

Wallington County Grammar School

Pupil Premium Strategy Statement

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

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for the 2026-27 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	5.1%
Academic year/years that our current pupil premium strategy plan covers	2026-27
Pupil Premium Lead	Kat Adams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,090
Pupil premium funding carried forward from previous years	£0.00
Total budget for this academic year	£69,090

Pupil Premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-26 academic year.

<table>
<tr><th>Intended outcome</th><th>Success criteria</th><th colspan="4">Outcome</th></tr>
<tr><td rowspan="4">Disadvantaged students attain excellent examination outcomes.</td><td rowspan="4">The Attainment 8 gap between disadvantaged students and the rest of the cohort at WCGS is narrower than the national gap.</td><td></td><td>WCGS A8 Gap</td><td>National A8 Gap</td><td>WCGS Relative Performance</td></tr>
<tr><td>2024</td><td>-13.1</td><td>-15.4</td><td>+2.3</td></tr>
<tr><td>2025</td><td>+1.15</td><td>-15.5</td><td>+16.7</td></tr>
<tr><td>2026</td><td>-1.51</td><td>-15.4 (approx)</td><td>+13.9</td></tr>
<tr><td rowspan="5">Disadvantaged students access world class universities and degree level apprenticeships.</td><td rowspan="5">Disadvantaged students gain equity of access to top tier universities with their peers.</td><td>3 year average</td><td>All</td><td>Disadvantaged</td><td>% Difference</td></tr>
<tr><td>% In Education/ Employment</td><td>99%</td><td>98%</td><td>-1%</td></tr>
<tr><td>% at University/ Degree Level Apprenticeship</td><td>98%</td><td>96%</td><td>-2%</td></tr>
<tr><td>% Russell Group</td><td>66%</td><td>66%</td><td>0%</td></tr>
<tr><td>% Oxbridge</td><td>6%</td><td>2%</td><td>-4%</td></tr>
<tr><td>The attendance of disadvantaged students is excellent.</td><td>The attendance of disadvantaged students is well above the national average.</td><td colspan="4">Attendance for Pupil premium Students is 96.3% (+0.4% compared to the rest of the cohort)</td></tr>
<tr><td>Disadvantaged students display excellent attitudes to learning.</td><td>Attitudinal data very positive.</td><td colspan="4">Pupil Premium Students received a ‘commitment’ score of 3.3/4.0 (+0.07 compared to the rest of the cohort)</td></tr>
<tr><td rowspan="2">Disadvantaged students have equal access to the co-curriculum as the rest of the cohort.</td><td rowspan="2">There is no gap in the number of clubs and trips attended.</td><td colspan="4">Both disadvantaged students and the rest of the cohort attended 53 clubs and societies in 2025-26.</td></tr>
<tr><td colspan="4">62% of disadvantaged students attended at least one trip compared to 81% of the rest of the cohort.</td></tr>
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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 2025-26 was as follows: ● Y7 -1% ● Y8 -2% ● Y9 -3% ● Y10 -0.12 P8 ● Y11 -1.51 A8 ● L6th -0.14 L3VA ● U6th -0.17 L3VA Our primary challenge therefore relates to delivering high quality teaching across *all* subjects as the issue is not discipline specific. Following evaluations of our drop ins, learning walks, and our annual trust review, the key aspects we have identified as being training priorities that will help disadvantaged students the most are related to securing their attention and participation as well as checking their understanding forensically and addressing identified misconceptions. Suggested training themes are therefore: ● **Classroom Management:** Embedding Front-Loaded Means of Participation (FLMOP) to secure student attention and participation, alongside core routines such as "pens down" signals, established attention routines, and active teacher circulation. *This will mean disadvantaged students will be more attentive and understand how they will participate and succeed in tasks more clearly.* ● **Curriculum:** Clearly defining Knowledge Components and Learning Intentions to anchor checks for understanding. *These will enable teachers to anchor their checks for understanding of disadvantaged students more effectively.* ● **Care:** Implementing our "Focus 5" principles to support and check the understanding of our most vulnerable students. *This will ensure disadvantaged students who are vulnerable to underachievement are prioritised for checks and feedback.* ● **Clarify:** Strengthening Checking for Understanding and responsive teaching. This includes intelligent use of Mini Whiteboards (MWBs), mastering Pose, Pause, Pounce, Bounce (PPPB) questioning, utilising AI

	to generate models and questions, and improving feedback loops via live marking, visualisers, and purple pen corrections. *This will ensure checks for understanding of our disadvantaged students are forensic and misconceptions addressed.* ● **Challenge and Captivate:** Maintaining high academic rigor and sustained student engagement across all phases of the lesson. *Again, this will help maintain 100% attention of disadvantaged students.*
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 2.4 conduct related points in 2025-26 whereas disadvantaged students have received 4.1. Whilst this is still 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 was positive last year, this has been an issue 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 (66%), there is a gap in the number accessing Oxbridge (6% vs 2%).

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 attain excellent examination outcomes.	The Progress8 score 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.
Disadvantaged students access trips and education visits.	Participation is in line with the rest of the school.

Activity in this academic year

This details how we intend to spend our pupil 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
Deliver the following 7 hours of training: ● 1 Classroom Management: Why is FLMOP so important for attention and participation? ● 1 Curriculum: Knowledge Components (KCs) and Learning Intentions (LIs). ● 1 Care: Focus 5. ● 1 Classroom Management: Pens down, attention routines, and active circulation. ● 2 Clarify: Checking for Understanding. ○ Formative assessment and responsive teaching. ○ Mini Whiteboards (MWBs) ○ Pose, Pause, Pounce, Bounce (PPPB) ○ Using AI to generate questions/models	£27,300 out of a total cost of £38,451[1]	● **Front-Loaded Means of Participation:** Adam Boxer, Doug Lemov — *Teaching Secondary Science*; *Teach Like a Champion 3.0* ● **Attention Routines, Pens Down & Circulation:** Tom Bennett, Doug Lemov — *Running the Room*; *Teach Like a Champion 3.0*; EEF: *Improving Behaviour in Schools* ● **Learning Intentions (LIs):** Shirley Clarke, John Hattie — *Active Learning through Formative Assessment*; *Visible Learning* ● **Silent Do Now (Retrieval Practice):** Tom Sherrington, Doug Lemov — *Rosenshine's Principles in Action*; EEF: *Cognitive Science Approaches in the Classroom* ● **Checking for Understanding (CFU):** Dylan Wiliam, Harry Fletcher-Wood — *Inside the Black Box*; *Responsive Teaching* ● **Mini Whiteboards (MWBs):** Tom Sherrington, Craig Barton	1

[1] Based on an average teacher cost of £91,602 divided by 1265 hours to give the hourly cost of each of our 59 teachers.

○ Live marking, visualisers, and purple pen feedback ● 1 Challenge and Captivate: Maintaining high rigor and engagement.		— *Teaching WalkThrus*; *Tips for Teachers* ● **Pose, Pause, Pounce, Bounce (PPPB):** Pam Fearnley, Mary Budd Rowe — *Teacher Toolkit*; *Wait Time* (Research Paper) ● **Live Marking & Visualisers:** Michael Chiles, Tom Sherrington — *The Feedback Pendulum*; EEF: *Teacher Feedback to Improve Pupil Learning* ● **Confer (Precision Pair/Group Work):** EEF: *Collaborative Learning* (Toolkit) ● **Challenge (Rigor & Thinking):** Daniel Willingham, Robert Bjork — *Why Don't Students Like School?*; *Desirable Difficulties* (Research) ● **Using AI (Models & Questions):** Dan Fitzpatrick, Ethan Mollick — *The AI Educator*; *Co-Intelligence*	

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.	£10,478		1-5
Subject Surgeries providing small group tuition in the following subjects: The WCGS Philosophical Society	£2,105 out of a total cost of £52,946[2]	Small group tuition | EEF.	1

[2] Based on teachers running weekly 45 minute intervention sessions for 36 weeks a year. 5.6% of total costs.

Sixth Form Chemistry Support Club KS5 Biology Support Sixth Form Physics Support Club Year 8/9 Maths Club Year 10 Drama Support Club Year 7/8 Maths Club Year 7 Reading Club Year 8 Reading Club Year 10 Reading Club GCSE Economics Support Club Y11 English Support Club KS4 French Support Club Year 11 Chemistry Support Club Year 9 Reading Club KS5 Maths Admissions Test Support Year 11 Drama Support Club Physics & Engineering Oxbridge Club KS5 Economics & Politics Drop In Sixth Form Maths drop in clinic KS4 Humanities Oxbridge Club U6 Physics Intervention KS5 Maths Support KS4 STEM Oxbridge Club Art Support Club KS4 Computing Year 9 Year Leader Support Club			

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 and	£8,080 out of a total cost of £11,380[3]	Behaviour interventions | EEF Working with Parents to Support Children's Learning | EEF	2, 3

[3] 1 hour a fortnight of Year Leader Time (total cost/1265 hours) + EWO costs

our Educational Welfare Officer. Interventions include parent meetings, mentoring, report cards, attendance plans, EWO involvement and small group work.			
A dedicated Oxbridge lead is employed to ensure disadvantaged students get high quality application advice and interview practice.	£5,248[4]		5
A fund will be set up to provide access to essential resources, school uniform etc.	£17,000		1, 4, 5

Total budgeted cost: £70,211 (Costs will therefore be subsided from main school budget)

[4] 5.1% of costs for Oxbridge Lead

Service pupil premium funding

The School will receive £360 in service level premium this year.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Paying for LAMDA lessons to ensure excellent speech and language skills.
What was the impact of that spending on service pupil premium eligible pupils?	The student received a Distinction with a mark of 90/100.