

Pupil Premium Strategy Statement- Wellington School



This statement details our school's use of pupil premium 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	1,540
Proportion (%) of pupil premium eligible pupils	12.7% (10.5% FSM)
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Stuart Beeley, Headteacher
Pupil premium Lead	Sean Fenwick, Deputy Headteacher
Governor	Louise Speed

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£225,125

Part A: Pupil Premium Strategy Plan

Statement of intent

At Wellington School our vision is to empower all students to make a difference. We want our students to thrive, find purpose and make a positive impact on the world. Through education we want to equip students with the knowledge, skills and mindset to effect meaningful change. Without seeking to generalise, Pupil Premium (PP) pupils can encounter greater barriers than Non-Pupil Premium (NPP) students in achieving these goals. 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.

The fundamental principles of our PP strategy centre around the **PP Big 3**:

1. Sense of Belonging
2. Thriving in the classroom
3. Thriving beyond the classroom

Key principles of our strategy include:

- Knowing students as individuals: Each student will have different strengths and barriers to greater success. Knowing what they are allows us to target support effectively
- Closing the Attendance Gap: Working with our students and their families to remove any barriers to attending school
- Closing the Attainment Gap: Focus on narrowing gaps in achievement, especially for our most economically disadvantaged students.
- Building Self-Regulation Skills: Ensuring students develop the skills to self-regulate, fostering independence and resilience
- Opportunities for Enrichment and Personal Growth: Providing all students with enriching experiences that strengthen capital.
- Developing aspirations: Supporting students to plan for their future post 16.

Challenges

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

Challenge number	Detail of challenge																																								
1	<p>Attendance: 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>The attendance data for the past 3 years show that PP students have a lower attendance than Non-PP students</p> <p><u>Attendance</u></p> <table border="1"> <thead> <tr> <th></th><th>PP</th><th>Non-PP</th><th>FSM</th><th>Non-FSM</th></tr> </thead> <tbody> <tr> <td>2022-23</td><td>89.3%</td><td>94.7%</td><td>88.6%</td><td>94.6%</td></tr> <tr> <td>2023-24</td><td>87.6%</td><td>94.3%</td><td>86.7%</td><td>94.2%</td></tr> <tr> <td>2024-25</td><td>87.2%</td><td>94.5%</td><td>86.1%</td><td>94.4%</td></tr> </tbody> </table> <p><u>Percentage of students persistently absent</u></p> <table border="1"> <thead> <tr> <th></th><th>PP</th><th>Non-PP</th><th>FSM</th><th>Non-FSM</th></tr> </thead> <tbody> <tr> <td>2022-23</td><td>33.9%</td><td>11.3%</td><td>35.7%</td><td>11.8%</td></tr> <tr> <td>2023-24</td><td>34.9%</td><td>12.2%</td><td>36.7%</td><td>12.9%</td></tr> <tr> <td>2024-25</td><td>34.2%</td><td>10.5%</td><td>38.8%</td><td>10.7%</td></tr> </tbody> </table>		PP	Non-PP	FSM	Non-FSM	2022-23	89.3%	94.7%	88.6%	94.6%	2023-24	87.6%	94.3%	86.7%	94.2%	2024-25	87.2%	94.5%	86.1%	94.4%		PP	Non-PP	FSM	Non-FSM	2022-23	33.9%	11.3%	35.7%	11.8%	2023-24	34.9%	12.2%	36.7%	12.9%	2024-25	34.2%	10.5%	38.8%	10.7%
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4	<p>KS4 Attainment (particularly in English & Maths)</p> <p>Whilst the gap for overall attainment and progress closed from 2024 to 2025, we would like to see the attainment gap narrow further and do this consistently. The gaps still remain in English and Math. Increasing the percentage of students getting grade 4+ and 5+ in these subjects is important, so as to avoid resits and widen opportunities post 16.</p>																																																

		A8			P8			% getting a positive P8 score		
		PP	NPP	Gap	PP	NPP	Gap	PP	NPP	Gap
2023	39.5	53.1	-13.6	-0.77	0.27	-1.04	28	64	-38	
2024	37.8	58.5	-20.7	-0.59	0.70	-1.29	36	75	-39	
2025	47.9	58.6	-10.7	0.10*	0.51*	-0.41	54	64	-10	

*No official P8 score, based on internal baseline assessment in Year 7

	English APS			Maths APS			% getting Grade 4+ in English & Maths			% getting Grade 5+ in English & Maths		
	PP	NPP	Gap	PP	NPP	Gap	PP	NPP	Gap	PP	NPP	Gap
2023	4.22	5.15	-0.93	4.00	5.21	-1.21	63	82	-19	19	59	-40
2024	3.96	5.77	-1.81	3.21	5.62	-2.41	46	84	-38	25	64	-39
2025	4.91	5.76	-0.85	4.38	5.62	-1.24	61	87	-26	33	68	-33

Attitude to Learning

Our observations suggest many lower attaining pupil premium students face challenges with organisation and self-management. They may lack metacognitive / self-regulation strategies particularly when faced with challenging tasks. This can stem from a lack of self-confidence and resilience. As students move from Year 7 to Year 11, academic demands intensify, and social pressures may also become more significant. Non-Pupil Premium students often have more financial support at home enabling them to navigate these pressures more easily. Pupil Premium students, who may come from economically disadvantaged backgrounds, might not have the same level of support. (e.g., lack of access to extracurricular activities, tutoring, or resources) often leading to a growing disparity. This can gradually erode a student's motivation, confidence, sense of belonging and overall attitude toward school. Suspension and other behaviour data would bear this out.

	Number of exits	Number of instances of 'Reset'	Number of instances of 'suspensions'	Number of exclusions
2022/23	N/A	103	30	3
2023/24	130	81	47	1
2024/25	188	62	28	0

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	% of students eligible for PP	% of 'exits' made up of PP students	% of 'internal isolation' made up of PP students	% of 'suspensions' made up of PP students	Number of exclusions
2022/23	10.9		7	37	3 from 4
2023/24	11.2	37	27	36	1 from 3
2024/25	12	48	39	33	0 from 2

Enrichment Events and Visits

There were 33 day/multiday school visits attended by PP students in 2024/25 which were funded/part funded by PP funding. This included 6 foreign trips. In addition, there were 19 enrichment events in school attended by PP students. The challenge moving forward is to better track numbers to ensure PP students and increase numbers attending.

Destination Data

In 2024 25 out of 27 (93%) Year 11 PP students secured further education, apprenticeship or employment. This rose to 32/32 (100%) in 2025

Safeguarding and wellbeing:

The pandemic saw a rise in the number of safeguarding concerns amongst our students. Poor nutrition, social isolation, exposure to domestic abuse and reduced access to vital family and care services have seen a rise in the number of social, emotional, and mental health related concerns. In particular, "Emotionally Based School Non-Attendance" (EBSNA) and

	<p>emotional dysregulation. Wellington School is prioritising mental health and wellbeing. We are also aware that the current economic climate will add further pressure to our families.</p> <p>This increase combined with the increased wait for assessment by CAMHS (Child and Adolescent Mental Health Services) has meant that more support is needed from Schools.</p> <p>In the academic year 2022/23 safeguarding referrals showed: PP students made up 33.5% of safeguarding referrals despite being only 10.9% of the student population</p> <p>In the academic year 2023/24 safeguarding referrals showed: PP students made up 47.6% of safeguarding referrals despite being only 11.2% of the student population</p> <p>In the academic year 2024/25 safeguarding referrals showed: PP students made up 40.1% of safeguarding referrals despite being only 12% of the student population</p> <p>It must be noted the high profile of these students may mean staff are quick to log low levels concerns for our most vulnerable students</p>
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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
To achieve and sustain improved attendance for all pupils, particularly our PP pupils.	<ul style="list-style-type: none"> Attendance of PP students to be in line with Non PP students by 2028 Persistent absence of PP students to be in line with Non-PP students by 2028
Reduce the gap in attainment at KS3 which is seen in the KS2 SATS tests and reading age tests (Year 7).	<ul style="list-style-type: none"> All PP pupils with a reading age below 12:00 will receive weekly interventions in reading and phonics to ensure they are able to access the curriculum, 11:02 for new Y7 pupils. All KS3 PP pupils will be tested twice a year to ensure gaps do not appear or increase in their progress in relation to their peers. Students who have a reading age below their chronological age will have matched or surpassed it within a year Gaps in attainment (English and Maths) between PP and non-PP students will reduce as they progress through KS3 with the aim of no gap by the end of no gap by the end of Year 9 (2028)

Improved attainment and progress among PP pupils at the end of KS4, particularly in Maths and English	<ul style="list-style-type: none"> • Early intervention strategies are in place to narrow gaps as soon as possible • Internal assessment data at KS3 to demonstrate that the gaps in attainment at seen KS2 are narrowing. • A8 gap below 7 by 2027 and below 3 by 2028 • PP P8 remains positive • Sustained narrowing of gap between PP and NPP in Maths and English to below half a grade by 2028
Improved attitude to learning for PP students	<ul style="list-style-type: none"> • Number of PP students 'exited' from lessons, placed in 'internal isolation' and suspended are in line with Non-PP students • Number of students on trips/visits are above the % for Non-PP students • Number of students attending clubs are in line with the Non-PP students • Safeguarding referrals are reducing year on year and in line with the % of the student population (2028) • All PP students progress to appropriate education and/or training post 16

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: £33,000

Activity	Evidence that supports this approach	Challenge addressed
Ensure Inclusive Quality First Teaching (IQFT) provision for all learners, to ensure interventions outside the classroom become less necessary: <ul style="list-style-type: none">• Wellington Learning Language and PP Big 3-high profile in the school for consistent teaching approach and shared language• Staff CPD focus on reading oracy, feedback, and adaptive teaching over last two years, underpinned by the importance of self-regulation.• Continue to refine our relational behaviour approach, evidence suggests this supports PP students more than non-PP in ensuring a safe classroom where students can benefit from quality first teaching• Continued investment in Class Charts, CPOMs and Provision Map- Pupil Passports for PP students• Electronic seating plans that clearly identify PP students to ensure feedback and questions are targeted appropriately. <i>Cold Calling, Think, Pair Share</i>, desk partners• Strategic seating planning for PP students- pair them with students who act as learning role models• New Staff, ECT (Early Career Teacher) and ITT (Initial Teacher Training) - Induction training on PP	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-andself-regulation</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/metacognition</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mastery-learning</p> <p>As part 4 of the DfE guide on developing professional development (Department for Education) states, training and support should be sustained over time.</p>	1, 2, 3, 4, 5

<ul style="list-style-type: none"> • Staff CPD programme on Teaching and Learning led by AHT for T&L (focus on Reading, Oracy, Feedback and Adaptive Teaching) • Staff will receive regular training on best practice for disadvantaged students specific to our context. • Reading age assessment repeated twice a year for Ks3 PP pupils to ensure gaps are reduced 		
<ul style="list-style-type: none"> • Implementation of a Maths mastery curriculum to ensure students have a rich network of mathematical knowledge and develop independence and ownership. • Consistent approach to problem solving in the mathematics KS3 curriculum • The above to be supported by effective CPD with support from the Maths Hub (our 2nd in Maths is an Assistant Maths Hub Lead for Turing NW). INSET will be, Subject Leader Networks, Work Groups and national training. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/mathematics-ks-2-3</p>	1, 2, 4, 5
<ul style="list-style-type: none"> • Specific-KS3 Phonics training for TA's and Literacy Intervention staff delivered, and resources purchased from Abigail Steel Phonics 		3

Targeted academic support

Budgeted cost: £72,000

Activity	Evidence that supports this approach	Challenge addressed
<p>Literacy and numeracy interventions across KS3 for low attaining disadvantaged pupils</p> <ul style="list-style-type: none"> Acquisition of credits for KS3 NGRT/NGST testing in November. Will inform Literacy intervention with throughout the year Numeracy and literacy interventions with dedicated coordinators Guided reading classes in registration based on NGRT results PP/EAL students assessed across all literacy strands and given appropriate intervention where necessary Guided Reading/Y10 Study Skills classes take place Mon-Thurs each week in tutor time (with English reciprocal reading classes on Friday for all Intervention pupils (179 pupils) Book packs for 7R group linked to English and History curriculum KS3 January non-fiction challenge- all KS3 students to have a non-fiction book to read in lessons and do follow up activities- (£450 to help purchase for PP students) English writing intervention – Monday and Wednesdays with small groups targeted 	<p>Using guidance from the EEF</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks3-ks4</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies</p>	<p>1, 2, 3, 5</p>

<ul style="list-style-type: none"> IDL Numeracy online catch-up programmes delivered in tutor time (Tuesday & Friday) Maths intervention – targeted functional skills on a Monday/Friday 		
<p>Intervention at KS4 in English and Maths to improve the number of students attaining grade 4 and 5.</p> <ul style="list-style-type: none"> 4 common assessment points across KS4 for early intervention and tracking of attainment Use of peer (6th form tutors) between Y10 January and April assessments (Maths initially) Intervention in Y11 led by class teachers (registration and after school) 	<p>EEF toolkit has peer tutoring – high impact low cost</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	1, 4, 5
<p>To ensure that any emerging gaps are narrowed with additional tutoring for students with most need and at risk of suspension and/or exclusion</p> <ul style="list-style-type: none"> Staffing in Hub/IAP of Maths, English and Science (and other subjects) to provide 1-1 input/small group tuition 	<p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition</p>	1, 2,3,4,5,6
<p>Additional focus and support for PP students (especially SEND (Special Educational Needs and Disabilities)) in the Hub</p> <ul style="list-style-type: none"> Team around the Child (TAS (Team Around the Student)) - Inclusion Team including a dedicated Attendance Manager, Pastoral Manager per year group and Designated Mental Health Lead 	<p>The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/behaviour</p> <p>Exposing children to new opportunities and others aim to raise aspirations by developing general self-esteem, motivation, or self-efficacy.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/aspirationinterventions</p>	1, 5, 6

<ul style="list-style-type: none"> • 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 - Service Level Agreement • TA run- social groups at lunchtime- Lego therapy, Play therapy and Zones of regulation- CPD for Tas • ELSA (Emotional Literacy Support Assistants) training for 4 Teaching Assistants 	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</p>	
<p>To ensure new Year 7 PP 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 • PP Champion TLR- staff member who will champion the Year 7 & 8) PP cohort – building relationships with students and their families • NGRT Reading Test (baseline reading score) and NGST Spelling Test to inform future interventions and measure progress - testing across all Y7 pupils and all pupils receiving Intervention • Dedicated homework skills and reading time in the Y7 tutor programmes; purchase of books for each tutor base 	<p>Using guidance from the EFF</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks3-ks4</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils' knowledge and understanding of the relationship between written symbols and sounds.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies</p>	<p>1, 2,3, 5, 6</p>

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

Budgeted cost: £120,000

Activity	Evidence that supports this approach	Challenge number
<p>Ensuring we know each PP students as individuals so that interventions can be targeted appropriately</p> <ul style="list-style-type: none">• Use of Aspire learning to quiz students 2/3 times a year to provide additional data around skills, wellbeing and careers• Develop PP tracker to manage data we have on students, academic, behaviour and financial	<p>Guidance from DfE – Using Pupil Premium – Guidance for School Leaders</p> <p>https://assets.publishing.service.gov.uk/media/68e661e3dadf7616351e4f5b/Using_pupil_premium_guidance.pdf</p>	1, 5, 6
<p>Reducing the gap in absence and persistent absence between PP and NPP students</p> <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• Hub Managers to run onsite “alternative” provision• Costed time- TAS meetings every two-week (Team Around the Student) Deputy Headteacher, SENDCo, Pastoral Managers• Use of NISAI and NTAS as part of transition plan for EBSNA students• Follow up meetings 1-1/ home visits with parents who do not attend parents' evenings (track attendance)	<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance</p>	1, 5, 6

<p>Provision of mental health, wellbeing, and coaching support for students with SEMH issues</p> <ul style="list-style-type: none"> • Designated Mental Health Lead • On-site School Counsellor (part funded by PP monies) • Training of staff Mental Health First Aiders • Well-being Ambassador training for students • 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 • Relational Behaviour Policy launched in 2023 and all staff training for Attachment and Trauma Informed Practice lead by Trafford Virtual School and a Clinical Psychologist 	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/social-and-emotionallearning</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/behaviour</p>	<p>1, 5, 6</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. • HW Club - daily in LRC and Hub open every night until 4pm for students to access a space to complete HW- TA and VI Former mentor 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)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework?utm_source=/education-evidence/teaching-learning-toolkit/homework&utm_medium=search&utm_campaign=site_search&search_term=homework</p>	<p>1, 2, 3, 4, 5</p>
<p>Ensuring PP students have access to enrichment opportunities in order to develop confidence, self-esteem, motivation and resilience.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 5, 6</p>

<ul style="list-style-type: none"> Priority for educational trips and monies towards funding (All trips linked to taught curriculum are funded by PP) (PP Promise) Targeted intervention sessions ELSA, Zones of regulation. Emotion coaching, social stories PP monies to ensure PP eligible students can access all extra-curricular opportunities – e.g. Duke of Edinburgh Music Instrumental lessons fully funded for PP students 	<p>https://schoolleaders.thekeysupport.com/school-evaluation-and-improvement/inspection/whole-school-inspectioncriteria/cultural-capital-ofsted/</p>	
<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 careers advisor in school 4 days a week- interviews with PP students a priority (part funded by PP) Unifrog logins for whole School 	<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.” https://www.gatsby.org.uk/education</p>	6
Contingency fund for acute financial hardship.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1, 2, 3, 4, 5, 6

Total budgeted cost: £194,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes:

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative data.

The gap in attendance between PP and non-PP students stayed consistent last year with the previous two years and will remain an area of focus. It should be noted that the figures in some year groups are affected by a small number of persistently absent students

Internal assessment data for English and Maths at KS3 show some closing of the attainment gap between PP students and non-PP students. The data for Y7 maths is particularly encouraging, but needs to be sustained in Year 8 and beyond.

This Year 11 PP Cohort also had a significant reduction in the attainment gap to non-PP students (A8) compared to the two previous years. This was largely down to the rise in A8 for PP students. This has meant that more PP students have been able to access level 3 courses than before. The gaps in attainment in Maths and English was also reduced from the previous year. 100% of Year 11 PP students went onto Further Education, apprentice/training or full-time employment. This was an increase on the previous year (93%)

There were 33 day/multiday school visits attended by PP students in 2024/25 which were funded/part funded by PP funding. This included 6 foreign trips. In addition, there were 19 enrichment events in school attended by PP students

Our relational behaviour policy is now part of the school ethos and culture, with buy in from all stakeholder. Whilst it has benefitted all students, we believe it has had a greater impact on PP students, increasing their feeling of belonging to the Wellington School community and alongside it their confident and motivation in the classroom.

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/

EEF Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average	NTAS- https://www.ntas.org.uk/ Tutor Trust- https://www.thetutortrust.org/
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/