



Wellington School

Pupil Premium Strategy Statement

2019-2020

# Pupil premium strategy statement Wellington School

1.		2. Summary information			
<b>School</b>		Wellington School, Timperley			
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£119,550 (Plus £12,000 Y7 catch-up)	<b>Date of most recent PP Review</b>	November 2016
<b>Total number of pupils</b>	1217 (1394 including 6 <sup>th</sup> form)	<b>Number of pupils eligible for PP</b>	122	<b>Date for next internal review of this strategy</b>	July 2020

3. Current attainment	
PP Progress 8 score was <b>-0.12</b> 2018-19 (National Other was <b>TBC</b> ) PP Progress 8 score was <b>0.33</b> 2017-18 (National Other was 0.13) PP Progress 8 score was <b>0.02</b> 2016-17 (National Other was -0.1) PP Progress 8 score was <b>-0.51</b> 2015-16 (National Other was -0.11)	Attainment 8 score average 2018-19 was 42.8 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
4. 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>	
<b>A.</b>	Mathematics and Open Bucket performance in Year 11. Over the last 3 years the Maths P8 score has been negative Certain subjects are showing a 3 year trend of a negative P8 (However if the subject is optional this is often a very low cohort, so trends must be treated with caution) However, subjects that do show trends: Art, MfL, DT, Media tend to be coursework-based or practical- this suggests that poor attendance could significantly impact outcomes.
<b>B.</b>	Address “double disadvantage” those students who are FSM and SEND <ul style="list-style-type: none"> <li>• 2018-19 SISRA showing P8 of -1.128 This was 4 students <b>all FSM</b> (x 2 had significant attendance issues- one school refuser)</li> <li>• 2017-18 P8 of 0.475/ this was x 4 students- 3 of which were PP through adoption only and only <b>1 FSM</b></li> <li>• 2016-17 P8 of -1.980. This was 2 students- one school refused – <b>both FSM</b></li> </ul>
<b>C.</b>	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)

<b>D.</b>	<b>Attendance:</b> To reduce the attendance gap between PP-eligible and non PP-eligible students. Academic year 2018-19	
	<b>PP Avg</b>	92.136
	<b>Non PP Avg</b>	96.274
	<b>FSM Avg</b>	90.922
	<b>Non FSM Avg</b>	96.128
	<b>Total Avg</b>	95.826
<b>E</b>	<b>Parental Engagement with a specific focus on homework:</b> To develop strategies to maintain and build positive relations with disengaged parents. To ensure homework completion is increased.	

<b>5. Desired outcomes</b> (desired outcomes and how they will be measured)		Success criteria
<b>A.</b>	<ul style="list-style-type: none"> <li>Outcomes improved for all of the identified cohorts in school</li> <li>Improved GCSE outcomes in Maths at year 11 and open bucket</li> <li>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. At Key stage 4 use of the Tutor Trust</li> </ul>	<ul style="list-style-type: none"> <li>A reduction in the attainment &amp; 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.</li> <li>A P8 score of zero or more for Maths KS4 outcomes</li> <li>A P8 score of zero or more for Open bucket subjects that have shown negative scores in the previous 3 years</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>Alternative qualifications and/or curriculum pathways are provided for those students in danger of not achieving good grades in 8 subjects at GCSE.</li> <li>E.g. V-Certs in Business, Drama</li> <li>An on-site provision- The HUB that provides Wave 2 interventions. Or a bridge to mainstream school for those who may otherwise not be able to access mainstream provision</li> </ul>	<ul style="list-style-type: none"> <li>To ensure a positive P8 score for PP students</li> <li>To have a bespoke alternative curriculum for identified cohort of students in Year 9 (introduction of V-Certs and Build- up )</li> <li>Reduction in P8 gap for students who are SEN and PP – double disadvantage</li> </ul>

<p><b>C.</b></p>	<ul style="list-style-type: none"> <li>• Information sharing from feeder primary schools and KS2 SATs scores build up accurate profiles of new Year 7 intake.</li> <li>• ASP data used effectively to ensure Year 7 students are secondary ready</li> <li>• Take part in the Trafford Transition Project working with 3 of our feeder primary schools with a maths focus</li> <li>• Effective early catch-up interventions are in place and are impactful.</li> </ul>	<ul style="list-style-type: none"> <li>• Low achievers assisted in order to catch-up with their peer's sooner. Use of Catch-Up Premium- see Catch up premium documentation.</li> <li>• 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.</li> <li>• Attainment gaps in Maths and English are narrowed.</li> <li>• Expansion of primary links related to Maths (appointment of a KS3 lead in Maths)</li> </ul>
<p><b>D.</b></p>	<ul style="list-style-type: none"> <li>• PP eligible students have good attendance and are therefore able to fully access the curriculum and additional extra-curricular opportunities.</li> <li>• Parents of students with PA are aware of the impact of attendance. There are good working relationships with parents to help get their children into school</li> <li>• Clear procedures in place at the school when attendance falls below a threshold, BEFORE a child becomes PA</li> <li>• Clear lines of communication with parents- with as much positive relationship building as possible</li> <li>• Effective strategies are embedded where positive relationships are not possible and the school must take on "loco parentis" to ensure students flourish.</li> <li>• The school help build the cultural capital of students by assisting to fund trip and co-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>• % Attendance gap between PP eligible and national non-PP and school non-PP eligible reduced</li> <li>• Poor attendance is not a barrier to learning</li> <li>• Attendance of PP parents to parents evening is in line with Non-PP eligible parents</li> <li>• Where it is not, suitable alternatives are in place- home visits etc.</li> <li>• Regular communication home via Pastoral Managers and Directors of Year and classroom teaching staff- both positive and for intervention.</li> <li>• High attendance of PP students on trip, visits and co-curricular activities</li> </ul>
<p><b>E.</b></p>	<ul style="list-style-type: none"> <li>• Students who are PP have positive C2L scores and buy-in to the school's values</li> <li>• Students regularly complete homework to enhance their learning outside the classroom</li> <li>• PP students have good behaviour for learning</li> <li>• Students who do have issues with their behaviour are supported to help overcome these barriers</li> <li>• PP students have aspirations and goals</li> </ul>	<ul style="list-style-type: none"> <li>• Reduction in number of HW referrals for PP students</li> <li>• High pupil "buy-in" to Wellington Values.</li> <li>• Adoption of Wellington Top 10 in the classroom</li> <li>• Year 8 and 9 high levels of engagement in PiXL Edge programme</li> <li>• Support in-school to assist with HW.</li> <li>• Regular access to CAIG and meaningful employer meetings in-line with the Gatsby benchmarks</li> </ul>

6. Planned expenditure					
Academic year		2019-20			
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"> <li>Wellington Top 10-high profile in the school</li> <li>Investment in Class Charts link with Provision Map.</li> <li>Electronic seating plans that clearly identify PP-students to ensure feedback and questions are targeted appropriately.</li> <li>Strategic seating planning for PP students-pair them with students who act as role models</li> <li>PP an agenda item in every Dept. meeting. And every SLT meeting (fortnightly)</li> <li>Whole school policy on Feedback- Go Green (student response to feedback in Green pen).</li> <li>SLT Focus Fortnight with particular focus on PP students</li> <li>SIP/SEF focus around Attendance</li> <li>NQT and ITT- Induction training on PP</li> </ul>	<p><b><u>Dept for Children, Schools and Families (DCSF), a predecessor to Dept for Education (DfE).</u></b>  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)</p> <p><b><u>EEF- Feedback</u></b>  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.</p> <p>High impact, low cost +8months</p>	<p>-Look at interims to maintain a check on progress</p> <p>-Student voice</p>	<p>ZHS/KSY/ LCR/DoYs/ HoDs</p> <p>Staffing costs: Salaries - £99,809</p> <p>Other fixed costs - £6,674</p> <p>Class Charts £267 (10% of overall cost)</p> <p>Pinpoint Maths £400</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"> <li>• Assessment at KS3 overhauled in light of changes to KS4 Programmes of study. Post-assessment feedback sessions built into curriculum time</li> <li>• Use of Knowledge Organisers across KS3 to build up pre-learning</li> <li>• 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.</li> <li>• 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 Class Charts so all teaching staff can refer to them</li> <li>• 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.</li> <li>• Make feedback as "live" as possible- i.e. in class and immediate- but also build in time for students to respond to this feedback</li> <li>• Purchase of Pinpoint -input the QLA information for students in Years 10 and 11 and it produces bespoke resources for those students based on their individual areas for development. There are clever links on the resources to Hegarty Maths where students are able to watch online tutorials outside of lessons to support them in tackling their trickier areas of Maths.</li> </ul>	<p><b>EEF- Feedback</b> "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. <b>Impact +8months</b></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><b>Total budgeted cost</b></p>					<p>£106,750</p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring	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"> <li>Trafford Transition project a 2-year research project with Trafford LA with the aim of making transition more consistent and encourage greater collaboration.</li> <li>Use of Edukey- Pupil Passports for Year 7 PP and SEND cohort</li> <li>Maths Parents Evening for Year 7s below 100 expected score for Maths</li> <li>TA attached to every Year 7 form in half-term 1- will then move to morning intervention once baseline testing completed.</li> <li>Appointment of a fixed DOY 7 (alongside fixed Pastoral Manager) to strengthen transition from an academic as well as pastoral side.</li> <li>Year 7 and 8 now in mixed attainment group- however a small “nurture group” “R” remains. Year 7 and 8 with those students who fell significantly below expected standard in KS2 SATS. Slightly adjustment timetable- only</li> </ul>	EEF- Small Group Tuition <b>+4 months</b> EEF- Peer tutoring <b>+5 months</b> EEF- Reading Comprehension strategies <b>+5 months</b> EEF- Reducing class size <b>+3 months</b> EEF- Mentoring <b>+1 months</b>	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 Passports to staff.	CHT/GHN/NDE/RWS  Catch up resources £2,000  Trafford Transition Project £500 costs	Data drop in November. Maths Baselines- October

<p>Investment in the HUB-SEND department based</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• The Hub is the base for Wellington SEND Department. Both the SENDCo and Assistant SENDCo are based in the Hub.</li> <li>• The Hub is a self-contained suite of rooms with a separate entrance to the main school.</li> <li>• The Hub provides the opportunity for wave 2 interventions to take place e.g. small group reading, Art therapy, Lego therapy</li> <li>• 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.</li> <li>• The Hub is staffed with staff who can provided Maths, English and Science support.</li> <li>• 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</li> <li>• Purchase of Pinpoint Maths for use with students who access the HUB</li> </ul>	<ul style="list-style-type: none"> <li>• High-quality, structured interventions are key to supporting pupils who need additional support to learn. EEF</li> <li>• Reducing class size appears to result in around three months' additional progress for pupils, on average. EEF</li> </ul>	<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"> <li>• <b>Early Birds</b> 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.</li> <li>• <b>HW Clubs</b> – daily for 7R in HUB- also LRC open every night until 4pm for students to access a space to complete HW- TA support available</li> <li>• <b>HW Support Club</b> for those students who trigger x5 missed homework's in a half term- designed to be supportive and allow access to ICT facilities.</li> </ul>	<p><b>EEF-Homework (Secondary)</b> Moderate impact for very low or no cost, based on moderate evidence. <b>Impact+5months</b></p> <p><b>EEF- Mentoring.</b> “There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months’ additional progress. <b>Impact+2months</b></p>	<p>Use of Behaviour Watch to track HW referrals to identify the cohort.</p>	<p>LCR/ DoYs</p> <p>Breakfast Club £1,000</p>	<p>Every half term- cross reference with referrals on Class Charts</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"> <li>• Revision guides and equipment provided by the school.</li> <li>• Access to GCSE Pod</li> <li>• Elevate Skills Programme in KS3- Study Skills, Junior Time management and memory Mnemonics- including parent class</li> <li>• Easter School/ intervention sessions</li> <li>• PiXL Edge for all of Year 8 and Year 9 based around LORIC- Leadership, Organisation, Resilience, Initiative and Communication</li> <li>• PP monies to ensure PP eligible students can access all extra-curricular opportunities – Duke of Edinburgh, school trips, Zumba classes, Theatre trips etc.</li> <li>• PiXL Edge Apprentice for students in Year 8 and 9- with targeted help to PP students through peer support (those doing Graduate level)</li> <li>• Them and Us programme in Key Stage 3</li> </ul>	<p><b>EEF- By ‘character’ or ‘essential skills’</b> 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. Elevate Education: <a href="https://uk.elevateeducation.com/">https://uk.elevateeducation.com/</a> PiXL Edge: <a href="https://www.pixl.org.uk/edge">https://www.pixl.org.uk/edge</a></p>	<p>-Attendance at session run by Aspirational Learning -Attendance at holiday revision sessions. -Student voice -Hits on GCSE pod</p>	<p>LCR Trips- £7k Speakers- £6.3k Study Aids £3.4k Uniform £800</p> <p>Elevate PiXL Edge</p>	<p>Interims/ Data drops.</p>

<b>Total budgeted cost</b>					£21,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead and costings</b>	<b>Review date</b>
School works effectively to build positive relations with disengaged parents.	<ul style="list-style-type: none"> <li>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</li> <li>Every year group has a non-teaching Pastoral manager</li> <li>SLA with Educational Welfare Officer</li> <li>Launch of parent app in Class Charts – parents can see Students rewards and what HW has been set to support their child’s home learning</li> <li>Use of parent call to text PP parents positive news about their child’s week to encourage good relationships</li> <li>Text messaging service to alert parents to upcoming exams/events</li> <li>Avoidance of educational jargon- clear communication with our most hard to reach parents- use of direct email to build rapport</li> </ul>	<p><b>EEF- Parental involvement</b> Moderate impact for moderate cost, based on moderate evidence. <b>Impact+3months</b></p> <p>EEF report- Trail in Secondary school in the UK- parents in receipt of text x3 time more likely to have a discussion with their child and encourage revision.</p>	Parental Engagement is part of the Wellington Top 10	DoYs/LCR  Parent call texts  PM costs	Yearly
Reduction in the attendance gap between PP and Non PP students	<ul style="list-style-type: none"> <li>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.</li> <li>Weekly meeting with EWO</li> </ul>	“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” <b>John Dunford</b> The pupil premium journey: lessons learned during	ECD/LCR Fortnightly Attendance review at SLT	X 5 PMs  Taxi costs £100	2 weekly data analysis

	<ul style="list-style-type: none"> <li>• Use of HUB for reintegration of vulnerable students- access to maths and Science tutoring with the Tutor Trust</li> <li>• Use of Pastoral Managers used to collect students who struggle to get into school.</li> <li>• Taxis used for students with PA- where their s no support at home/ public transport/ has failed.</li> <li>• PP is a standing agenda item on all SLT meetings and Department meetings</li> </ul>	my two years as National PP Champion <b>August 29, 2015</b>			
Use Tutor Trust for those students who have significant attainment gaps through absence from education.	<ul style="list-style-type: none"> <li>• Tutor Trust Session (EEF approved) in Maths and Physics for KS4 students and KS3</li> <li>• 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.students who access the HUB</li> <li>• Small ratio 1:3 max with undergraduate tutors in maths and English</li> <li>• Targeted at high needs students e.g. on Child in Need/CP plans who may have missed significant periods of schooling</li> </ul>	<p>On average, pupils receiving mathematics tuition achieved slightly higher mathematics GCSE scores than pupils in the comparison group. EEF</p> <p>Tutor Trust- “Promising Project” EEF  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/tutor-trust-effectiveness-trial">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/tutor-trust-effectiveness-trial</a></p>	Mock 1 vs Mock 2	LCR  Tutor Trust £3,700	Mock 1 vs Mock 2 data analysis
<b>Total budgeted cost</b>					£3,800
<b>Grand Total budgeted cost</b>					£131,550