Wellington School
Pupil Premium Strategy Statement
2017-2018

Pupil premium strategy statement Wellington School

1. Summary information					
School	Wellington School, Timperley				
Academic Year	2017-18	**Total PP budget**	£119,680- PP £11,621- Catch-Up Premium	**Date of most recent PP Review**	November 2016
Total number of pupils	1383	**Number of pupils eligible for PP**	151	**Date for next internal review of this strategy**	July 2018

2. Current attainment (February 2018)		
PP Progress 8 score was 0.02 2016-2017 (National Other was -0.4) **PP Progress 8 score was -0.44 2015-2016**	Pupils eligible for PP (your school)	Pupils not eligible for (your school)
Progress 8 score average	**0.619**	**0.280**
Attainment 8 score average	**49.24**	**52.40**

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	**Mathematics and Open Bucket performance in Year 11:** To improve GCSE outcomes in Maths. (P8 -0.14 in 2017) and in Open bucket subjects (P8 -0.43 in 2017)
B.	**Curriculum**: To develop further, the range of intervention strategies and curriculum pathways to ensure PP students in all years make progress in line with or exceeding the progress of their non PP peers.
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 *(issues which also require action outside school, such as low attendance rates)*	
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 *(desired outcomes and how they will be measured)*	Success criteria

A.	• 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	• 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 2018
B.	• 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	• 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.	• 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.	• 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.	• 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.	• % 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 revised Wellington Values. • Year 8 and 9 engagement in PiXL Edge programme
E.	• 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	• 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. • Decrease in HW referrals for identified cohort as a way of measuring parental support towards Wellington. • High attendance of PP students on trip, visits and co-curricular activities

5. Planned expenditure	
Academic year	**2017-18**

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.	• All staff have seating plans that clearly identify PP-eligible students to ensure feedback and questioning are targeted appropriately. • PP is always an agenda item in every Dept. meeting. • Whole school focus on Feedback- Go Green (all student response to feedback in Green pen) Marking symbols development that ensure students are required to respond. • SLT Focus Fortnight on feedback- Staff demonstrating excellent practice presented at staff meeting to disseminate ideas. • Wellington Teaching strategy booklet is disseminated to all new staff. • SIP/SEF focus around Framework for Excellence. • T&L focus built into CPD around challenge • Wellington Top Ten- Quality First Teaching as the Number 1 strategy • NQT and ITT- receive training of PP as part of induction process	**Dept for Children, Schools and Families (DCSF), a predecessor to Dept for Education (DfE).** 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) **EEF- Feedback** 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. <mark>High impact, low cost +8months</mark>	-Look at interims to maintain a check on progress -Student voice.	KSY/SFK LCR/DoYs /HoDs Staffing costs: Salaries - £91,339 Other fixed costs - £6,962	After each data drop

Metacognition and Mastery strategies in KS3	• Part of Trafford Closing the Gap group • Successful funding bid for metacognition training • LCR basic staff training • All staff have metacognition PowerPoint slide • X3 staff and 11 pupils received a day of metacognition training • Maths, English and Science utilise strategies. • Maths investment on Hegerty Maths – designed to increase student independence, give immediate feedback. • Numeracy Ninjas used in Year 7 tutor time programme.	• **<u>EEF- Mastery learning.</u>** Moderate impact for very low cost, based on moderate evidence. ==Impact +5 months== • Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. ==Impact +8 months==	Pupil voice Interim data drops- C2L	LCR CSR RWS DME £2,500 (carried from last year)	Summer term

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.	• New marking and feedback policy launched to staff September 2017 • Use of school-wide marking symbols to ensure consistency. Use of -> to ensure students develop their written responses based on feedback. – SLT Marking a feedback Focus week • Assessment at KS3 overhauled in light of changes to KS4 Programmes of study. Post-assessment feedback sessions built into curriculum time • 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. • Continuation of "Go Green" When a green screen appears in the room- students must utilise a green pen and respond to written feedback n books. This is to increase automaticity of student response and to ensure they are responding to teacher feedback. • Make feedback as "live" as possible- ie in class and immediate- but also build in time for students to respond to this feedback • February 2018- Focus fortnight on feedback – good practice to be shared at Staff meeting in March 2018	**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	SLT focus weeks- lesson observations and book scrutiny. Student voice. SLT book scans to ensure Go Green is being adopted across the school	KSY/SFK £500	SLT focus week- Half term 2- Marking and assessment Interim reports/data drop- post GCSE mocks
			Total budgeted cost		£101,301 (Minus £2500 carried over)

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	• Purchase 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 low attaining sets are smaller in size • Purchase of Hegerty Maths, Numeracy Ninjas, GL Assessments -English and Maths, Edinburgh Reading Test • Letterbox Literacy- reading book pack given out at Year 7 parents evening in March 2018 • Mentoring extended to KS3- PP students • All Year 7 have a Year 9 mentor (Year 9 use this for their PixL edge- buy-in)	EEF- Small Group Tuition <mark>+4 months</mark> EEF- Peer tutoring <mark>+5 months</mark> EEF- Reading Comprehension strategies <mark>+5 months</mark> EEF- Reducing class size <mark>+3 months</mark> EEF- Mentoring <mark>+1 months</mark>	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 /ABE/IHY/ RWS Catch up resources £2,000 Staffing	Data drop in November. Maths Baselines- October

PP eligible students have a suitable environment for completion of HW and the means to complete it to a good standard	• **_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.	**<u>EEF-Homework (Secondary)</u>** Moderate impact for very low or no cost, based on moderate evidence. <mark>Impact+5months</mark> **<u>EEF- Mentoring,</u>** "There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress. <mark>Impact+2months</mark>	Use of Behaviour Watch to track HW referrals to identify the cohort.	LCR/ DoYs £1,400	Every half term- cross reference with referrals on Behaviour Watch
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	• 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 mind-set. • 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	**<u>EEF- By 'character' or 'essential skills'</u>** 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.	-Attendance at session run by Aspirational Learning -Attendance at holiday revision sessions. -Student voice -Hits on GCSE pod	SHS/ CWS/ LCR Trips- £16,000 Speakers- £8,000 Study Aids £3,500 Taxis £300 Uniform £850	Interims/ Data drops.

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 improve the P8 scores of PP eligible students through appropriate curriculum offers and qualifications. (particular focus on Open Bucket)	• Alternative pathway for Year 9 students who are emerging as requiring alternative curriculum offer due to being lower ability, or at risk of permanent exclusion- investigation into V-Certs, • Use of PixL Strategies to track progress- War cards/DTT/PLCs/WTM • Use of PiXl Curve exams	**Taken from The Key October 2016-** "An article on the Sec Ed website also offers advice on planning for progress 8. It says that schools should ensure that KS3 and 4 pupils do not study too many or too few subjects. This must be balanced with the need to provide a curriculum that continues to service their communities appropriately."	War cards- P8 figures analysed Pre mocks and mocks- data analysis	SFK/SBY/ LCR/RCD/ SHS/CWS	Pre mocks and mocks- data analysis
			Total budgeted cost		£32,050

iii. Other approaches

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.	• WPP (Wellington Parent Partnership) Events • 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 • Purchase of an Educational Welfare Officer	**EEF- Parental involvement** Moderate impact for moderate cost, based on moderate evidence. Impact+3months	Parental Engagement is part of the Wellington Top 10	DoYs/LCR	Yearly

Reduction in the attendance gap between PP and Non PP students	• 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.	"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**	Half termly Attendance review	ECD/PMs £53,000	Half termly data analysis
			Total budgeted cost		(Allocated earlier-staffing costs)