



Wellington School

Pupil Premium Strategy Statement

2018-2019

Pupil premium strategy statement Wellington School

1. Summary information					
School	Wellington School, Timperley				
Academic Year	2018-19	Total PP budget	£134,000 (Plus £12,000 Y7 catch-up)	Date of most recent PP Review	November 2016
Total number of pupils	1217 (1394 including 6 th form)	Number of pupils eligible for PP	131	Date for next internal review of this strategy	July 2019

2. Current attainment (February 2018)		
PP Progress 8 score was 0.33 2017-18 (National Other was 0.13) PP Progress 8 score was 0.02 2016-17 (National Other was -0.1) PP Progress 8 score was -0.51 2015-16 (National Other was -0.11)	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Attainment 8 score average 2017-18 was 48.1 Attainment 8 score average 2016-17 was 47.6 Attainment 8 score average 2015-16 was 45.9	131	38, 2490
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Mathematics and Open Bucket performance in Year 11: To sustain improvement GCSE outcomes in Maths. (P8 -0.14 in 2017, P8 0.11 2018) and in Open bucket subjects (P8 -0.43 in 2017, P8 0 in 2018)	
B.	Address “double disadvantage” those students who are PP and SEND	
C.	Transition KS2 to KS3: To embed strategies to narrow attainment gaps at Key Stage 3. To ensure all students are secondary ready through effective spend of Catch-up Premium	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance: To further embed strategies addressing the attendance gap between PP-eligible and non PP-eligible students	
E	Parental Engagement with a specific focus on homework: To develop strategies to maintain and build positive relations with disengaged parents. To ensure homework completion is increased.	

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	<ul style="list-style-type: none"> Strengthen staffing in Maths to improve QFT Outcomes improved for all of the identified cohorts in school Improved GCSE outcomes in Maths at year 11 To narrow early-emerging gaps in Year 7 through Wave 1(in-class) and Wave 2 interventions (outside the classroom) through effective spending of Catch-Up Premium 	<ul style="list-style-type: none"> A reduction in the attainment & progress gap of PP and non-PP students in year 7 - 11 in mathematics, enabling the cohort to make progress in-line with or exceeding the progress of their non-PP peers. A P8 score of zero or more for Maths KS4 outcomes in August 2019
B.	<ul style="list-style-type: none"> Alternative qualifications and/or curriculum pathways are provided for those students in danger of not achieving good grades in 8 subjects at GCSE. E.g. V-Certs in Business, Drama 	<ul style="list-style-type: none"> To ensure a positive P8 score for PP To have a bespoke alternative curriculum for identified cohort of students in Year 9 (introduction of V-Certs and CoPE)
C.	<ul style="list-style-type: none"> Information sharing from feeder primary schools and KS2 SATs scores build up accurate profiles of new Year 7 intake. ASP data used effectively to ensure Year 7 students are secondary ready Purchase of MAZE Education to allow for deeper analysis of KS2 data Effective early catch-up interventions are in place and are impactful. 	<ul style="list-style-type: none"> Low achievers assisted in order to catch-up with their peer's sooner. Use of Catch-Up Premium- see Catch up premium documentation. Use of RAISE KS2 breakdown of SATs performance to identify skills gaps in Maths and English and ensure interventions are quickly put in place to narrow gaps. Attainment gaps in Maths and English are narrowed. Expansion of primary links related to Maths (appointment of a KS3 lead in Maths)
D.	<ul style="list-style-type: none"> PP eligible students have good attendance and high levels of C2L and are therefore able to fully access the curriculum and additional extra-curricular opportunities. 	<ul style="list-style-type: none"> % Attendance gap between PP eligible and national non-PP and school non-PP eligible reduced Attendance is not a barrier to learning High pupil "buy-in" to Wellington Values. Year 8 and 9 high levels of engagement in PiXL Edge programme
E.	<ul style="list-style-type: none"> School works effectively to build positive relations with disengaged parents. Effective strategies are embedded where positive relationships are not possible and the school must take on "loco parentis" to ensure students flourish. The school help build the cultural capital of students by assisting to fund trip and co-curricular activities 	<ul style="list-style-type: none"> Attendance of PP parents to parents evening is in line with Non-PP eligible parents Where it is not, suitable alternatives are in place- home visits etc. Regular communication home via Pastoral Managers and Directors of Year and classroom teaching staff- both positive and for intervention. Support in school to assist with HW. High attendance of PP students on trip, visits and co-curricular activities

5. Planned expenditure					
Academic year		2018-19			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead & Costings	Review date?
Ensure quality first teaching provision for all learners, to ensure interventions outside the classroom become less necessary.	<ul style="list-style-type: none"> Investment in Classcharts link with Provision Map. Electronic seating plans that clearly identify PP-students to ensure feedback and questioning are targeted appropriately. Strategic seating planning for PP students- pair them with students who act as role models PP an agenda item in every Dept. meeting. Whole school policy on Feedback- Go Green (student response to feedback in Green pen). SLT Focus Fortnight on new mixed attainment sets in Year 7- with particular focus on PP students and their self-esteem and peer interaction through strategic seating plans Wellington Teaching strategy booklet is disseminated to all new staff. SIP/SEF focus around Framework for Excellence T&L SIP target- challenge Wellington Top Ten- Quality First Teaching as the Number 1 strategy NQT and ITT- Induction training on PP 	<p><u>Dept for Children, Schools and Families (DCSF), a predecessor to Dept for Education (DfE).</u> QFT, “demands 100% participation from the pupils, and sets high and realistic challenges. It does not ‘spoon feed’, it is challenging and demanding; it expects pupils to be able to articulate their ideas, understanding and thinking by actively promoting pupil talk.” page 10 (taken from The Key) <u>EEF- Feedback</u> Feedback is information given to the learner and/or the teacher about the learner’s performance relative to learning goals. It should aim towards (and be capable of producing) improvement in students’ learning. High impact, low cost +8months</p>	<p>-Look at interims to maintain a check on progress -Student voice.</p>	<p>KSY/SFK LCR/DoYs /HoDs</p> <p>Staffing costs: Salaries - £106,631</p> <p>Other fixed costs - £6,102</p> <p>Classcharts £267 (10% of overall cost)</p>	After each data drop

<p>The quality of feedback to learners helps progress. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome.</p>	<ul style="list-style-type: none"> • Assessment at KS3 overhauled in light of changes to KS4 Programmes of study. Post-assessment feedback sessions built into curriculum time • Use of Knowledge Organisers across KS3 to build up pre-learning • Mentoring extended across KS3 and 4 to PP students- to allow early identification of barriers and narrow attainment and attendance gaps lower down- All Year 11 students have a mentor- to feedback on predicted grades and set targets. • Pupil Passports for all PP students based around the "get to know your students" drive. Passports are based around PiXL's 3Cs- Character, Culture and Currency – these are published straight to classcharts so all teaching staff can refer to them • Continuation of "Go Green" When a green screen appears in the room- students must utilise a green pen and respond to written feedback in books. This is to increase automaticity of student response and to ensure they are responding to teacher feedback. • Make feedback as "live" as possible- i.e. in class and immediate- but also build in time for students to respond to this feedback 	<p>EEF- Feedback "Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of the approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact. Feedback has effects on all types of learning across all age groups. Research in schools has focused particularly on English, mathematics and, to a lesser extent, science." High impact for very low cost, based on moderate evidence. Impact +8months</p>	<p>SLT focus weeks- lesson observations and book scrutiny. Student voice. SLT book scans to ensure Go Green is being adopted across the school</p>	<p>KSY/SFK</p>	<p>SLT focus week- Half term 2- Marking and assessment Interim reports/data drop-post GCSE mocks</p>
<p style="text-align: right;">Total budgeted cost</p>					<p>£113,000</p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead and costings	Review date
To ensure ease of transition between year 6 and year 7, and ensure that the most vulnerable students in the cohort receive additional support. The gap between PP and non-PP students in year 7 narrows, especially in Maths	<ul style="list-style-type: none"> • Use of Edukey- Pupil Passports for Year 7 PP and SEND cohort • Maths Parents Evening for Year 7s below 100 expected score for Maths • TA attached to every Year 7 form in half-term 1- will then move to morning intervention once baseline testing completed. • Appointment of a fixed DOY 7 (alongside fixed Pastoral Manager) to strengthen transition from an academic as well as pastoral side. • Year 7 now in mixed attainment group- however a small “nurture group” 7R remains. Taught by SENDCo, Asst SENDCo low attaining sets are smaller in size with TA support. Slightly adjustment timetable- only study 1 language • Purchase of Hegerty Maths, Numeracy Ninjas, GL Assessments -English and Maths, • Letterbox Literacy- reading book pack given 	EEF- Small Group Tuition +4 months EEF- Peer tutoring +5 months EEF- Reading Comprehension strategies +5 months EEF- Reducing class size +3 months EEF- Mentoring +1 months	Identification of students via year 6 transition information and teacher data LSA support for students in need e.g. those in receipt of EHCP Distribution of Pupil Passport.	CHT/GHN /NDE/RWS Catch up resources £2,000	Data drop in November. Maths Baseline s- October

<p>Investment in the HUB-SEND department based</p>	<ul style="list-style-type: none"> • With the projected reduction of High Needs Funding there is increasingly restricted access to Local Authority Wave 3 provision (namely Trafford High (formally PRU) and The TMES (Trafford Medical Education Service). Subsequently Wellington School have looked to strengthen up their in-house provision for our most vulnerable students. • The Hub is the base for Wellington SEND Department. Both the SENDCo and Assistant SENDCo are based in the Hub. • The Hub is a self-contained suite of rooms with a separate entrance to the main school. • The Hub provides the opportunity for wave 2 interventions to take place e.g. small group reading, Art therapy, Lego therapy • The Hub can also house students with high needs, particularly those with Social, Emotional and Mental Health issues who are at risk of school refusal. Such students can be provided with a bespoke timetable. • The Hub is staffed with staff who can provided Maths, English and Science support. • The core purpose of the Hub is to provide a safe and secure environment to allow our most vulnerable students to thrive whilst still maintaining close links with the mainstream setting 	<ul style="list-style-type: none"> • High-quality, structured interventions are key to supporting pupils who need additional support to learn. EEF • Reducing class size appears to result in around three months' additional progress for pupils, on average. EEF 	<p>Attendance Engagement EHC approvals EHC outcomes being met</p>	<p>LCR/SNY/RWS x 1 TA in HUB</p>	<p>Every 6 weeks as part of APDR cycle</p>
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<p>PP eligible students have a suitable environment for completion of HW and the means to complete it to a good standard</p>	<ul style="list-style-type: none"> • Early Birds Breakfast Club- Breakfast club now run by a Teaching Assistant in a classroom- providing a breakfast and assistance with Homework for the most vulnerable students. • HW Clubs – daily for 7R in HUB- also LRC open every night until 4pm for students to access a space to complete HW- TA support available • HW Support Club for those students who trigger x5 missed homework's in a half term 	<p>EEF-Homework (Secondary) Moderate impact for very low or no cost, based on moderate evidence. Impact+5months</p> <p>EEF- Mentoring. “There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months’ additional progress. Impact+2months</p>	<p>Use of Behaviour Watch to track HW referrals to identify the cohort.</p>	<p>LCR/ DoYs</p> <p>Breakfast Club £1,100</p>	<p>Every half term- cross reference with referrals on Behaviour Watch</p>
<p>PP eligible students are equipped with skills (including raising self-esteem and self-motivation) and resources needed to maximise the revision process to improve outcomes</p>	<ul style="list-style-type: none"> • Revision guides and equipment provided by the school. • Access to GCSE Pod • Aspirational Learning Programme for Year 11 and selected KS3 students – focusing on revision techniques, goal setting, growth mindset. • Period 6/lunchtime intervention sessions • PiXL Edge for all of Year 8 and Year 9 • PP monies to ensure PP eligible students can access all extra-curricular opportunities – Duke of Edinburgh, school trips, Zumba classes, Theatre trips etc. • PiXL Edge Apprentice for students in Year 8 and 9- with targeted help to PP students through peer support (those doing Graduate level) • Them and Us programme in Key Stage 3 	<p>EEF- By ‘character’ or ‘essential skills’ the EEF means a set of attitudes, skills and behaviours that are thought to underpin success in school and work, such as self-control, social skills, motivation, and resilience. Evidence suggests that support to develop these attributes may be particularly important for children from disadvantaged backgrounds.</p>	<p>-Attendance at session run by Aspirational Learning -Attendance at holiday revision sessions. -Student voice -Hits on GCSE pod</p>	<p>LCR Trips- £10k Speakers- £7k Study Aids £3k Uniform £1.5k Music lessons £200 Other £6,100</p>	<p>Interims/ Data drops.</p>
Total budgeted cost					£30,900
<p>iii. Other approaches</p>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and costings	Review date
School works effectively to build positive relations with disengaged parents.	<ul style="list-style-type: none"> • Directory of Disengaged Parents- a list of parents who are disengaged- the staff that have good rapport and the best way to approach sensitive matters • Every year group has a non-teaching Pastoral manager • SLA with Educational Welfare Officer 	<p>EEF- Parental involvement Moderate impact for moderate cost, based on moderate evidence. Impact+3months</p>	Parental Engagement is part of the Wellington Top 10	DoYs/LCR	Yearly
Reduction in the attendance gap between PP and Non PP students	<ul style="list-style-type: none"> • Designated pastoral managers- part funded by Pupil Premium monies who spend extra time of focus on PP eligible students- with particular focus on home-school liaison. • Weekly meeting with EWO • Use of HUB for reintegration of vulnerable students- access to maths and English tutoring • Use of Pastoral Managers may be used to collect students who struggle to get into school. 	<p>“Schools that are most successful in their use of the PP adopt a range of strategies, well targeted at the needs of their pupils.....If poor attendance is an issue, this is addressed as a priority” John Dunford The pupil premium journey: lessons learned during my two years as National PP Champion August 29, 2015</p>	Half termly Attendance review	ECD/PMs Taxi £100	Half termly data analysis
Trail of Tutor Trust for those students who have significant attainment gaps through absence from education.	<ul style="list-style-type: none"> • Small ratio 1:3 max with undergraduate tutors in maths and English • Targeted at high needs students e.g. on Child in Need/CP plans who may have missed significant periods of schooling • The Tutor Trust is a Manchester-based charity that aims to provide affordable small group and one-to-one tuition, predominantly to disadvantaged pupils in schools in challenging communities. The tutors are university students and recent graduates, enabling tuition to be provided at a competitive rate on a not-for-profit basis. 	On average, pupils receiving mathematics tuition achieved slightly higher mathematics GCSE scores than pupils in the comparison group. EEF	Mock 1 vs Mock 2	LCR £2000	Mock 1 vs Mock 2 data analysis

	Total budgeted cost	£2,100
	Grand Total budgeted cost	£146,000