



Pupil premium grant expenditure

Report to parents: 2014 / 2015

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	117
Total number of pupils eligible for PPG	29
Amount of PPG received per pupil	Service child - £300 Free School Meals and LAC Secondary - £900
Total amount of PPG received	£32,730

Nature of support 2014/15

Our priority for the use of Pupil Premium Funding is to ensure that all pupils are able to meet their full potential academically, socially and emotionally. In order to achieve this during the academic year 2014/15 pupils were provided with a variety of activities that support and enhance the curriculum. The funding was also used to provide a range of small group interventions that were targeted at areas of learning identified as requiring additional support.



Curriculum focus of PPG spending 2014/15

The funding has been used in many different ways to support pupils' learning across the curriculum. Senior Leaders, Middle Leaders and Pastoral tutors worked together to identify how to use the funding in a way that would be used to best suit the needs of the individual pupils.

These include:

Adding additional staff to small group situations.

Additional staff trained to deliver targeted interventions.

One staff member identified to co-ordinate targeted interventions and given additional time to carry out these duties (cover provided to enable this to happen)

Small group and 1:1 interventions including:

- Precision reading
- Toe by Toe
- Handwriting
- Numeracy
- Communication to support Speech and Language
- Reading

Additionally resourced and enhanced GCSE and externally accredited courses intervention strategies:

- Read Write Gold software installed on new machine and updated on existing machines
- Maths booster classes
- English booster classes
- English/Maths intervention groups
- Resource packs for holiday revision

Lucid Rapid Dyslexia Screening for all year 7 students identified as having difficulties

Staff allocated to support personalised programmes to prevent exclusion

Allocation of ICT such as laptops and specialist programmes to assist communication and aid access to the curriculum



Walton Hall Academy



Educational trips designed to enhance the curriculum

Enhanced schools activities:

- Theatre visits
- Residential educational trips
- Theatre company visits: PSHE and citizenship
- Artists
- Sensory activities (space globe, bouncy castle, bungee run)

Workshops and small group sessions led by outside agencies aimed at further enhancing the curriculum, for example karate, cricket, football, dance sessions led by coaches during the school day.

Story telling sessions by story teller to support the teaching and learning of English and help raise attainment

Measuring the impact of Pupil Premium Grant spending

The impact is measured through the Analysis of Progression Guidance data, meetings with other professionals regarding Looked after Children, assessment of Individual Education Plans, as well as the evaluation and assessment of the projects introduced to support and raise attainment.

Summative forms of assessment are used alongside the analysis of data in order to provide a more detailed picture of pupil progress. This is especially useful as many pupils make small amounts of progress over extended periods of time.

Examples of project evaluations:

Intervention programmes

All students who were identified and received interventions made progress. This had a direct impact on the ability of the students to use the skills acquired to support learning in other areas of the curriculum. Edinburgh Reading test results, shows an increase in the reading and comprehension skills of students who received these targeted interventions.

Teachers reported that the support had a direct impact on pupil learning for 90% of the pupils receiving interventions.

Teachers reported that the pupils were able to generalise the skills taught to the class room for 80% of the pupils

66% of English Interventions are with Pupil Premium Students

41% of Maths Interventions are with Pupil Premium Students

28% of Science Interventions are with Pupil Premium Students



Additionally resourced and enhanced GCSE and externally accredited courses intervention strategies

The number of students entered for externally accredited courses increased from 2013 – 2014 with 100% of Key Stage 4 students being entered for accredited courses including ASDAN Personal Progress; Entry1 – 3 courses in Pathways and Science; Level 1 – 2 BTEC courses in Applied Science, Media studies, and Performing Arts; Crest Award; NCFE courses in Music Tech and Performance Skills; Functional Skills in English, Maths and ICT and GCSE Maths and Certificates in English.

14 Y11 Students

100% attained at least 1 achievement certificate throughout the year with

2 achieved 9 Qualifications

10 achieved between 5 and 8 qualifications

For 2 of our students only 1 qualification Personal Progress is available (Bottomless Entry Level 1)

The academy tracks the progress of each student throughout the year. All staff have access to the tracking data for every student. This enables us to measure the impact of the spending in terms of progress and achievement. It also enables us to judge the impact of the strategies we are using to raise the confidence and self-esteem of the students and how this is reflected in their progress, behaviour and attendance.

Focussed interventions are tracked to ensure that the objectives remain achievable and adjustments are made to reflect the changing needs of the students.

All pupil premium students are encouraged to take part in the wealth of opportunities available to them.

Parents receive information about progress at the end of each term and Walton Hall has an 'open door' policy which encourages parents / carers to discuss progress and attainment with staff.

In 2014 – 2015 all our pupil premium students all made progress with a number of students exceeding their expected progress. Some of the students who did not make as much progress as anticipated we believe that this is due to the complex range of factors which impact upon their performance both within school and in their wider life experiences. The school offers a wealth of enrichment opportunities beyond the curriculum and financial support has been put in place to enable Pupil Premium students to engage in these opportunities.

Attendance for Pupil Premium students for 2014 – 2015 was 96.23% compared to Non Pupil Premium students who had 93.43% attendance. This is an overall improvement from 2013 – 2014 of 0.98%



Walton Hall Academy



Proposed Spending for 2015/2016

In the coming academic year we aim to continue many of the services provided last year through Pupil Premium Funding whilst also extending the range of support and activities given, for example:

Using the Achievement for All programme which is supported by the Department for Education to raise achievement levels of all students by embedding a set of values which all staff share with parents / carers and which informs all of our practice:

Aspiration

- high expectations for all, including ourselves
- setting ambitious goals and striving for excellence
- being passionate in everything we do

Access

- honest and openness, with respect for all
- ensuring opportunities for sharing, growth and development
- excellent communication and collaboration

Achievement

- celebrating the success of others and ourselves
- working in partnership to achieve common goals
- high quality and high impact

Continuing to provide small group interventions and implementing further interventions that may support students in areas identified by teachers and progression guidance targets.

Continuing to provide and expand on the enrichment opportunities available for all students.

Enhancing the experiences offered to pupils by providing a range of workshops, sporting activities and activities related to the curriculum..