

Pupil premium strategy statement Wellington School



School overview

Metric	Data
School name	Secondary School
Pupils in school	1263 Years 7-11 184 Years 12&13 1447 Total
Proportion of disadvantaged pupils	9%
Pupil Premium allocation this academic year	£121,775
Academic year or years covered by statement	2020- 2021
Publish date	October 2020
Review date	October 2021
Statement authorised by	Stuart Beeley- Headteacher
Pupil premium lead	Louise Cooper- Assistant Headteacher
Governor lead	Louise Speed – Link Governor Disadvantaged Students

Disadvantaged pupil performance overview for last academic year*

Progress 8	0.05
Ebacc entry	47.6%
Attainment 8	44.15
% Grade 5+ in English and maths	38.1%

Centre Assessed Grades due to Covid-19 Pandemic

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 21
Attainment 8	Achieve national average for attainment for all pupils	Sept 21
% Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools in all year groups	Sept 21
Readiness to learn	<p>Improve attendance to national average</p> <p>Ensure behaviour for learning is in line with school behaviour code (Behaviour referrals)</p> <p>Ensure digital divide is closed in the event of remote learning</p> <p>To ensure students mental health and wellbeing is maintained during the Covid-19 pandemic (safeguarding referrals)</p>	Sept 21
Readiness for life	Ensure all Year 11 PP pupils have secure post -16 destinations	Sept 21

Teaching priorities for current academic year

Measure	Activity	Planned spend
Priority 1	Ensure quality first teaching provision for all learners, to ensure interventions outside the classroom become less necessary.	<ul style="list-style-type: none"> Wellington Top 10-high profile in the school Continued investment in Class Charts link with Provision Map. Electronic seating plans that clearly identify PP-students to ensure feedback and questions are targeted appropriately. Strategic seating planning for PP students- pair them with students who act as role models PP progress an agenda item in dept/SLT/pastoral meetings NQT and ITT- Induction training on PP
Priority 2	To ensure that any emerging gaps caused by school closure are narrowed (high focus on current Year 11 PP cohort)	<ul style="list-style-type: none"> National Tutoring programme from November 2020 (TBC) Staff CPD programme on Teaching and learning led by AHT for T&L (focus on effective home learning)
Priority 3	To ensure new Year 7 cohort have transition support to ensure they are making progress in line with their NPP peers	<ul style="list-style-type: none"> Pupil Passports completed for all Year 7 students Fixed Pastoral manager for Transition/Year 7 (part funded by PP monies) Use of Catch-Up Premium for Guided Reading session, NGRT Reading Test (baseline reading score) to inform future interventions and measure progress
Barriers	Attendance- caused by current Covid-19 pandemic plus know barriers with PP students around resilience and “buy-in”	<ul style="list-style-type: none"> Service Level Agreement with Educational Welfare Officer (part funded by PP monies) Pastoral Managers (full time/non-teaching) in all year groups (part funded by PP monies) who track and chase up attendance
Projected spending	Staff costs £103.1k, Other £6.9k, Tutors £3.7k	

Targeted academic support for current academic year

Measure	Activity	Planned spend
Priority 1	Interventions for PP students (especially SEND/PP) Use of LRC as a “Halfway House” for those students who require respite break and Wave 2 interventions to support learning in the classroom	<ul style="list-style-type: none"> • Additional staffing for Hub/LRC for Maths and English intervention (VNN. MPY and SNY) • Lucid Exact and SNY assessments to quickly identify year 7 students who may have unidentified SEN. • TA LPR- social groups at lunchtime- Lego therapy, Art therapy and Zones of regulation
Priority 2	Literacy interventions across KS3 for low attaining disadvantaged pupils	<ul style="list-style-type: none"> • Guided reading classes in mornings lead by SEND department • IDL Literacy and Numeracy online catch-up programmes (£800- unlimited licenses, PP funded) (this can be continued online in event of further lockdown. • Acquisition of 160 additional credits for Y7 NGRT testing in November (completed by English and KMN). This –alongside Blackwell Spelling and No More Marking’s comparative judgment trial - will inform English Catch-Up Literacy intervention with EGT and KMN throughout the year • Additional acquisition of NGRT credits to test reading ages of 8R to inform any additional Catch-Up reading interventions; this will be further facilitated with additional LRC curriculum time in Y8 (once possible) which is planned to be introduced with a focus and spend on abridged versions of GCSE texts and popular genres and narrative structures
Barriers	Low levels of parental support influencing low literacy outcomes. School works effectively to build positive relations with disengaged parents.	<ul style="list-style-type: none"> • Pastoral Managers/ Directors of year to build strong home-school relationships • Class Charts Parent app so parents can support their children with their learning at home
Projected spending	Included in above.	

Wider strategies for current academic year

Measure	Activity	Planned spend
Priority 1	Provision of mental health and wellbeing support for students who have been impacted by school closure, current Covid-19 pandemic	<ul style="list-style-type: none"> • On-site School Counsellor (part funded by PP monies) • Training of staff Mental Health First aiders • Well-being Ambassador training • Our Space at lunch time (one per zone) a safe space for vulnerable students
Priority 2	Increasing attendance at Breakfast Club/after school HW support amongst disadvantaged pupils	<ul style="list-style-type: none"> • Early Birds Breakfast Club- Run by a Teaching Assistants in LRC- providing a breakfast and assistance with Homework for the most vulnerable students. • HW Club – daily in LRC open every night until 4pm for students to access a space to complete HW- TA support available • Compulsory HW Support Club- for those students who trigger x5 missed homework's in a half term- designed to be supportive measure and allow access to ICT facilities.
Priority 3	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	<ul style="list-style-type: none"> • Revision guides and equipment provided by the school. • Access to GCSE Pod • Targeted intervention sessions • PiXL Edge for all of Year 8 and Year 9 based around LORIC- Leadership, Organisation, Resilience, Initiative and Communication • PP monies to ensure PP eligible students can access all extra-curricular opportunities – e.g. Duke of Edinburgh,
Priority 4	Ensure all Year 11 PP pupils have secure post -16 destinations (whilst maintaining GATSBY benchmarks across whole -school)	<ul style="list-style-type: none"> • Contact with local apprenticeship providers • Connexions interviews with PP students a priority (part funded by PP) • Identify Gatsby Gaps and ensure we meet as much as we can in-school i.e. through curriculum delivery in absence of meaningful employer experiences due to global pandemic. Focus on Benchmarks 1-4 and 8. • Bright Leaders Leadership course

Measure	Activity	Planned spend
Barriers	Attendance of key pupils at breakfast club/HW club	<ul style="list-style-type: none"> Targeted invitations, incentivise students with rewards initially and then praise to encourage intrinsic motivation.
Projected spending	Breakfast Club £1k, Revision guides and other study aids £3k, Trips/extra-curricular £2k, Uniform and transport £2k. Bright Leaders £3k	

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	<ul style="list-style-type: none"> • Use of INSET days/professional development time and additional cover • Use of in-house and online CPD
Targeted support	Ensuring the right students are targeted and engage in intervention, and that poor attendance is not a barrier here	<ul style="list-style-type: none"> • Use off CC- HW referrals, behaviour, Wellbeing app- tracked by DoYs and PMS and reviewed at line management meetings with ECD and LCR • Safeguarding referrals to identify students who are struggling with mental health issues
Periods of school closure/ absence	Year group isolation/whole school closure/govt enforced circuit breaks	<ul style="list-style-type: none"> • Remote learning plan in place • Digital devices applied for as soon as possible (40 allocated by DfE pending a local lockdown) • Staff and pupils Microsoft Teams training • Stay Connected- (see SEND/PP recovery plan)
Wider strategies	Engaging the families facing most challenges	<ul style="list-style-type: none"> • Working closely with the LA and outside services outreach programme. • Regular home-school communication • Bright Leaders Leadership course

Review: last year's aims and outcomes

As we had a period of school closure from March 2020 a full review of the year cannot be undertaken. Many targets and strategies will carry forward:

Aim	Outcome
Outcomes of PP students	CAG results: Progress 8: 0.63 PP: 0.05 NPP: 0.68
Attendance PP vs non-PP	At March closure- PP Average 90.98% NPP Average 95.24% FSM Average 90.49 NFSM Average 95.08% Total Average: 94.81%
Stay Connected- Provision during school closure During the Covid-19 period of school closure Stay Connected was set up. This was a provision for SEND and PP students to come into school and have help with their home learning.	This proved to be incredibly impactful with 540 sessions running with 84 different students accessing. <i>Of the 540 sessions- 30% were PP students and 56% SEND (17.4% have an EHCP- 7 students)</i> <i>27 DfE/Trafford laptops given to disadvantaged students</i>