

# Wellington School



Honesty

Community

Excellence

Fairness

Endeavour

## Pupil Premium Policy

**Updated:** September 2020

**Review Date:** September 2021



<b>Policy Title</b>	<b>Pupil Premium Policy</b>
---------------------	-----------------------------

### **Summary of Contents**

The purpose of this policy is to outline how Wellington School will ensure that allocated Pupil Premium funds are spent effectively to narrow attainment gaps\* which currently may exist between PP eligible pupils and their non-eligible peers.

*\*attainment gap refers to any significant and persistent disparity in academic performance or educational attainment between different groups of students- this includes levels of progress, final exam outcomes, attendance, exclusion rates.*

<b>Date of Update</b>	<b>September 2020</b>
<b>Review Date</b>	<b>September 2021</b>
<b>Status</b>	<b>Statutory</b>
<b>Member of SLT Responsible</b>	<b>Louise Cooper</b>

## 1. INTRODUCTION & PURPOSE

Publicly-funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils.

Evidence shows that children from disadvantaged backgrounds:

- generally face extra challenges in reaching their potential at school
- often do not perform as well as their peers

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve.

### Eligibility and funding

The government has announced that pupil premium and service premium rates will remain unchanged for the financial year 2021 to 2022.

From April 2021, pupil premium allocations will be calculated based on the number of eligible pupils recorded by schools in their census in October 2020.

Schools get pupil premium funding based on the number of pupils they have in October from the following groups.

### Free school meals

Schools get £1,345 for every primary age pupil, or £955 for every secondary age pupil, who claims free school meals, or who has claimed free school meals in the last 6 years.

### Looked-after and previously looked-after children

Schools get £2,345 for every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order.

Local authorities get the same amount for each child they are looking after; they must work with the school to decide how the money is used to support the child's personal education plan.

### Service premium

The service premium is not part of the pupil premium as the rules to attract the [service premium](#) are different.

Schools get £310 for every pupil with a parent who:

- is serving in HM Forces
- has retired on a pension from the Ministry of Defence

This funding is to help with pastoral support

### **Academically able pupils**

The pupil premium is not based on ability.

Research shows that the most academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Schools should focus on these pupils just as much as pupils with low results.

This policy and action plan outlines how Wellington School plans to utilise the Pupil Premium (PP) funding to effectively raise standards of attainment and achievement for **all pupils**.

At Wellington School, we recognise the importance of ensuring all pupils, whatever their background or circumstance, are provided with a quality and relevant education. This will ensure that all pupils are equipped with the knowledge and skills they will need to succeed in life beyond School.

### **HOW WE WILL MAKE DECISIONS REGARDING THE USE OF THE PUPIL PREMIUM**

In making decisions on the use of the Pupil Premium we will:

- Be transparent in our reporting of how we have used the Pupil Premium, so that our parents, interested stakeholders and Ofsted are fully aware of how this additional resource has been used to make a difference.
- Encourage up-take of FSM by working proactively with our parents and carers in a sensitive and supportive manner and to remove any potential barriers or stigma attached to claiming FSM. In doing so, we also recognise the vital role that parents and carers play in the lives of their children.
- Be mindful of the fact that eligibility and take-up of FSM does not equate with pupils being considered to be of 'low ability' because of their social circumstances.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium, by the school and governing body.
- Recognise the fact that PP eligible pupils are not a homogeneous group and cover a wide range of needs. As such, the strategies we use to raise attainment will take these groups and individual needs fully into account.
- High profile of Quality First Teaching (QFT) to narrow the gaps in attainment in the first instance. We will also use high quality interventions with proven evidence of impact to assist our pupils who need additional support.
- Use the Pupil Premium for all year groups not just those taking examinations at the end of the year.
- Utilise **"The Wellington Top Ten"** as the key strategies for narrowing the PP gap:

## PP Wellington Top Ten:

The overarching philosophy at Wellington is to “level the playing field” for all our disadvantaged students

- Quality First Teaching
- Attendance
- Strategic seating plan
- Feedback
- Identifying barriers
- Reasonable adjustment
- Diagnosis-Therapy-Testing (DTT)
- Pastoral support
- Cultural capital
- Raising aspirations

### ROLES AND RESPONSIBILITIES

We expect **all members** of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our pupils.

**It is everyone’s responsibility to address disadvantage.**

#### Role of the Senior Leadership Team

The Head and the Senior Leadership Team are responsible for:

- Implementing this policy. They will ensure that all staff are aware of their responsibilities in narrowing the attainment gaps of our pupils.
- Have a member of the SLT team with a remit to drive the profile of PP across the school
- Link this work with the SLT i/c of CAIG and the Gatsby benchmarks to raise aspirations
- Ensure all staff are made aware of the key pupils, groups of pupils, and target groups identified, who are not achieving, attending and behaving and their **specific** barriers to learning (*see Appendix A*)
- They will also ensure that staff are given appropriate support and relevant professional development (CPD) opportunities to accelerate pupil progress and attainment.

- Through performance management arrangements, they will make sure narrowing the attainment gaps is a priority area of focus for the school.
- Support departments they line-manage to close the achievement gap and identify pupils for timely and appropriate interventions.
- Provide opportunities for staff training about closing attainment gaps to take place on INSET days or during other times.
- Be role-models in using strategies in their own teaching to close the achievement gap.
- Ensure strategic deployment and utilisation of Pupil Premium funding to enable identified achievement gaps to be closed rapidly.
- Produce reports to staff, making explicit to staff- the achievement, behaviour and attendance gaps for all pupil groups and individuals across all year groups.
- Ensure timely and appropriate wave 1, 2 and 3 interventions are put in place and collated on the whole school intervention tracker. **(see Appendix B)**
- Track and monitor pupils who are below target for behaviour and attendance and ensure timely and appropriate intervention is put in place.

It will be the responsibility of the Headteacher/Assistant Headteacher (PP) to include the following information in the termly report for Governors:

- The progress made towards narrowing the attainment gaps at KS4
- An outline of the provision that has been made since the last annual report
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils

#### **Role of the Finance and Business Manager:**

- It is the role of the Finance and Business Manager to hold central PP funds.
- The Finance and Business Manager will release funds after a PP requisition form has been approved by SLT with responsibility for PP
- The Finance and Business Manager to hold and update (half-termly) a central tracker- that will record all PP expenditure.

#### **Role of the Governing body**

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented and monitored by the Governors Curriculum Committee. Our governing body will:

- Appoint a Disadvantaged Link Governor (PP and SEND) and ensure PP is a standing agenda item on appropriate Governor Sub-committee.
- At least termly meetings with the Asst Headteacher (PP) to keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium.
- In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on

progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

- Accept responsibility for challenging the Senior Leadership Team on the delivery and effectiveness of actions related to narrowing the PP gap.
- Undertake appropriate PP training opportunities provided by the school and external providers.
- Hold school leaders to account for effective spending of Pupil Premium funding and the monitoring of its impact upon Pupil Premium pupils' progress.
- Keep up to date with the Ofsted framework requirements for narrowing the gap and updates to Pupil Premium funding.

### **The role of Heads of Department**

- Keep up-to-date with teaching strategies and research, which have a proven track- record in narrowing the gaps in attainment and achievement.
- Ensure PPP progress is on every agenda meeting and is high profile
- Use data analysis tools (e.g. SISRA) to identify the attainment gaps of PP-eligible pupils against non- eligible pupils nationally.
- To ensure the department are aware of effective teaching strategies to help PP students.
- To develop a programme of intervention to support PP students. (**See Appendix B**)
- Provide intervention strategies and initiative at department level

### **The role of the SENDCo**

- Play a significant role in monitoring and supporting those students who are considered "Doubly Disadvantaged" (PP and SEND).
- Assess and support pupils on Education, Health and Care Plans (EHCP) and SEN Support (K) with appropriate interventions to improve reading ages following test analysis.
- Identify and support pupils with specific educational needs, such as dyslexia, and provide appropriate intervention.
- Support pupils with EHC Plans with in-class Teaching Assistants.
- Communicate with all staff the SEND needs of pupils who have difficulties and provide all staff with strategies and guidance for supporting pupils in the classroom. (Wellington Pupil Passports/Learning Plans- Edukey)

### **The role of Directors of Year and Pastoral Managers:**

- Ensure good attendance (96% and above) of **all** students (PP and Non-PP)
- Ensure timely and appropriate pastoral interventions are put in place, which support the academic achievement of target pupils and groups.

- Meet regularly with PP students and identify any barriers to learning and provide strategies to overcome these barriers (***See Appendix A***)
- Ensure literacy is promoted in tutor time activities.
- Ensure CAIG is embedded as part of the tutor programme in line with Gatsby benchmarks
- Identify pupils in need of additional support during transition and ensure appropriate interventions are put in place before the start of Year 7 i.e. Vulnerable New Pupil Day.
- Ensure all interventions are recorded on the School's central PP Tracker.
- Ensure records are kept with destinations information for all Year 11 leavers including PP students

### **The role of Teaching and Support Staff:**

- Maintain the highest expectations of all pupils and not equate disadvantage of circumstance with 'low ability'.
- Follow the Wellington Top 10- with high focus on Quality First Teaching, timely feedback and targeted intervention (DTT cycle)
- Effectively utilise attainment data, to plan effective lessons, which enable **all pupils**, to make good progress.
- Track and monitor pupils who are below target and ensure timely and appropriate intervention is put in place.
- Promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive.
- Plan and deliver the curriculum and lessons to a high standard and support the acceleration of progress in learning, so that attainment gaps can be narrowed and improvements maintained.
- Support disadvantaged groups of pupils in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind.
- Ensure literacy and numeracy is promoted in all lessons
- Promote CAIG is embedded as part of the tutor programme in line with Gatsby benchmarks to raise aspirations of all students but especially PP
- Keep up to date with teaching strategies and research, which have a proven track record in narrowing the gaps in attainment and achievement

## **USE OF THE PUPIL PREMIUM IN OUR SCHOOL AND IMPACT**

***The latest Impact Statement and Action Plan can be found on the school's website***

Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals.

In order to ensure that Wellington School uses Pupil Premium Funding effectively the following areas have been a focus for funding- linked to the Wellington Top Ten:



## **Teaching and learning**

- An absolute drive and focus for Quality First Teaching (QFT) (Wave 1)
- Staff guide to Education Endowment Foundation top strategies for QFT
- Highly trained support staff
- Support in and out of the classroom for pupils (Wave 2) e.g. Tutor Trust
- Provision of study aids, where appropriate e.g. revision guides
- Breakfast (Early Birds) and Homework Support Club
- School focus on feedback- Go Green policy- all pupil feedback in green pen

## **Improving numeracy and literacy**

- Funding for HUB/ Inclusion Unit including a Pastoral Manager and Maths Specialist
- Use of Catch –Up Premium funding for targeted intervention to ensure students are secondary ready
- GL Assessments to track Numeracy and Literacy

## **Improving test and exam results**

- Investment in online- learning (GCSE-pod)
- Provision of revision resources
- Progress tracking
- Targeted extra lessons
- Use of PiXL strategies- PLC's, PPE's and WTM's
- Use of EEF approved Tutor Trust- Science and Maths

## **Raising aspirations and cultural capital**

- Subsidy for educational trips/ study programmes
- University- Aim Higher trips
- Funding of speakers to school
- Careers fairs
- Assistance with music instrumental lessons
- Funding of Connexions – in school advice and support
- Outside agency work- Mentoring/Coaching- N:Gage

## **Pastoral Support**

- Six non-teaching Pastoral Managers
- SLA Outreach work from Longford park- CBT sessions
- School Counsellor x 4 days a week
- SLA for a school EWO
- SLA for Educational Psychologist

## **Disseminating the Policy:**

This Pupil Premium policy along with details of actions will be published:

- On our website (paper copies can be requested)
- As part of the induction for new staff
- In the staff policy area of the ICT network
- We will also use other methods and occasions such as parents' evenings to share information about the Pupil Premium.

## Appendix A

# **Barriers to Learning** **Wellington Pupil Premium Students**

## **School - Home - Societal**

The barriers were identified following a range of actions which included:

- Discussion with PP pupils
- Observation of PP pupils in lessons and around school
- Analysis of data – academic, attendance, behaviour
- Discussion with staff, parents and Governors

### **School**

- KS2 attainment– Some lower attaining pupils are PP however NOT all PP pupils are low attaining pupils.
- Attendance – Gap between PP and NPP attendance, Persistent absence
- Low literacy levels – reading ages may hinder progress across curriculum- Catch up Premium
- Behaviour – Some PP students display behaviours that hinder their academic and social progress.
- Aspirations –high quality CIAG
- Mind set – there is a need to develop resilience and determination for key PP pupils
- Enrichment/Cultural capital – less PP pupils engage in enrichment opportunities
- Anxiety surrounding school- can be triggered by parents own attitudes/hostility to education.
- Low-self-esteem

### **Home**

- Safeguarding and Social care : Some pupils who are involved in TAF, CIN, CP are PP pupils
- Homework: More PP pupils struggle to meet homework deadlines than NPP pupils- due to a lack of resources (printer/internet) or a lack of a suitable environment.
- Organisation: Some PP students do not arrive in school with the correct equipment
- Disengaged parents who may not see value in education due to their own negative experiences.

### **Societal**

- Safeguarding and Social care : Some PP pupils have generated safeguarding concerns
- Community: Some PP pupils are involved in anti- social behaviour and risk taking behaviour in local community
- Vulnerability in wider community

# **Desired Outcomes:** **Wellington Pupil Premium Students**

## **School**

- Attainment – the attainment gap between PP and NPP is narrowed every year to ensure PP pupils have the same opportunities and life chances as their NPP peers
- Progress – the progress of PP pupils is accelerated in comparison to NPP pupils to ensure more than expected progress is made to narrow the attainment gap rapidly.
- Attendance – Attendance Action Plan is implemented to increase the attendance of PP pupils
- Low literacy levels – reading programmes are in place and impact on pupils’ ability to access the curriculum. Staff have a sound understating of the importance of reading ages and can effectively teach reading skills in every classroom
- Behaviour – there is not a disproportionate amount of PP pupils who are in Inclusion or subject to Fixed-term exclusions.
- Aspirations – we prepare PP pupils effectively for life after Wellington by ensuring high quality access to career advice and pupils are well prepared for the next stage of their education, employment or training. (No NEET students)
- Mind-set – PP pupils value their education, are confident learners who challenge themselves to reach their potential
- Enrichment – PP pupils take part in enrichment opportunities that will secure personal development
- Students feel safe and happy
- Students value and respect themselves and feel strong self-worth.

## **Home**

- Safeguarding and Social care - Pastoral staff are trained to cope with the demands of family related support and multi-agency working
- Homework: There are a range of support strategies in place to enable PP pupils to complete high quality homework that will impact on their academic outcomes.
- Organisation: PP students have the correct equipment to enable them to be successful in school
- Parents engage with the school through attendance at parent events and support the work of the school.

## **Societal**

- Safeguarding and Social care: Pastoral staff are trained to cope with the demands of family related support and multi-agency working
- Community: Staff are trained to effectively support pupils who are potentially at risk by making poor lifestyle choices. School works collaboratively with agencies including community groups, police, and Health and Social care providers e.g. Healthy Young Minds

## **Appendix B**

### **INTERVENTION**

Intervention is defined as ‘the strategies and methods used to narrow the gap between identified target group and individuals to ensure all pupils attain well and make the expected levels of progress’. This should be both within and beyond the classroom and should be timely and appropriate to the specific skills gaps and needs of individual pupils. There are **three** distinct waves of intervention that staff should follow.

#### **Wave 1 - The effective inclusion of all children in high quality teaching & learning.**

To include:

- A nurturing environment with relevant, tailored and differentiated opportunities for learning.
- A strategic seating plan that best raises aspiration.
- Opportunities for small group experiences in a safe and secure space.
- Feedback (verbal and written) is built into every lesson and targeted to every student who has gaps in attainment.
- Extra time for responses to questions, discussions or activities, when needed.
- Scaffolding of activities and modelling of exemplar work and responses.
- Using practical activities and experiential learning.
- Opportunities for children/young people to transfer/generalise their learning in different contexts and between different subjects.
- A clear focus on literacy and numeracy.
- Opportunities for revision.
- Access to groups where pupils are working with peers of similar levels.
- Access to grouping that enables pupils to work with peers who will provide good role models for language and communication skills and for co-operative and independent application to task.
- Teaching and learning which is multi-sensory and well structured.
- Changing direction and re-shaping tasks to enhance pupil progress and understanding.

#### **Wave 2 - Additional time-limited provision in the form of small-group intervention outside of the normal classroom.**

When considering pupils for Wave 2 additional support, teachers should first consider whether the elements of Wave 1 provision are in place. Wave 2 interventions should be used for pupils who can be expected to ‘catch up’ with their peers as a result of the intervention.

To include: Small-group intervention, for example, after school booster classes, holiday revision camps, withdrawal classes during the school day. Step-out in HUB (SEND) or Inclusion

#### **Wave 3 - Specific targeted interventions for identified pupils outside of the classroom.**

- Additional time-limited intervention and provision to enhance the progress of identified children where Waves 1 and 2 are not, on their own, having the desired effect.
- This will involve intensely focused teaching activities that tackle fundamental gaps in skills, knowledge and understanding which is preventing progress, usually on a 1-1 basis
- This could include being educated “off-site” PRU/TMES/College placement etc.