

Pupil premium strategy statement Wellington School 2021-22



School overview

Metric	Data
School name	Secondary School
Pupils in school	1280 Years 7-11 (1460 with VI Form)
Proportion of disadvantaged	150 students = 11.7%
Pupil Premium allocation this academic year	£
Academic year or years covered by statement	2021- 2022
Publish date	October 2021
Review date	October 2022
Statement authorised by	Stuart Beeley- Headteacher
Pupil premium lead	Louise Jaunbocus- Cooper- Deputy Headteacher
Governor lead	Louise Speed – Link Governor Disadvantaged Students

Disadvantaged pupil performance overview for last academic year 2020-2021

Progress 8	0.69 (0.05 in 2021)
Ebacc entry	40%
Attainment 8	45.7 (44.15 in 2021)
% Grade 5+ in English and maths	40% (38.1% in 2021)

Teacher 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 22
Attainment 8	Achieve national average for attainment for all pupils	Sept 22
% Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools in all year groups	Sept 22
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 22
Readiness for life	Ensure all Year 11 PP pupils have secure post -16 destinations	Sept 22

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 Monitoring of progress of first R group (many PP&SEND) as they enter KS4 on SIP
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 and Teacher-led Tutoring Staff CPD programme on Teaching and learning led by AHT for T&L (focus reading for purpose/metacognition)
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 StAR pupil profiling - weighted red flags (based on previous outcomes) applied to current cohort and interventions put in place
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"> Appointment of new attendance 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 Costed time- TAS meetings every two-week (Team Around the Student) Deputy Headteacher, SENDCo, Pastoral Managers Trail of AV1 robots as part of transition plan for school refusers

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) in the Hub	<ul style="list-style-type: none"> • Additional staffing for Hub 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 • Breakfast Club- every morning
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 lock-down. • Acquisition of credits for Y7 NGRT testing in November (completed by English and KMN) Will inform English Catch-Up Literacy intervention with EGT and KMN throughout the year • Book packs for 7R group linked to English and History curriculum • Year 7-9 Elevate Education Study Skills Programme

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 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- run by Teaching Assistants and snacks provided
Priority 3	PP eligible students are equipped with skills (including raising self-esteem and self-motivation) and resources	<ul style="list-style-type: none"> • Revision guides and equipment provided by the school. • Access to GCSE Pod

Measure	Activity	Planned spend
	needed to maximise the revision process to improve outcomes	<ul style="list-style-type: none"> • Priority for educational trips • Targeted intervention sessions • 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.
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 • 7R staff given planning days- due to emerging complex needs staff have had to make curriculum modifications beyond what was already in place for the R groups
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 LJR • Safeguarding referrals to identify students who are struggling with mental health issues
Covid-19	Year group isolation/whole school closure/govt enforced circuit breaks	<ul style="list-style-type: none"> • Remote learning plan in place • Digital devices provided • Food vouchers for families in need
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

Review: last year's aims and outcomes

Aim	Outcome
Progress 8	PP= 0.69 NPP= 1.32
Attainment 8	PP- 45.7

	NPP- 57.8
% Grade 5+ in English and maths	PP- 40% NPP- 68.6%
Readiness to learn	PP- 90.2% NPP- 93.5%
Readiness for life	All Year 11 PP pupils had secure post -16 destinations