

Pupil premium strategy statement – 2024-25

This statement details our school's use of pupil premium funding to help improve the attainment and progress 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	Wallingford School
Number of pupils in school	1147 (KS3 - KS4) 1434 (KS3-KS5)
Proportion (%) of pupil premium eligible pupils	15% (KS3 - KS4) 2.8% SPP (KS3 - KS4)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2025
Statement authorised by	John Marston, Headteacher
Pupil premium lead	Nick Lamb, Deputy Headteacher
Governor / Trustee lead	Ian Skeels, Pupil Premium Lead Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£211,970
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	£211,970

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Part A: Pupil premium strategy plan 2024-25

Statement of intent

At Wallingford School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, leaving school “able and qualified”.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit non-disadvantaged pupils in our school – sustained over time for all pupils. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. We adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

Our approach will be reflective and responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are supported and challenged in the work that they’re set.
- Act early to intervene at the point need is identified.

We have a rigorous academic curriculum driven by our curriculum principles, including ambition for every pupil and a curriculum designed to drive forward the progress of disadvantaged pupils. We do not offer qualifications (academic or vocational) that provide insufficient challenge or value, and all our pupils have the opportunity to sit both English Language and English Literature.

In line with the EEF (Educational Endowment Foundation) research into effective strategies for schools we follow a 3 tiered approach:

Teaching

- High-quality teaching for all
- Effective diagnostic assessment

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- Focusing on professional development of teaching and support staff

Targeted academic support

- High-quality one-to-one and small-group tuition
- Deployment of teaching assistants and targeted support
- Academic tutoring
- Planning for pupils with Special Educational Needs and Disabilities (SEND)

Wider strategies

- Supporting pupils' social, emotional and behavioural needs
- Planning carefully for adopting a social and emotional learning curriculum
- Communicating with and supporting parents

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Challenges

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

Challenge number	Detail of challenge
1 High-quality Teaching & Learning and Effective CPD	High-quality teaching benefits all pupils but has a strong impact on children eligible for the Pupil Premium. Ongoing CPD for teachers and supporting staff has previously taken into account the impact of COVID on pupil premium pupils with the whole-school understanding of the wider implications the pandemic has had on this group of pupils. This is driven by our school values and curriculum principles.
2 Attainment – Closing the Disadvantaged Gap	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils were impacted by partial school closures (COVID-19) to a greater extent than for other pupils. These findings are backed up by several national studies. This resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations and we continue to work towards closing the gap.</p> <p>As stated by the EEF:</p> <p><i>“there is a growing evidence around the impact of schools closures on the learning outcomes of pupils. Research shows a consistent pattern. Pupils have made less academic progress compared with previous year groups. There is a large attainment gap for disadvantaged pupils, which seems to have grown.”</i></p> <p>EEF Guide to Pupil Premium</p>
3 Personal Development	Our assessments, observations and discussions with pupils and families identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.
4 Wider Social Challenges	<p>The partial closures resulted in increased financial pressures for families and, in some cases, wider social care challenges. These challenges particularly affect disadvantaged pupils, including their attainment. The current cost of living crisis is seen within our school community and presents a significant challenge for disadvantaged pupils.</p> <p>NFER evidence</p>

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<p>5</p> <p>Attendance</p>	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils.</p> <p>A greater proportion of disadvantaged pupils have been ‘persistently absent’ compared to their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress and although a number of steps have been taken to address this, this continues to present as a key challenge.</p>
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Intended outcomes – 2024-25

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
Improved attainment and progress among disadvantaged pupils across the curriculum at the end of KS4.	2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none">• Positive progress (no P8 score for this cohort).• In English and Maths, % of students achieving Grades 4+, 5+, 7+, meets/exceeds FFT20 benchmarks.• A positive residual compared to FFT20 targets.
Improved attendance for PP pupils.	Improved rates of attendance for pupils who have been identified as persistent absentees.
To achieve and sustain improved wellbeing and personal development for all pupils, including those who are disadvantaged, to ensure they are well equipped for their futures.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none">• Qualitative data from pupil voice, pupil and parent surveys and teacher observations.

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Activity in this academic year – 2024-25

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: £ 105,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for teaching and support staff through whole-school teaching and learning CPD programme, to ensure high-quality teaching for all.	<p>The EEF states:</p> <p><i>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”</i></p> <p>Prior knowledge Differing needs</p>	1, 2, 5
<p>Developing cognitive and metacognitive strategies in all pupils.</p> <p>This will involve ongoing teacher training and support.</p>	<p>The EEF states:</p> <p><i>“The explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, and these strategies are best taught within a subject and phase specific context. Approaches such as explicit instruction, scaffolding and flexible grouping are all key components of high-quality teaching and learning for pupils.”</i></p> <p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3

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<p>Enhancement of our curriculum planning in line with whole-school Moving Forward plan, DfE KS3 and EEF guidance.</p> <p>We will enable teacher release time to embed key elements of the guidance in school in line with our teaching and learning approach.</p>	<p>In line with the EEF (Educational Endowment Foundation) research into effective strategies for schools, we follow a three-tiered approach:</p> <p>Teaching</p> <ul style="list-style-type: none"> • High-quality teaching for all • Effective diagnostic assessment • Focusing on professional development <p>Targeted academic support</p> <ul style="list-style-type: none"> • High-quality one-to-one and small-group tuition in English and Maths and within the Enhanced Pathway • Deployment of teaching assistants and targeted support • Academic tutoring • Planning for pupils with Special Educational Needs and Disabilities (SEND) <p>Wider strategies</p> <ul style="list-style-type: none"> • Supporting pupils' social, emotional and behavioural needs • Planning carefully for adopting a social and emotional learning curriculum • Communicating with and supporting parents 	<p>1, 2, 3, 4, 5</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	<p>1, 2, 3</p>
<p>Effective management of Pupil Premium Champion and Service Premium Champion to support academic and wider support of groups.</p>	<p>Further support for undertaking the EEF's <i>Four Steps in Developing and Sustaining your PP Strategy</i>.</p> <p>Improvement in attendance figures</p> <p>Qualitative evidence from student voice</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £ 52,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality one-to-one and small-group tuition in English and Maths and within the Enhanced Pathway	<p>The EEF states:</p> <p><i>“On average, one-to-one tuition is very effective at improving pupil outcomes. One-to-one tuition may be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.”</i></p> <p><i>“Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small-group tuition.”</i></p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>Largely, this will be delivered in M1 / M2.</p>	1, 2, 3
Targeted support enhanced by higher level/senior teaching assistants and SEN teachers	<p>The EEF states:</p> <p><i>“For tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well trained.”</i></p>	2, 3, 5
Planning for pupils with Special Educational Needs and Disabilities (SEND)	<p>The EEF states:</p> <p><i>“the evidence tells us that teachers in mainstream schools should instead prioritise familiar but powerful strategies, like scaffolding and explicit instruction, to support their pupils with SEND. Refreshing a repertoire of high-quality teaching with colleagues is something schools are thinking</i></p>	1, 2, 3, 5

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	<p><i>about as they plan staff CPD, including supporting early career teachers.”</i></p> <p><i>“The strategic deployment of teaching assistants (TAs) will also be important in ensuring pupils with SEND are supported, and TAs should be fully prepared for their role, supplementing rather than replacing high-quality provision from the class teacher. Schools must continue to avoid unintended consequences, such as prolonged separation from peers and teachers, and select evidence-based, targeted interventions that are closely monitored.”</i></p> <p><u>Special Education in Mainstream Schools - EEF</u></p>	
Targeted support for curriculum enrichment opportunities in addition to wider enrichment support	<p>The EEF states:</p> <p><i>“The evidence in our Toolkit and the EEF’s literature review on non-cognitive skills suggest that character-related approaches can be most effective for improving attainment when they are specifically linked to learning.”</i></p> <p>A particular focus on STEM.</p>	1,2,3,4,5

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

Budgeted cost: £ 52,993

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adoption of an early intervention approach for pupils to support mental health across the school.</p> <p>This includes training for school staff.</p> <p>Pupils made aware of Mental Health First Aiders and Mental Health Champions.</p> <p>This is further supported by financing of an additional school counsellor.</p>	<p>EIF's report on adolescent mental health found good evidence around the approach of promotion, prevention and behaviour to support young people's social and emotional skills and reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p> <p>Mental Health Lead Kinsuki scheme CAMHS Outreach</p>	1, 2, 3, 4, 5
<p>Embedding principles of good practice set out in DfE's Working Together to Improve School Attendance.</p> <p>Effective management of the school attendance officer.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1, 2, 3, 4, 5

Total budgeted cost: £ 211,970

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Part B: Review of outcomes in the previous academic year – 2023-24

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023-24 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal assessments. The data demonstrated that whilst the gap between disadvantaged and non-disadvantaged pupils remains stubborn, the progress of disadvantaged pupils is improving in some areas.

Comparisons with national data demonstrate that on average our disadvantaged pupils are making progress broadly in line with the overall national figure for disadvantaged pupils. In terms of the 2024 Progress 8 measure, our disadvantaged pupils achieved a Progress 8 score of -0.69 which compares to the national average for disadvantaged pupils (-0.58) and for all pupils (0.00). This is below the equivalent figure we have seen in recent years (2023: -0.29). It should be noted that a small number of students had a significant contribution to this figure and there can be variance of GCSE performance for any single set of outcomes. There is still much work to do to raise overall attainment and progress, which was a key objective for the outcome at the end of the previous three-year strategy period.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that the attendance of disadvantage pupils remains an ongoing concern. Whilst the attendance of our disadvantaged pupils is slightly higher than the national average (86.3% vs 85.4%) we would expect this gap to be closing in upcoming years. Disadvantaged pupils are still overly represented in our suspensions and exclusions. Behaviour and attendance for disadvantaged pupils is heavily linked with rising social emotional and mental health needs. Additional resource to our SEMH provision and greater co-ordination between teaching and specialist staff has helped ensure we are able to meet needs internally and/or in collaboration with local support networks. Of particular note are the appointments of our Pupil Premium and Services Champions, roles that are integral in the support of our disadvantaged young people.

Overall, significant progress has been made during the previous three-year period, but there is work to do if we are to make further progress. A new three year strategy will be launched in September 2025 with outcomes to be met at the end of the 2027-28 academic year.

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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Service Premium Champion in place from September 2021. All information in this statement is applicable to service pupil premium pupils.
What was the impact of that spending on service pupil premium eligible pupils?	Service Premium Champion in place from September 2021. All information in this statement is applicable to service pupil premium pupils.

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Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Ensuring pupils understand our school support by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them.
- Utilising support from our local [Mental Health Support Team](#) and local behaviour hub to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Wallingford School pupils have been further supported by the Merchant Taylors' Education Fund.

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