

Pupil premium strategy statement- Wellington School



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wellington School
Number of pupils in school	1280 Years 7-11 (1460 with VI Form)
Proportion (%) of pupil premium eligible pupils	150 students = 11.7%
Academic year/years that our current pupil premium strategy plan covers	2021- 2022
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Stuart Beeley, Headteacher
Pupil premium Lead	Louise Jaunbocus-Cooper, Deputy Headteacher
Governor	Louise Speed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£137,775
Recovery premium funding allocation this academic year	£17,835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	NIL
Total budget for this academic year	£155,610

Part A: Pupil premium strategy plan

Statement of intent:

Without seeking to generalise, Pupil Premium (PP) pupils can encounter greater barriers than Non-Pupil Premium (NPP) students at Wellington School. This then impacts outcomes, in terms of academic attainment, attendance and wellbeing. Our ultimate objective for disadvantaged pupils lies in our school value of Fairness; to provide an equitable playing field. However, PP students are not one homogenous group and our strategy will always endeavour to consider the individual. Early Education Endowment Foundation (EEF) research has found, “that disadvantaged pupils have been worst affected by the impact of the pandemic” <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

Wellington have identified a number of barriers which feed into our three-year plan: Attendance, Parental Engagement, Engagement in learning (beyond the classroom) which lead to attainment gaps between Pupil Premium students and Non-Pupil Premium. Such barriers may of course impact on **any student** at Wellington School but are more likely to impact on disadvantaged students.

Inclusive Quality First Teaching (IQFT) remains the best way to close attainment gaps and there will be minimal removal of students from class to ensure they access broad and balanced curriculum delivered through IQFT.

The fundamental principles of our PP strategy centre around the **Wellington Top 10** which is widely shared amongst all stakeholders:

- Inclusive Quality First Teaching (IQFT)
- Attendance
- Strategic seating plans
- Feedback
- Identifying barriers (and sharing through PP Passports)
- Reasonable adjustment
- Diagnosis-Therapy-Testing (DTT)
- Pastoral support
- Raising aspirations
- Cultural capital

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge						
1	<p>Attendance: Prior to any school closures there was an attendance gap between PP and NPP, which has widened post pandemic. Students have fallen out of routine and may not see the validity of attending school. If Quality First Teaching is still the best way of closing attainment gaps, students must be in school. This is a priority.</p> <p>2020-21 Attendance figures released for Autumn or Autumn & Spring (Autumn only used as most of Spring term was in lockdown) show</p>						
	National State Funded Secondary Schools			Wellington			
	FSM Ever 6	Non-FSM Ever 6	Gap	PP	Non-PP	Gap	
	% Attendance 2020-21 AUTUMN TERM	91.0%	95.6%	-4.6% pts	90.1%	96.2%	-6.1% pts
	PA Rate 2020-21 AUTUMN TERM	27.9%	11.6%	16.3% pts	35.9%	7.5%	28.4% pts
	<hr/>						
	% Attendance 2018-19	91.8%	95.5%	-3.7% pts	91.8%	96.1%	-4.3% pts
PA Rate 2018-19	24.7%	9.1%	15.5% pts	25.9%	9.8%	16.1% pts	
<p>This shows the impact of the pandemic. However, it must be noted that due to the relatively small numbers of PP students at Wellington figures can be hugely impacted by just a few students.</p>							

<p style="text-align: center;">2</p>	<p>Engagement in learning beyond the classroom:</p> <p>Some students that have not engaged with learning during the period of school closure despite our best efforts. Some students have felt unable to engage as they have felt overwhelmed, or did not have immediate access to the resources that their peers had. The poorest children were least likely to live in good home-learning environments.</p> <p>There is a clear issue with completion of homework. Despite much staff CPD about the setting of meaningful homework that will consolidate and deepen understanding, PP students disproportionately marked as having No Homework, as the data below shows: (date up to 24/01/22 with school fully open and operational)</p> <ul style="list-style-type: none"> • Year 7- 13.7% are PP but 29.3% of No HW are PP • Year 8- 11.2% are PP but 29% of No HW are PP • Year 9- 10.8% are PP but 17.8% of No HW are PP • Year 10- 11.8% are PP but 20% of No HW are PP • Year 11- 12.1% are PP but 20.9% of No HW are PP
<p style="text-align: center;">3</p>	<p>Parental Engagement:</p> <p>Some students have low aspirations due to poor self-esteem, socio-economic hardships and familiar negative experiences of schooling. These aspirations may have decreased further during a time when the pandemic has brought economic hardship and uncertainty which may have further chipped-away hope for the future.</p> <p>Wellington school had previously made huge strides in building cultural capital in our students through our extracurricular and trips subsidies and targeted CAIG opportunities to compensate for this.</p> <p>However, high parental engagement is critical for ensuring students see the value in education and completion of homework, revision and attendance at revision sessions.</p> <p>In 2019-2020 Parents Evening attendance was</p> <p>Year 7 NPP- 93%, PP 66%</p> <p>Year 8 NPP- 92%, PP 48%</p> <p>Year 9 NPP- 95%, PP 63%</p> <p>Year 10 NPP- 91%, PP 57%</p> <p>Year 11 NPP- 87%, PP 57%</p> <p>Total Years 7-11 NPP 92%, PP 58% = Gap of -34</p>

<p>4</p>	<p>Safeguarding and wellbeing:</p> <p>The pandemic saw a rise in the number of safeguarding concerns amongst our students. Poor nutrition, social isolation, exposure to domestic abuses and reduced access to vital family and care services have seen a rise on the number of social, emotional and mental health related concerns. In particular school-based school refusal (links to attendance) and emotional deregulation. Wellington School are prioritising mental health and wellbeing, diagnosis of SEND (particular SEMH)</p> <p>In the academic year 2020/21 there were 512 referrals around mental health reported by staff regarding 222 students compared to 304 referrals around 156 students in the academic year of 2019/20</p> <p>This increase combined with the increased wait for assessment by CAMHS has meant that more support is needed from schools- hence the need for trained mental health first aiders.</p> <p>In 2020/21 22% of FSM students received referrals re: mental health concerns as compared to 14.5% of non-FSM having referrals for mental health concern</p>																								
<p>5</p>	<p>Academic outcomes:</p> <p>Key Stage 3</p> <p>PP and NPP begin their secondary schooling with establish attainment gaps.</p> <p>Average scaled score at KS2:</p> <table border="1" data-bbox="347 997 853 1356"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>7</td> <td colspan="3" style="background-color: black;"></td> </tr> <tr> <td>8</td> <td>103.3</td> <td>106.6</td> <td>-3.2</td> </tr> <tr> <td>9</td> <td>103.2</td> <td>107.2</td> <td>-4.0</td> </tr> <tr> <td>10</td> <td>104.9</td> <td>106.3</td> <td>-1.4</td> </tr> <tr> <td>11</td> <td>102.3</td> <td>106.1</td> <td>-3.7</td> </tr> </tbody> </table>		PP	NPP	Gap	7				8	103.3	106.6	-3.2	9	103.2	107.2	-4.0	10	104.9	106.3	-1.4	11	102.3	106.1	-3.7
	PP	NPP	Gap																						
7																									
8	103.3	106.6	-3.2																						
9	103.2	107.2	-4.0																						
10	104.9	106.3	-1.4																						
11	102.3	106.1	-3.7																						

<p>Key Stage 4:</p> <p>Wellington has made some progress in narrowing these gaps, again due to a relatively small number of PP students in Year 11 (approximately 30) the impact of gaps can be huge when environmental circumstances impact learning and attendance</p>							
	National			Wellington			
	PP	Non-PP	Gap	PP	Non-PP	Gap	
	% Achieving 5+ in English & Maths 2021	31.7%	59.2%	-27.5% pts	40.0%	68.6%	-28.6% pts
	% Achieving 5+ in English & Maths 2020	30.4%	56.8%	-26.4% pts	38.1%	70.8%	-32.7% pts
% Achieving 5+ in English & Maths 2019	24.9%	49.9%	-25.0% pts	39.1%	57.5%	-18.4% pts	

Intended outcomes

This explains the outcomes we are aiming for **by the end of our 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Academic outcomes KS4	For 2021-2022: % Grade 5+ In English and Maths Target to achieve same difference v national for PP vs NPP= 41% of PP students achieving 5+ more in English and maths (1.1% pts)
Academic outcomes KS3	For 2021-22: Reduction in pts gap between PP and NPP in end of year exams in English and Maths
Attendance	For 2021-22: PP target attendance 91.6%, increase of +1.5% pts PA target of 23.8%, reduction by -12.1% pts

Parental engagement	For 2021-22: Reduction of gap between PP and NPP attendance at parents evening and/or evidence of parental engagement at follow-up KS3 parental meetings
Engagement in learning beyond the classroom	For 2021-2022: A reduction in HW referrals more in-line with PP school population to roughly 12%

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24,640

Activity	Evidence that supports this approach	Challenge addressed
<p>Ensure Inclusive Quality First Teaching (IQFT) provision for all learners, to ensure interventions outside the classroom become less necessary:</p> <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. 	<ul style="list-style-type: none"> EEF- The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching 	1, 5

<ul style="list-style-type: none"> • 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 (mainly PP&SEND) as they enter KS4 on SIP (small nurture group) • Staff CPD programme on Teaching and learning led by AHT for T&L (focus reading for purpose/metacognition) 	<ul style="list-style-type: none"> • EEF find one-to-one tuition is High impact (+ 5 months) for moderate cost, based on moderate evidence- July 2021 • EEF Metacognition and self- regulation is high impact of up to +7 months • 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 	
<p>To ensure new Year 7 cohort have transition support to ensure they are making progress in line with their NPP peers:</p> <ul style="list-style-type: none"> • New Pupil Day and Vulnerable New Pupil Day as part of transition • 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 	<ul style="list-style-type: none"> • EEF Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 	<p>1, 3, 4, 5</p>

Targeted academic support

Budgeted cost: £54,970

Activity	Evidence that supports this approach	Challenge addressed
<p>To ensure that any emerging gaps caused by school closure are narrowed (high focus on current Year 11 PP cohort)</p> <ul style="list-style-type: none"> National Tutoring programme and Teacher-led Tutoring 	<ul style="list-style-type: none"> EEF states, “one to one tuition is very effective at improving pupil outcomes” but particularly when it is in addition to (and not to compensate) for IQFT 	5
<p>Interventions for PP students (especially SEND/PP) in the Hub who require extra support under SEND Code of Practice</p> <ul style="list-style-type: none"> Additional staffing for Hub for Maths and English intervention (VNN. MPY and SNY) TAS strategy meetings every 2 weeks- Deputy Headteacher, SENDCo, Pastoral managers- focus on SEMH based school refusal and clear and closely monitored interventions Lucid Exact and assessments to quickly identify year 7 students who may have unidentified SEN. Educational Psychologist assessments where SEND gaps are emerging TA run- social groups at lunchtime- Lego therapy, Art therapy and Zones of regulation- CPD for TAs Breakfast Club- every morning 	<ul style="list-style-type: none"> EEF- Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. (+4months) Social and emotional learning approaches have a positive impact, on average, of + 4 months’ additional progress in academic outcomes over the course of an academic year. 	1, 4, 5

<p>Literacy and numeracy interventions across KS3 for low attaining disadvantaged pupils</p> <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 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 with parent sessions 	<ul style="list-style-type: none"> • EEF- “Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction” 	<p>2, 3, 5</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £76,000

Activity	Evidence that supports this approach	Challenge number
<ul style="list-style-type: none"> • Appointment of new attendance officer (part funded by PP monies) 	<p>“Schools that are most successful in their use of the PP adopt a range of strategies, well targeted at the needs of their</p>	<p>1, 3</p>

<ul style="list-style-type: none"> • Pastoral Managers (full time/non-teaching) in all year groups (part funded by PP monies) who track and chase up attendance • Membership of National Online Safety Platform • 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 • Follow up meetings 1-1/ home visits with parents who do not attend parents' evenings (track attendance) 	<p>pupils.....If poor attendance is an issue, this is addressed as a priority” <u>John Dunford</u> The pupil premium journey: lessons learned during my two years as National PP Champion August 29, 2015</p>	
<p>Provision of mental health, wellbeing and coaching support for students who have been impacted by current Covid-19 pandemic</p> <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- pain duty for VI form Wellbeing ambassadors • N:Gage- mentoring for students at risk of permanent exclusion 	<p>EEF- “There is a great deal of evidence which suggests that non-cognitive skills are as important as cognitive skills in determining academic results, and that children from poorer backgrounds tend to have weaker non-cognitive skills than their better-off peers.” https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers</p>	4
<p>Increasing attendance at Breakfast Club/after school HW support amongst disadvantaged pupils</p> <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 	<p>EEF- Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools (particularly when linked to learning in lesson) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	2

<ul style="list-style-type: none"> • 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 		
<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"> • 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, • Bright Leaders – Leadership course Year 7-9 StAR pupils • Scholars Club- Year 8 & 9- University based projects overseen by PHD student 	<p>In her <u>speech</u> in 2019, Chief Inspector Amanda Spielman explained what the term means in practice:</p> <p>By [cultural capital], we simply mean the essential knowledge, those standard reference points, that we want all children to have.</p> <p>... So, for example, it's about being able to learn about and name things that are, for many, outside their daily experience.</p> <p>https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-inspection-criteria/cultural-capital-ofsted/</p>	2
<p>Ensure all Year 11 PP pupils have secure post -16 destinations (whilst maintaining GATSBY benchmarks across whole - school)</p> <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. 	<p>“The COVID-19 pandemic has added further disruption, with a disproportionate impact on young people as they enter the labour market. Many skilled jobs require specific education and training, and young people need more support to make better-informed decisions about their future.”</p> <p>https://www.gatsby.org.uk/education</p>	5

Total budgeted cost: £155,610

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes:

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Based on TAG (Teacher Assessed Grades) SISRA produced the following outcomes:

- 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%
- Attendance: PP: 90.2% NPP: 93.5%
- All Year 11 PP pupils had secure post -16 destinations

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Nisai Learning credits to support those students with SEMH based school refusal as part of a phased return to school transition plan	Nisai Learning https://www.nisai.com/
The Leader Within- Leadership Programme	Bright Leaders https://brightleaders.co.uk/

Online tutoring – Covid-Catch up funding
EEF Evidence indicates that one to one tuition can be effective,
delivering approximately five additional months' progress on average

Teaching Personnel
<https://www.teachingpersonnel.com/>