost: £76,656 (Costs will therefore be subsidised from main school budget),

⁴ 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 2024-25 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 an estimated progress 8 score of +1.11 at GCSE compared to an estimated cohort P8 score of +1.02. They received a L3VA score of +0.38 compared to a cohort L3VA score of +0.37	
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	98%
		% at University/Higher Level Apprenticeships	97%
		% Russell Group	61%
		% Oxbridge	4%
The attendance of disadvantaged students is excellent.	The attendance of disadvantaged students is well above the national average.	Attendance for Pupil premium Students is 94.7%	
Disadvantaged students display excellent attitudes to learning.	Attitudinal data very positive.	Pupil Premium Students received a 'commitment' score of 3.2/4.0 which is excellent.	

Service pupil premium funding

The School will receive £350 in service level premium this year.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	It will be spent on LAMDA lessons for the child to develop his confidence in public speaking.
What was the impact of that spending on service pupil premium eligible pupils?	NA