



Wellington School

Pupil Premium Strategy Statement

2016-2017

Pupil premium strategy statement (secondary)

1. Summary information					
School	Wellington School, Timperley				
Academic Year	2016-17	Total PP budget	£ 129,965.00	Date of most recent PP Review	November 2016
Total number of pupils	1401	Number of pupils eligible for PP	154	Date for next internal review of this strategy	July 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	32%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	79%/21%	75.8% / 73.4%
Progress 8 score average	-0.50 (-0.15 if x2 students educated off-site removed)	0.12
Attainment 8 score average	46	52
3. 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>		
A.	Mathematics: To improve GCSE outcomes in Maths at year 11. To narrow gaps at KS3 through interventions.	
B.	Curriculum: To develop further, the range of intervention strategies and curriculum pathways to ensure PP students in all years make progress in line with or exceeding the progress of their non PP peers.	
C.	Transition KS2 to KS3: To embed strategies to narrow attainment gaps at Key Stage 3	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.	Attendance: To further embed strategies addressing the attendance gap between PP-eligible and non PP-eligible students	
E	Parental Engagement: To develop strategies to maintain and build positive relations with disengaged parents	

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	<ul style="list-style-type: none"> • Maths outcomes improved for all of the identified cohorts in school. • Improved GCSE outcomes in Maths at year 11. • To narrow early-emerging gaps in Year 7 through Wave 1 and Wave 2 interventions. 	<ul style="list-style-type: none"> • A reduction in the attainment & progress gap of PP and non-PP students in year 7 - 11 in mathematics, enabling the cohort to make progress in-line with or exceeding the progress of their non-PP peers. • A P8 score of zero or more for Maths KS4 outcomes in August 2017 (currently -1.02)
B.	<ul style="list-style-type: none"> • Alternative qualifications and/or curriculum pathways are provided for those students in danger of not achieving good grades in 8 subjects at GCSE. 	<ul style="list-style-type: none"> • To ensure a positive P8 score for all PP eligible students in the “open” bucket in Year 11 • To have a bespoke alternative curriculum for identified cohort of students in Year 9.
C.	<ul style="list-style-type: none"> • Information sharing from feeder primary schools and KS2 SATs scores build up accurate profiles of new Year 7 intake. • Effective early catch-up interventions are in place and are impactful. 	<ul style="list-style-type: none"> • Embedding of Doodle to ensure an effective tracking system, to provide early identification to ensure adequate progress is being made over the next 3 years. • Low achievers assisted in order to catch-up with their peer’s sooner. • Use of RAISE KS2 breakdown of SATs performance to identify skills gaps in Maths and English. • Attainment gaps in Maths and English are narrowed. • Expansion of primary links related to Maths- where primaries may benefit from Wellington staff delivery of certain topics.
D.	<ul style="list-style-type: none"> • PP eligible students have good attendance and high levels of C2L and are therefore able to fully access the curriculum and additional extra-curricular opportunities. 	<ul style="list-style-type: none"> • % Attendance gap between PP eligible and national non-PP and school non-PP eligible reduced • Attendance is not a barrier to learning
E.	<ul style="list-style-type: none"> • School works effectively to build positive relations with disengaged parents. • Effective strategies are embedded where positive relationships are not possible and the school must take on “loco parentis” to ensure students flourish. 	<ul style="list-style-type: none"> • Attendance of PP parents to parents evening is in line with Non-PP eligible parents • Where it is not, suitable alternatives are in place- home visits etc.

5. Planned expenditure					
Academic year		2016-2017			
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"> Curriculum Mapping – the majority of our PP students also have additional SEND needs- they also tend to be setted towards the lower end of the setting. Looking at students holistically and putting students in sets that ensure they are taught by the strongest staff to meet their needs. All staff have seating plans that clearly identify PP-eligible students to ensure feedback and questioning are targeted appropriately. WRAP group and PP is always an agenda item in every Dept. meeting. Wellington Teaching strategy booklet is disseminated to all staff. Wellington Top Ten- Quality First Teaching as the Number 1 strategy CPD this year is based entirely on 3 key area- Growth Mind-set, Questioning and Thinking Hard- all linked to best strategies for PP students. 	<p>EEF- Setting or streaming Negative impact for very low or no cost, based on moderate evidence. -1months “Overall, setting or streaming appears to benefit higher attaining pupils and be detrimental to the learning of mid-range. On average, setting or streaming does not appear to be an effective strategy for raising the attainment of disadvantaged pupils, who are more likely to be assigned to lower groups”</p>	<p>-Look at interims and data drops to maintain a check on progress -Student voice.</p>	<p>LCR £3,000</p>	<p>After each data drop (Dec 2016)</p>

<p>Skills and knowledge gaps in Maths are addressed at KS3 and KS4.</p>	<ul style="list-style-type: none"> • Use of RAISE KS2 breakdown of SATs performance by individual, to identify gaps in knowledge in Maths- all students receive a breakdown of their performance by skill strand. • Year 7 Parental Engagement evening- utilising breakdown of skills gaps- relevant parents are invited in for an evening of working with their own children on how to assist at home. • Doodle Policy in Maths- use of Doodle to “map” key skills that build into new GCSE- Use of PiXL strategies DTT (Diagnosis-Therapy-Testing) and PLC’s (Personalised Learning Checklists). Cyclical approach to Wave 1 interventions. • Use of frequent low-stakes testing to build confidence and overcome the “fear of failure” • Some Maths staff involved in Growth Mind-set CPD learning sets. • Wave 2 interventions are in place where Wave 1 interventions have had less impact on narrowing attainment gaps- e.g. Intervention sessions with Maths HLTAs 	<ul style="list-style-type: none"> • EEF- Mastery learning. Moderate impact for very low cost, based on moderate evidence. Impact +5 months • Low stakes testing- “Roediger (2013) provides a summary of the cognitive psychological research on this issue. He notes that student learning is enhanced by frequent practice, and this is most effective when the practice is distributed across time and across tasks” Centre for Excellence in Teaching and learning • EEF- “small group tuition is effective and, as a rule of thumb, the smaller the group the better, e.g. groups of two have slightly higher impact than groups of three, but slightly lower impact compared to one to one tuition. Some studies teacher, more sustained engagement in smaller 	<p>Use of Doodle to monitor impact- secure, developing, novice.</p>	<p>GHN/RCD £14,000</p>	<p>Maths Baselines- October compared to first data drop in November</p>
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<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"> • New marking and feedback policy launched to staff September 2016 • All departments have rewritten their own dept. marking and feedback policies to align with whole school. • Use of school-wide marking symbols to ensure consistency. Use of -> to ensure students develop their written responses based on feedback. • Assessment at KS3 overhauled in light of changes to KS4 Programmes of study. Post-assessment feedback sessions built into curriculum time • Year 11 mentoring- All Year 11 students have a mentor- to feedback on predicted grades and set targets. 	<p>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>	<p>SLT focus weeks- lesson observations and book scrutiny. Student voice.</p>	<p>KS3/SFK</p>	<p>SLT focus week- Half term 2- Marking and assessment Interim reports/ data drop-post GCSE mocks</p>
<p>Total budgeted cost</p>					<p>17,000</p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead and costings	Review date
To ensure ease of transition between year 6 and year 7, and ensure that the most vulnerable students in the cohort receive additional support. The gap between PP and non-PP students in year 7 narrows, especially in Maths	<ul style="list-style-type: none"> Year 6 Summer School- with a numeracy focus Pupil Passports for Year 7 PP and SEND cohort Maths Parents Evening for Year 7s below 100 expected score for Maths TA attached to every Year 7 form in half-term 1- will then move to morning intervention once baseline testing completed. 	<p>'Summer schools boost the self-esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free School Meals.' TES. David Linsell. On average, evidence suggests that pupils who attend a summer school make approximately two additional months' progress, compared to similar pupils who do not. +2 months</p>	<p>Identification of students via year 6 transition information and teacher data</p> <p>LSA support for students in need e.g. those in receipt of EHCP</p> <p>Distribution of Pupil Passport.</p>	<p>CHT/GHN /ABE/IHY/ RWS</p> <p>£15,000</p>	<p>Data drop in November. Maths Baselines- October</p>
PP eligible students have a suitable environment for completion of HW and the means to complete it to a good standard	<ul style="list-style-type: none"> Octagon6 Breakfast Club- Breakfast club run by Sixth Form mentors- providing a breakfast and assistance with Homework for the most vulnerable students. Review of HW carried out in July 2016 and implemented in September 2016. Less HW in KS3 but more meaningful project style learning. 	<p>EEF-Homework (Secondary) Moderate impact for very low or no cost, based on moderate evidence. Impact+5months</p> <p>EEF- Mentoring. "There is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress. Impact+2months</p>	<p>Use of Behaviour Watch to track HW referrals to identify the cohort.</p>	<p>LCR/DoYs</p> <p>£2,000</p>	<p>Every half term- cross reference with referrals on Behaviour</p>

<p>PP and SEN students are closely tracked and monitored and appropriate and timely interventions are put in place to narrow attainment gaps between PP and non-PP eligible students</p>	<ul style="list-style-type: none"> • WRAP group (Wellington Raising Attainment Plan). A “wrap around” approach- targeting small cohorts of students who are in receipt of PP. • KS3 DoYs, Pastoral managers and all KS3 in departments meet every 4 weeks to discuss strategies and share information on the welfare and achievement of underperforming PP eligible students. Strategies are put in place and reviewed next meeting for impact. 	<p>“A raising attainment plan (RAP) is: Designed to help the school reach its end-of-Key Stage (KS) school targets. It also ensures that systems and processes are in place to sustain ongoing improvements” <u>Taken from The Key for School Leaders October 2016</u></p>	<p>-Minutes from departmental meetings -Minutes from WRAP group -Central tracker for WRAP group interventions and impact. -PP case studies</p>	<p>LCR/MTN/ WTS/RWS/ CSR/AGR/ GBN/CWM/ TWR</p>	<p>Monthly WRAP meetings- examine progress made.</p>
<p>PP-eligible pupils who’s behaviour is a barrier to learning are given the opportunity to address these behaviours and reduce the risk of FTE or Permanent Exclusion</p>	<ul style="list-style-type: none"> • GRIP Adventure Intervention programme aimed at Year 8 boys at risk of FTE. • Boys have a GRIP report and can only attend GRIP if their report is filled in and is positive (behaviour and HW) • Extra Maths sessions before outdoor pursuits • YARD Project- offsite classroom and project yard for small cohort (<10) disaffected boys at risk of Perm. Exclusion • Mentoring programme in Inclusion • English and Maths tuition provided in Inclusion-use of Resilience Donut 	<p><u>EEF- Behaviour interventions</u> Moderate impact for moderate cost, based on extensive evidence. Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, Impact+4months</p> <p><u>EEF- Adventure education</u> usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking (see also Meta-cognition and self-regulation) may also be involved. Impact+3months</p>	<p>-Attendance on GRIP programme. -Behaviour Watch Referrals -FTE and Internal Inclusion figures</p>	<p>ECD £11,000</p>	<p>Every 6 weeks Attendance on programme. Number of referrals on BW</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"> • Revision guides and equipment provided by the school. • Access to GCSE pod • Aspirational Learning Programme for Year 11 and selected KS3 students – focusing on revision techniques, goal setting, growth mind-set. • Period 6/lunchtime intervention sessions • Teens and Toddlers programme for Year 10-life skills- accredited course. 	<p>EEF- By ‘character’ or ‘essential skills’ 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.</p>	<p>-Attendance at session run by Aspirational Learning -Attendance at holiday revision sessions. -Student voice -Hits on GCSE pod</p>	<p>SHS/ CWS/ LCR £32,000</p>	<p>Interims/ Data drops.</p>
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<p>To improve the P8 scores of PP eligible students through appropriate curriculum offers and qualifications. (particular focus on Open Bucket)</p>	<ul style="list-style-type: none"> • Use of additional qualifications to strengthen Open bucket 3- ECDL. • Alternative pathway for Year 9 students who are emerging as requiring alternative curriculum offer due to being lower ability, or at risk of permanent exclusion- investigation into V-Certs, i-GCSE, City and Guilds • Use of PixL Strategies to track progress- War cards/DTT/PLCs/WTM 	<p>Taken from The Key October 2016- “An article on the Sec Ed website also offers advice on planning for progress 8. It says that schools should ensure that KS3 and 4 pupils do not study too many or too few subjects. This must be balanced with the need to provide a curriculum that continues to service their communities appropriately.”</p>	<p>War cards- P8 figures analysed Pre mocks and mocks- data analysis</p>	<p>SFK/SBY/ LCR/RCD/ SHS/CWS</p>	<p>Pre mocks and mocks- data analysis</p>
Total budgeted cost					60,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and costings	Review date
<p>School works effectively to build positive relations with disengaged parents.</p>	<ul style="list-style-type: none"> • WPP (Wellington Parent Partnership) Events • Directory of Disengaged Parents- a list of parents who are disengaged- the staff that have good rapport and the best way to approach sensitive matters • GRIP project requires engagement from the family before students can start. Includes family activities. 	<p>EEF- Parental involvement Moderate impact for moderate cost, based on moderate evidence. Impact+3months</p>	<p>Parental Engagement is part of the Wellington Top 10</p>	<p>DoYs/LCR</p>	<p>Yearly</p>

<p>Reduction in the attendance gap between PP and Non PP students</p>	<ul style="list-style-type: none"> • Designated pastoral managers- part funded by Pupil Premium monies • Weekly meeting with EWO • Use of HUB for reintegration of vulnerable students- access to maths and English tutoring • Use of Pastoral Managers may be used to collect students who struggle to get into school. 	<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” John Dunford The pupil premium journey: lessons learned during my two years as National PP Champion August 29, 2015</p>	<p>Half termly Attendance review</p>	<p>ECD/PMs £53,000</p>	<p>Half termly data analysis</p>
<p>Total budgeted cost</p>					<p>53,000</p>