

Pupil premium strategy statement – Walton High (Walnut Tree)

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1178
Proportion (%) of pupil premium eligible pupils	32
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 2025/26 2026/27
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	J Rowland
Pupil premium lead	J Letts
Governor / Trustee lead	J Dunkley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£349,283
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£349,283

Part A: Pupil premium strategy plan

Statement of intent

Walton High is a place to belong, to learn and to achieve.

At the heart of our pupil premium strategy plan sits the intention to enable each socio-economically disadvantaged young person to overcome the barriers they may face.

As a school, we provide outstanding learning opportunities, and our objective is to ensure equity of access for all. We want our students to each be the best version of themselves. To each know that during their time at Walton High, they are supported in developing skills and attributes to successfully shape and respond to the future.

We work with our disadvantaged young people and alongside their families. We know that understanding individual circumstances, and the challenges they may bring, is the key to ensuring that guidance, support and intervention is targeted and impactful.

The key principle of our strategy plan is to use pupil premium funding in ways that will make the biggest possible difference to our students.

We will ensure quality first adaptive teaching; we will enable learning through meaningful academic support; and we will foster a holistic approach that values all aspects of personal development and education.

Challenges

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

Challenge number	Detail of challenge
1	Attendance at school or to timetabled lessons is poor or inconsistent.
2	Behaviour for learning, and wellbeing, impact negatively on achievement.
3	Access to the curriculum is restricted by low level literacy skills.
4	Engagement in enrichment activities and access to resources may be limited.
5	Attainment in either/both English or/and Maths is below Secure/Grade 5.
6	Attainment and Progress at KS3 and KS4 are often below expectations.

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
All students value the importance of being in lessons and with appropriate support are able take steps to improve their attendance.	DS attendance is at least in line with non-DS and where needed, improvements in being in class and punctuality are evident.
All students understand how to improve aspects of their behaviour for learning and wellbeing and receive appropriate support.	DS behaviour for learning indicates that expectations are met and where needed, improvements in wellbeing are evident.
All students are enabled, within all curriculum areas, to improve their vocabulary building, reading, writing, and oracy skills.	DS have literacy skills at least in line with age related expectations and non-DS.
All students engage in enrichment, with the encouragement, guidance and actions required to facilitate participation. All resource needs are pre-empted or quickly identified, provided for and resolved.	DS participate in at least one enrichment activity and share how it has impacted on their belonging, learning and achievement. DS share how resources have enabled and supported their achievements.
All students benefit from the 54ME strategy, with enhanced monitoring and mentoring to focus on subject skills and next steps.	DS attainment and progress in English and Maths is in line with non-DS, and all achieve or exceed their target grade.
All students have timely opportunities to discuss their academic progress and engage in reciprocal target setting and review.	DS attainment and progress in all subject areas is in line with non-DS, and all achieve or exceed their target grade.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £216,189

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Quality First Teaching (and CPD) to include: - Adaptive teaching - Formative assessment	Research evidence from the EEF, The Open University, Alex Quigley, Ross Morrison McGill and other related and relevant networks and professional associations.	3 5 6

- Reading in subject disciplines	School-based data linked to monitoring and evaluation.	
Recruitment and retention of LSAs and SSLs to provide daily, targeted support to DS.	Research evidence linked to effective recruitment and retention processes, including managing workload and offering high quality professional development.	1 2 3
CPD and resources to enable LSAs to lead and deliver the RWI Fresh Start Phonics Intervention, the HFL Reading Fluency Project and the Level 2 Functional Skills qualification in English and Maths.	School-based data and research evidence that illustrates the impact that these programmes have on improving the outcomes of disadvantaged students.	3 5 6
Development of the Literacy curriculum and resources to support: - approaches to reading for pleasure - approaches to disciplinary literacy	School-based data and research evidence from the EEF, The Open University, UKLA, BookTrust and other related and relevant professional networks and associations.	3 4 5 6
Access to resources that support high quality teaching and learning, to include: - 54ME skills passports - Set texts - Revision resources - Art & Creative supplies - Ingredients - IT resource	Research evidence surrounding subject knowledge and pedagogical expertise. Research evidence and accounts from education professionals as to the effectiveness of each resource. School data as to how each resource enables access to the curriculum. supports the provision of high quality	3 5 6

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

Budgeted cost: £108,094

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of one-to-one or small group literacy support.	Accounts from education professionals and research evidence, in conjunction with school-based data.	1 2 3

Support of KS3 and KS4 intervention and tuition programmes (including those that meet the needs of disadvantaged students with SEND).	Research evidence from the EEF <i>Making a Difference with Effective Tutoring</i> , the <i>Teaching and Learning Toolkit</i> and <i>Five a Day</i> approach. School-based data as to the needs of individuals and evidence of impact.	1 2 3
Provision of KS4 Maths and English intervention groups.	Research evidence from the EEF, <i>Making a Difference with Effective Tutoring</i> along with school-based data.	1 2
Support of P16 peer mentoring, reading and tuition groups.	Research evidence from the EEF, <i>Making a Difference with Effective Tutoring</i> and references to peer tutoring in the <i>Teaching and Learning Toolkit</i> .	1 2 3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Alternative Education Provision to support disadvantaged students' social emotional and behavioural needs.	School-based data linked to academic and pastoral progress and attainment. Research evidence including the EEF guidance on <i>social and emotional learning</i> and <i>behaviour interventions</i> .	1 2
Provision of Pastoral support, to meet the needs of disadvantaged students.	School-based data linked to academic and pastoral progress and attainment. Research evidence including the EEF guidance on <i>social and emotional learning</i> and <i>behaviour interventions</i> .	1 2
Provision of Safeguarding support, to meet the needs of disadvantaged students.	School-based data and information shared via CPOMS. Research evidence for implementation of KCSIE statutory guidance.	1 2
Access to a range of Enrichment activities, to include: - D of E Award Scheme - Instrumental tuition - Theatre visits	Accounts from education professionals and research evidence outlining the value of engagement in extracurricular activities, and the links to improved outcomes for disadvantaged students. School-based data, including student voice, referencing the impact on social	4

- Sports coaching - Clubs and groups	inclusion, wellbeing and academic outcomes.	
Support of parents and families through increased engagement, to include: - Social inclusion - Uniform provision - Transport provision	Accounts from education professionals and research evidence outlining the value of parental engagement, and the links to improved outcomes for disadvantaged students. School-based data, including student and family voice, referencing the impact on social inclusion, wellbeing and academic outcomes.	1 2 3 4 5 6

Total budgeted cost: £349,283

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As outlined in the DfE Purpose of pupil premium statement; 'We know that schools are still recovering from the impact of the Covid-19 pandemic. In England the primary and secondary school attainment gaps between disadvantaged pupils and their peers grew between 2019 and 2022, having narrowed over the previous 8 years... the 2023 disadvantage gap index at secondary continued to increase to the highest level since 2011'. (Using pupil premium: guidance for school leaders. DfE, February 2024)

2025 Key Stage 4 unvalidated data indicates an overall cohort A8 score of 46.22, with 36.85 for disadvantaged students, compared to 48.69 for non-disadvantaged. This represents an increase from 36.63 in 2024 and 35.8 in 2019.

In English the overall cohort A8 score is 10.10, with 8.52 for disadvantaged students, compared to 10.52 for non-disadvantaged. In Maths the overall cohort A8 score is 9.31, with 7.48 for disadvantaged students, compared to 9.80 for non-disadvantaged.

The EBACC overall cohort A8 score is 13.23, with 9.84 for disadvantaged students, compared to 14.12 for non-disadvantaged. The Open overall cohort A8 score is 13.57, with 11.01 for disadvantaged students, compared to 14.25 for non-disadvantaged.

24% of disadvantaged students achieved a GCSE grade 9-5 in both English and Maths; compared to 49% of non-disadvantaged. 48% of disadvantaged students achieved a GCSE grade 9-4 in both English and Maths; compared to 70% of non-disadvantaged.

2025 Key Stage 3 data indicates that, in English overall, 67% of students are working at grade Secure or above; with 58% of disadvantaged students compared to 71% non-disadvantaged. In Maths overall, 47% of students are working at grade Secure or above; 41% of disadvantaged students compared to 50% non-disadvantaged.

The 54ME initiative continues to have an impact on the attainment and progress of students within both Maths and English, supporting the move to implement aspects of the strategy across EBacc and Open subject areas and qualifications. This will contribute to improving the outcomes of disadvantaged students across the curriculum.

In the academic year 2024/25, targeted activity to support teaching, enabled the development of literacy initiatives within curriculum areas and the tutor time provision. Walton High's participation in the MK Reading for Life project, the Open University's Reading Schools Programme, and the HFL Education Reading Fluency Project continues to shape the development of literacy initiatives, with the intention to address skills gaps and the needs of disadvantaged students.

CPD focused on pedagogy to support Quality First Teaching and approaches to assessment also proved effective in 2024/25 – especially when combined with strategies to support adaptive teaching and the ordinarily available provision for SEND students.

Intervention and revision sessions, along with the provision of targeted resources to meet the specific needs of individuals, enabled students to access academic support and engage in one to one and small group work. Careers intervention provided a further opportunity to develop motivation and aspiration, as part of the wider information, advice and guidance process.

Enhanced pastoral and attendance support, enabled some students to engage more effectively with school routines and expectations, helping to develop social inclusion and offer family support opportunities.

Participation in enrichment activities, including the Duke of Edinburgh Award Scheme; Instrumental lessons; Theatre visits and Sports coaching, allowed for opportunities to support personal development and wellbeing.

The implementation of previous strategy actions has resulted in clear progress towards intended outcomes, particularly in relation to ensuring that students have access to appropriate resources, where this is a barrier to achievement or wellbeing.

The 2025/26 strategy actions will build upon areas of success, address prevailing skills and attainment gaps, and deliver support for students' social, emotional and behavioural needs.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
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