

Pupil premium strategy statement- Wellington School



This statement details our school's use of pupil premium to help

It outlines our pupil premium strategy, how we intend to spend the spending of pupil premium had within our school.

improve the attainment of our disadvantaged pupils.

funding in this academic year and the effect that last year's

School overview

Detail	Data
School name	Wellington School
Number of pupils in school	1,495
Proportion (%) of pupil premium eligible pupils	10.6%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
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	£159,649

Recovery premium funding allocation this academic year	£38,916
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£198,565

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, engagement in learning and welfare, which leads to attainment gaps between PP students and NPP students. These gaps are there on arrival at Year 7

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:

1. Attendance (this underpins everything)
2. Quality First Teaching (and Feedback)
3. Strategic seating plan
4. “Poverty Proofing” the School day
5. Identifying barriers
6. Reasonable adjustment

7. Diagnosis-Therapy-Testing (DTT)

8. Pastoral support

9. Cultural capital

10. Raising aspirations

Challenges

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

Challenge number	Detail of challenge									
1	<p>Attendance:</p> <p>Prior to any school closures there was an attendance gap between PP and NPP, which has widened post pandemic. If Quality First Teaching is still the best way of closing attainment gaps, students must be in school. This is a priority. It is also a safeguarding concern if we do not have “eyes on the child”</p> <p>2021-22 Attendance figures show:</p> <table><tr><td></td><td>% Attendance</td><td>Persistent Absence %</td></tr><tr><td>PP</td><td>86.5%</td><td>47.4%</td></tr><tr><td>NPP</td><td>92.1%</td><td>26.4%</td></tr></table> <p>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>		% Attendance	Persistent Absence %	PP	86.5%	47.4%	NPP	92.1%	26.4%
	% Attendance	Persistent Absence %								
PP	86.5%	47.4%								
NPP	92.1%	26.4%								

2

Engagement in learning:

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.

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.

However, data for 2021-22 shows clear gaps between PP and NPP which suggest their engagement in their learning is disrupted through behaviours

	Positive Behaviour Points per Student	Negative Behaviour Points per Student	Behaviour Points Ratio	Average Homework Grade (0-4 scale; 0=best)	% Students with at least 1 suspension
PP	144	29	83%	1.9	16%
NPP	146	12	92%	1.6	5%

Effective CAIG is crucial from Year 7 and throughout a child's time to build a clear "end goal" target for them and building aspirations. This requires a culture in the School that does not place any bias or ceilings on what a young person is capable of.

3	<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 dysregulation. Wellington School are prioritising mental health and wellbeing, diagnosis of SEND (particular SEMH). We are also aware that the current economic climate will add further pressure to our families</p> <p>In the academic year 2020/21 safeguarding referrals showed:</p> <p>1857 safeguarding referrals (540 individual students)</p> <p>With a rise in the number of referrals around children missing education (75 students) and mental health (216 students).</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>												
4	<p>Narrowing attainment gaps</p> <p>The EFF states that “Great teaching is the most important lever schools have to improve outcomes for their students”</p> <p>“Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.”</p> <p>Of course, students need to be in school and ready to engage before they can benefit from this. Where students develop gaps in their teaching, we must apply effective wave 2 interventions for example tutoring and peer-tutoring</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><tr><td>Year</td><td>PP</td><td>NPP</td><td>Gap</td></tr><tr><td>7</td><td>101.2</td><td>105.6</td><td>-4.4</td></tr><tr><td>8</td><td colspan="3"></td></tr></table>	Year	PP	NPP	Gap	7	101.2	105.6	-4.4	8			
Year	PP	NPP	Gap										
7	101.2	105.6	-4.4										
8													

9			
10	103.0	107.3	-4.3
11	104.8	106.4	-1.6

Key Stage 4:

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

	National			Wellington		
	PP	Non-PP	Gap	PP	Non-PP	Gap
% Achieving 5+ in English & Maths 2022				30.8%	59.9%	-29.1% pts
% 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	Year on year reduction in Attainment 8 points gap
Academic outcomes KS3	Year on year reduction in % points gap between PP and NPP in end of year exams in English and Maths assessment points
Attendance	Year on year reduction in % points between PP and NPP attendance

Engagement in learning	<p>Year on year reduction in the number of PP versus NPP students in Class Charts negative points, internal isolations and suspension</p> <p>Year on year increase in the number of positive Class Charts Points awarded to PP students</p>
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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: £33,990

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. 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 	<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 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 	2, 4

<ul style="list-style-type: none"> • 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 and oracy) • Costs for Peer tutoring (Year 10 to PP KS3) in maths 	<ul style="list-style-type: none"> • 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 • Fixed Pastoral manager for Transition/Year 7 (part funded by PP monies) • Purchase of 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. 	1, 2, 3, 4

Targeted academic support

Budgeted cost: £85,240

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 Year 10 peer mentoring KS3 students Staffing in Hub for Maths and English tutoring by Wellington staff Appointment of an Intervention Lead for EAL given growing profile of international arrivals (including refugees) 	<ul style="list-style-type: none"> EEF, “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 EEF: “fixed role, cross-ability tutoring in which one learner, who is often older, takes the tutoring role and is paired with a tutee or tutees, who are often younger” +5months 	1, 2, 4
<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, 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 Scholars Club in Year 7 and 8 	<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, 2, 3, 4
<p>Literacy and numeracy interventions across KS3 for low attaining disadvantaged pupils</p>	<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” 	2, 4

<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 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £79,335

Activity	Evidence that supports this approach	Challenge number
<ul style="list-style-type: none"> • Appointment of new Attendance Manager (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 	<p>“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” <u>John Dunford</u> The pupil premium journey: lessons</p>	1, 3

<ul style="list-style-type: none"> • 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>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"> • Appointment of a Designated Mental Health Lead • On-site School Counsellor (part funded by PP monies) • Training of staff Mental Health First Aiders • Well-being Ambassador training • Designated Safe Spaces 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 • Post Looked After Children Education Plans with targets • Staff training for Trauma Informed Practice across the school 	<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."</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/developing-healthy-minds-in-teenagers</p>	<p>3</p>
<p>Increasing attendance at Breakfast Club/after school HW support amongst disadvantaged pupils</p> <ul style="list-style-type: none"> • Breakfast Club- Run by a Teaching Assistants in Hub rooms- providing a breakfast and assistance with Homework for the most vulnerable students. 	<p>EEF- Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools (particularly when linked to learning in lesson)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>1, 3</p>

<ul style="list-style-type: none"> • 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 		
<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 eg WISHES • PP monies to ensure PP eligible students can access all extra-curricular opportunities – e.g. Duke of Edinburgh, • Scholars Club- Year 7 and 8 - University based projects overseen by PHD student 	<p>In her speech 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>	1, 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>	2, 3

Total budgeted cost: £155,610

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes:

2021-22 KS4 Provisional Results (Oct 2022), produced the following outcomes:

- Progress 8: PP: -0.83 NPP: 0.37
- Attainment 8: PP: 38.3 NPP: 56.9
- % Grade 5+ in English and maths: PP: 31% NPP:60%
- Attendance: PP: 86.5% NPP: 92.1%
- 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/
Online tutoring 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/

N:Gage is a Manchester based charity working in school to mentor young people at risk of permanent exclusion or social exclusion	https://www.n-gage.org.uk/
<p>The Scholars Club</p> <p>Phd students tutor over 6 weeks a selected cohort around an interesting topic not covered in the curriculum</p> <p>They graduate at a University</p> <p>Evidence shows students from a disadvantaged background have a 3/100 chance of getting into a top university (compared to 1/3 of non-disadvantaged)</p>	<p>The Brilliant Club</p> <p>https://thebrilliantclub.org/</p>