



Waltham Toll Bar
Academy

PUPIL PREMIUM STRATEGY

2022/23

Academy Link: P Thundercliffe
Governor Link: J Marcham



Lincolnshire Gateway
Academies Trust



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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	1758
Proportion (%) of pupil premium eligible pupils	21% (369) (7% increase in 12 months)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2023
Statement authorised by	N Whittle Principal
Pupil premium lead	P Thundercliffe
Governor / Trustee lead	Mrs J Marcham

Funding overview

Detail	Amount
Pupil premium funding allocation for 2022/23	£363,290
Recovery premium funding allocation for 2022/23	£95,772
Pupil premium (and recovery premium*) funding carried forward from previous years (enter £0 if not applicable) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£459,062



Part A: Pupil premium strategy plan

Statement of intent

Waltham Toll Bar Academy is an inclusive school which is part of the Lincolnshire Gateway MAT. The Academy has strong core values built around: Celebrating Students; Valuing staff; Championing Partnerships. We aim to implement a curriculum that removes disadvantage and helps all students to achieve. We work to ensure that teaching and learning opportunities meet the needs of all students. We aspire of students who are disadvantaged to reach levels of attainment and progress that are in line with (or above) all students nationally and close gaps with their peers in school. We want all students to successfully progress into the next stage of education or training.

We are committed to work to ensure that all pupils receive high quality teaching and learning, every lesson every day. We believe this is the foundation for successfully addressing disadvantage. Additionally, appropriate targeted provision will be made for students in receipt of Pupil Premium, based upon an identification of barriers these students face. Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through school-led tutoring for students whose education has been worst affected, including non-disadvantaged students. We will also consider the mental health and well-being of all our students following two lockdowns.

Challenges:

Challenge	What are the key challenges to achievement we have identified among our disadvantaged pupils?
1	Literacy: Assessments show that our pupil premium students have lower literacy levels than non-pupil premium students. There is a difference of around (insert number) scale points between pupil premium and non-pupil premium students. Baseline assessments show that our students are weakest in inference and vocabulary accessibility. This will impact their progress in all subjects.
2	Mathematics: The mathematics attainment of disadvantaged students is generally lower than that of their peers and teacher diagnostic assessments suggest that many students particularly struggle with ratio, shape and algebra. The KS2 gap between pupil premium and non-pupil premium in maths is 4 scale points. The aforementioned literacy challenge is also impacting on student's ability to answer problem solving tasks.
3	Attendance: Our attendance data over the last few years indicates that attendance among disadvantaged students has been between 3 - 4% lower than for non-disadvantaged students – 87% v 90% in 2021/22. Using 2021/22 data 11% more disadvantaged students have unauthorised absence compared to 45% of their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.
4	Behaviour and Attitudes: Our Behaviour and Attitudes data over the last few years demonstrates that some disadvantaged students require additional support to address barriers to progress and ensure their attitudes to learning are conducive to success. 40% of 1245 sessions lost to suspension in 21/22 came from disadvantaged students.
5	Wellbeing: Assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.



Intended Outcomes:

Outcome	What are the key challenges to achievement we have identified among our disadvantaged pupils?
<p>Improve Achievement through consistently high standards, adaptive teaching, effective feedback and appropriate challenge, every lesson every day. Alongside highly effective planned academic interventions that address knowledge gaps, improve confidence, attainment and progress.</p>	<p>GCSE outcomes indicate increasing progress and attainment for disadvantaged pupils. Attainment for disadvantage pupils significantly improves. Aim for 22/23 is for the Average Total A8 is 47 for disadvantaged pupils and the average A8 grade is 4.7. Aim is for 75% of disadvantaged students to gain a 4+ in Maths.</p> <p>P8 for disadvantaged students closes the gap to national P8 for non-disadvantaged. Progress for disadvantage pupils significantly improves for pupils in Maths and Open subjects compared to 2022. Aim for 2023 is for at least 40% of disadvantaged pupils to gain positive progress scores in Maths and Open element subjects.</p> <p>Disadvantaged attainment for pupils in each year group shows improvement compared to 2021/22. We have a 0% NEET aim for disadvantage pupils for 22/23.</p>
<p>Improve Literacy through a whole school approach to improving in classroom subject level literacy, effective teacher adaptations for pupils who need additional help, high quality intervention for pupils who are behind their peers.</p>	<p>Reading comprehension and literacy benchmarking tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Mathematics teachers will notice an improvement in student's ability to understand 'worded' problems.</p>
<p>Improve Attendance by embedding strategies to promote and support positivity and resilience for school attendance and by providing high quality intervention that helps pupils who previously struggled with attendance to engage sustainably in attending school.</p>	<p>Sustained high attendance from 2022/23 demonstrated by: the overall absence rate for all students being no more than 5.7%, and closing the attendance gap between disadvantaged students and their non-disadvantaged peers to an aim 1.3%.</p> <p>The percentage of all students who are persistently absent being below 13% and the figure among disadvantaged students closing to being no more than 5% lower than their peers.</p>
<p>Improve Behaviour and Attitudes by embedding strategies to promote and support positive attitudes and behaviours for learning and by providing high quality intervention that helps pupils who previously struggled with behaviour to engage or self-regulate positively.</p>	<p>The behaviour and attitudes to learning of disadvantaged students is in line with non-disadvantaged for rewards and sanctions or shows an improving trend across all year groups.</p> <p>The proportion of disadvantaged students who are suspended or excluded is below the national average for secondary schools and is reducing year on year and within year.</p> <p>Repeat suspensions significantly reduces for disadvantaged students.</p>
<p>Improve Wellbeing by ensuring all have access to high quality wider opportunities beyond the curriculum, by improving pupil voice and engagement, by providing intervention for pupils who post covid are having challenges with their own mental health, wellbeing and self-esteem.</p>	<p>Improved levels of wellbeing from 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged students.



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

Budgeted cost: £90000

Activity	Evidence that supports this approach	Challenge number addressed
<p>CPD to focus on ‘Quality First’ teaching including training on the delivery of Rosenshine’s Principles in the classroom; training on Cognitive Load Theory; training on metacognition.</p> <p>Involvement of external speakers, locally and nationally, alongside NPQ courses and National College training.</p>	<p>There is a broad range of evidence to demonstrate that ‘high-quality professional development for teachers has a significant effect on students’ learning outcomes.</p> <p>High quality, ongoing professional development for staff including coaching model, ensures that an effective teacher is in front of every class and every teacher is supported in maximising their potential and continually improving their practice.</p> <p>The EEF report ‘Effective Professional Development’ indicates that having experts in every classroom is the most effective method of ensuring that every child is effectively challenged and supported to achieve their ability in that subject.</p>	<p>1,2</p>
<p>Whole-Academy CPD focusing on Reading initiatives – addressing students with below expected reading ages; Disciplinary Literacy; engendering a love for reading. Drop Everything and Read. Introduction of a library. New reading co-ordinator</p>	<p>Nationally in 2019, over 120,000 Pupil Premium students made the transition from primary to secondary school below the expected standard for reading. Good literacy is key to academic success across the curriculum.</p> <p>The EEF Disciplinary Literacy document suggests that focus upon tier 2 and 3 vocabularies across subjects will develop a more consistent understanding across the Pupil Premium cohort of both subject- specific language and academic language.</p> <p>The EEF Guidance Report on Literacy at KS3/4 and the EEF Disciplinary Literacy document priorities high quality instruction in the classroom through explicit instructions, scaffolding, flexible grouping and cognitive and metacognitive strategies - these are key components of high-quality teaching and learning for students.</p> <p>The Rosenshine Principles of Instruction outline the fundamental components of effective classroom teaching.</p>	<p>1,2,4,5</p>



<p>The use of nationally recognized T and L experts to help identify gaps in T and L and spot patterns with vulnerable students focusing on mastery in Maths and White Rose learning</p>	<p>Mastery learning is a cost-effective approach, on average, but is challenging to implement effectively. Schools should plan for changes and assess whether the approach is successful within their context.</p> <p>Mastery learning approaches are often associated with direct instruction, but many of the high impact studies identified included elements of collaborative learning.</p> <p>There is large variation behind the average impact – mastery learning approaches have consistently positive impacts, but effects are higher for primary school pupils and in mathematics</p>	<p>1,2,4</p>
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Targeted academic support

Budgeted cost: £210000

Activity	Evidence that supports this approach	Challenge number addressed
<p>Targeted tutor time interventions led by specialist teachers in English Language, English Literature and mathematics. Developed tutor time intervention with increased capacity for options subjects</p>	<p>Using the tutor time slot provides an extension to learning time so that key skills in core subjects can be rein-forced.</p> <p>The Ofsted Report (2014) states that ‘Schools that are committed to ‘closing the gap’ and that have robust tracking systems are showing most improvement’.’ Through developing robust systems, focus groups can be targeted effectively, at key points of the year.</p>	<p>1,2,4</p>
<p>Additional groups in Maths and English. Dropped subjects and additional small group teaching</p>	<p>Focus upon class sizes so classes with a greater proportion of Pupil Premium students have fewer students in them is carried out.</p> <p>The Sutton Trust found that reducing class sizes through the addition of extra groups had ‘moderate impact’. It allows for an increase in targeted teaching and teacher contact.</p> <p>Taking this approach from Year 7 onwards is in line with Ofsted’s 2013 recommendation of taking ‘a long- term view’ rather than focusing only on Year 11 intervention(s).</p>	<p>2</p>
<p>Reading tutorial: teacher-led interventions, with a focus upon specific texts. Drop Everything and Read</p>	<p>Each reading tutorial is staffed by a specialist teacher and 2 teaching assistants, allowing for bespoke target-ed support.</p> <p>The Sutton Trust ‘Recommendations for the Best Use of Teaching Assistants’ suggests that ‘it is important that</p>	<p>1,2,4</p>



	<p>TA's supplement, rather than replace, the teacher' and that, for maximum impact, TAs should be 'fully prepared for their role in the classroom.' This is done through strong Schemes of Learning, differentiated resources and defined, clear roles.</p> <p>The EEF Toolkit finds that teaching 'Reading Comprehension Strategies' has high impact for very low cost, based on extensive evidence.</p>	
<p>Revision Sessions: these take place in holidays, on weekends and during evenings and lunchtimes.</p>	<p>All sessions are run by specialist teachers and a timetable is com-posed so that a cross-section of sub-jects is offered. A recent evaluation from the DfE concluded that one of the greatest barriers to impact was achieving high levels of attendance. Offering a range of different additional sessions maximises attendance opportunities.</p> <p>On average, evidence suggests that pupils who attend a summer school make approximately two additional months' progress, compared to similar pupils who do not. Greater impact (as much as four additional months' progress) can be achieved when summer schools are intensive, well-resourced, and involve small group tuition by trained and experienced teachers. Summer schools without a clear academic component are not usually associated with learning gains.</p>	1,2,4,5
<p>Academic Tutorial Sessions.</p>	<p>Targeted mentoring has a positive impact historically in the Academy. Academic Tutorial focuses on teaching learning skills.</p> <p>The Sutton Trust research found 'developing pupils' metacognition and self-regulation' resulted in 'high impact for very low cost, based on ex-tensive evidence'.</p>	1,2
<p>Assessment and Outcomes Lead to facilitate a coordinated revision programme and relevant intervention strategies.</p>	<p>For maximum impact, interventions must be planned, reviewed, evaluated and coordinated. In a very large Academy, taking an overarching overview is essential.</p>	1,2,4,5



Wider Strategies

Budgeted cost: £160000

Activity	Evidence that supports this approach	Challenge number addressed
<p>Head of Year allocated pastoral time. Assistant heads of year to add capacity with targeted vulnerable students. Co-ordinated home visits by pastoral leads</p>	<p>1:1 time with Pupil Premium students in addressing pastoral concerns is of immense value in building resilience and addressing low self-esteem issues in our students.</p> <p>Various case studies, in particular the Neale-Wade Academy case study, reflects on the importance of effective pastoral care and demonstrate that timely and vital pastoral interventions contribute to raising attainment.</p>	<p>3,4,5</p>
<p>SEMH interventions, including the delivery of the Behaviour Modification programme; use of external agencies such as 'Fortis'; the ongoing services of the Health and Wellbeing Practitioner in the Academy.</p>	<p>Extensive support is offered to students with specific social, emotional and mental health needs, many of whom have complex backgrounds and require more specialist support; this necessity has increased post-Covid.</p> <p>Behaviour interventions are found in the EEF Toolkit to have 'moderate impact for moderate cost' based on extensive evidence. The Sutton Trust established that dedicated 'Social and Emotional Learning' had a moderate impact. Engaging with the needs of this cohort, through appropriately selected interventions with proven impact, builds resilience and self-esteem.</p>	<p>3,4,5</p>
<p>Homework Club – offered daily.</p>	<p>Homework Club is available daily, targeting Pupil Premium students who may not have the resources at home to complete additional work.</p> <p>EEF rates homework as having a 'moderate impact for a very low cost' based on moderate evidence.</p> <p>Homework clubs help to structure and support this.</p>	<p>1,2,3,5</p>
<p>Additional Teaching Assistant time targeting Pupil Premium students</p>	<p>Teaching Assistants are deployed to maximise impact, in line with the EEF's guidance in 'Making the Best Use of Teaching Assistants'. This evidence suggests that TAs can have a positive impact on academic achievement.</p>	<p>1,3</p>



<p>Re-establishing a whole-Academy approach to attendance recovery post pandemic, including increasing capacity in the Attendance Team.</p>	<p>The impact of Covid-19 on whole- Academy attendance, with the resulting impact on attainment and outcomes, is a concern. Increasing provision in the Attendance Team is a vital tool to raise attendance percentages to pre-Covid days so that students are in the Academy acquiring the knowledge they require to maximise their potential.</p> <p>Increasing this capacity allows Home- School relationships promoting attendance to be built and to ensure any requests for EHE and referrals for CME are managed effectively.</p> <p>DfE documentation on 'Improving School Attendance' strategies.</p>	<p>1,2,3,4,5</p>
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Summary of cost totals:

Teaching Activity costs: £90000

Targeted Academic Support costs: £210000

Wider Strategies costs: £160000

Total Budgeted cost: £460000



Part B: Review of outcomes from the previous academic year 2021/22

Pupil Premium Strategy Outcomes

This statement details the impact of our strategy from 2021/22 on the outcomes of disadvantaged pupils.

Pupil Premium Award: £339,205.

Recovery Premium Award: £50,315

Total Budget for 2021.22: £389,340

a. Improve outcomes – increase the proportion of Pupil Premium students that have a positive progress score.

KS4 outcomes for disadvantaged students in 2022 show that the number of pupils achieving 5 Strong passes including English and Maths rose by 6% to 36% compared to 2019, the number of disadvantaged pupils achieving 5 Standards passes including English and Maths fell by 2% to 58% compared to 2019. The overall attainment 8 grade for disadvantaged students fell by 2.4 (Quarter of a grade on average) compared to 2019. There were particular improvements in the number of disadvantaged students gaining a strong pass in English up by 5% to 58%.

Disadvantaged students achieving Basics 4+ in English and Maths increased by 1% to 63% compared to 2019. Disadvantaged students achieving Basics 5+ in English and Maths remained at 32%, as achieved in 2019. There was a negative 14% gap between disadvantaged and non-disadvantaged students achieving the 5+ basics measure, and a negative 10% gap for the 4+ basics measure.

Overall P8 figure for disadvantaged students is projected at -0.57, compared to 0.01 for non-disadvantaged students at WTBA and 0.15 nationally. The number of disadvantaged students achieving positive progress in all subjects was 27% compared to 52% of non-disadvantaged students. In 2019 44% of disadvantaged students achieved positive progress in all subjects compared to 61% of non-disadvantaged students.

b. Improve proportions of students meeting end point expectations at KS3.

More students were meeting expectations at the end of KS3. The gap between pupil premium and non-pupil premium was 16%.

c. Increased attendance.

Attendance of pupil premium students was 87.67% in 2021/22 which was 4% above the national average for pupil premium students (83.5%) in secondary schools in 2021/22, but 3% lower than non-disadvantaged peers in school (90%). Attendance of pupil premium students in 2021/22 was 2.5% lower than in 2018/19 (90.24%). Using 2021/22 data 11% more PP students have unauthorised absence compared to 45% of their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.

d. Destinations.

98% of students secured places in education, employment or training in Sept 2022 compared to 99% in Sept 2019 (National Average 94% in 2019).



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
Hegarty Maths	Hegarty Maths
Lexia	LexiaUK
SISRA	Juniper Education
FFT Aspire	Fischer Family Trust
The Skills Academy	National Literacy Trust

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
How did you spend your Service Pupil Premium allocation last academic year? <ul style="list-style-type: none">• We used the Service Pupil Premium money to ensure all students had a named pastoral contact within the Academy – their Head of House.• They met regularly and they were monitored over the course of the year.• The student’s attendance was tracked and monitored weekly.• Parents were encouraged to attend parents’ evenings.
The impact of that spending on service pupil premium eligible pupils
What was the impact of that spending on Service Pupil Premium eligible pupils? There was no significant difference in the attendance of service pupil premium pupils. Their progress and attainment mirrored the outcomes of students with a similar academic ability.