

# Wolfeaton School and Sixth Form College Pupil Premium Strategy Statement

1. Summary information					
School	Wolfeaton School and Sixth Form College				
Academic Year	2017 -18	Total PP budget	£203 210	Date of most recent PP Review	Pending
Total number of pupils Y7 - 11	1259	Number of pupils eligible for PP	203	Date for next internal review of this strategy	Summer 2018
Y7	270	Y7	29 (10.74%)		
Y8	270	Y8	44 (16.30%)		
Y9	267	Y9	44 (16.48%)		
Y10	229	Y10	32 (13.97%)		
Y11	223	Y11	34 (15.25%)		

1. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> ( <i>issues to be addressed in school</i> )	
A.	Reduce the gap between PP and NPP, particularly for middle and upper ability students.
B.	Literacy skills of PP students.
C.	Progress and achievement of PP students in maths compared to national PP.
D.	Higher incidence of social emotional and AtL needs.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
E.	Lower attendance rates.

3. PLANNED EXPENDITURE							Academic Year: 2017 - 2018																								
i. Quality of teaching for all																															
Barrier	Desired outcome	Strategy / action / approach	Cost	Evidence and rationale for strategy / action / approach.	Monitoring and evaluation of implementation actions	Review*			Lead																						
						Dec 2017	Apr 2018	June 2018																							
A	Quality feedback provided to all Pupil Premium students through Key Marked Pieces (KMP) and through routine work checking.	<b>Marking and Feedback</b>  Maximise impact of Marking and Feedback Policy through PPG First marking.	£0	<b>EFF Toolkit Strand: Feedback</b>  <table border="1"> <tr> <td>Cost</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>+8</td> </tr> <tr> <td>Evidence Strength</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td></td> </tr> </table> The research states feedback should be 'specific, accurate and clear' and should 'provide specific guidance on how to improve'.	Cost	■	■	■	■	■	■	■	■	■	+8	Evidence Strength	■	■	■	■	■	■	■	■	■		<ul style="list-style-type: none"> <li>PPG Work Scrutiny. Outcomes measured against SDP milestones.</li> <li>Evaluation reported through 2017 – 2018 Marking and Feedback Impact Report.</li> </ul>				AHT Teaching and Learning
Cost	■	■	■	■	■	■	■	■	■	+8																					
Evidence Strength	■	■	■	■	■	■	■	■	■																						
A	Quality first teaching impacts on the learning and progress of PPG students, evidenced through narrowing of gaps in progress.	<b>Good / Better WILFs</b>  SDP priority designed to secure increasingly high impact lessons, based upon ambitious expectations of all.	£0	Research confirms that the continued development of teaching and learning impacts on outcomes.  <b>Sutton Trust:</b> "The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers" (Sutton Trust, 2012, p. 2)	<ul style="list-style-type: none"> <li>PPG Learning Scrutinies. Outcomes measured against SDP milestones.</li> <li>Evaluation reported through 2017 – 2018 final and in-year Impact Reports.</li> </ul>				AHT Teaching and Learning																						
<b>Total budgeted cost</b>									£0**																						

\* Reviews RAG rated against Milestone Tracker

\*\*Quality of teaching costs funded through school budget.

ii. Targeted support																													
Barrier	Desired outcome	Strategy / action / approach	Cost	Evidence and rationale for strategy / action / approach.	Monitoring and evaluation of implementation actions	Review			Lead																				
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B C	Continue to improve outcomes in English and Maths across KS3 and KS4 and diminish the difference between PPG and NPP.	<p><b>Making Good Progress (MGP) lessons</b> <i>(One additional English and one maths teacher)</i></p> <p>6 week small group programmes designed to focus closely on target areas identified by the English or maths team. Lessons provide enhanced opportunities for AfL to impact on learning and progress and end with an assessment of progress.</p> <p style="text-align: right;"><u>English &gt;</u> <u>Maths &gt;</u> <u>MGP resources budget &gt;</u></p>	£30 500.00 £30 500.00 £1000.00	<p><b>EEF Toolkit Strand: Small Group Tuition</b></p> <table border="1"> <tr> <td>Cost</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> </tr> <tr> <td>Evidence Strength</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> </tr> </table> <p>The EEF Toolkit indicates that, 'Overall...small group tuition is effective' and, 'small group tuition is most likely to be effective if it is targeted at pupils' specific needs'. To ensure this is the case, students are identified through the English and Maths teams with identified targets set for each young person to work on.</p>	Cost	■	■	■	■	■	■	■	■	Evidence Strength	■	■	■	■	■	■	■	■	<ul style="list-style-type: none"> <li>• Programme targets and outcomes.</li> <li>• Data Trawls.</li> <li>• Lesson observation of MGP lessons.</li> </ul>				DoL English i/c PPG Progress  Lead Teacher Maths i/c PPG Progress		
Cost	■	■	■	■	■	■	■	■																					
Evidence Strength	■	■	■	■	■	■	■	■																					
B C	Continue to improve outcomes in English and Maths at KS4 and diminish the difference between PPG and NPP.	<p><b>Smaller class size in KS4 English and Maths</b> <i>(25% contribution to cost of additional teaching staff periods)</i></p> <p>Class sizes in core subjects are reduced for key groups to ensure a focus on individual needs and quality marking and feedback.</p>	£16 344.00	<p><b>EEF Toolkit Strand: Reducing class size</b></p> <table border="1"> <tr> <td>Cost</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>+3</td> </tr> <tr> <td>Evidence Strength</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td></td> </tr> </table> <p>The EEF Toolkit indicates the gains 'come from the increased flexibility for organising learners and the quality and quantity of feedback pupils receive'. To that end the aim is to enable more detailed and regular marking and feedback (see Feedback impact above).</p>	Cost	■	■	■	■	■	■	■	■	+3	Evidence Strength	■	■	■	■	■	■	■	■		<ul style="list-style-type: none"> <li>• Work Scrutiny.</li> <li>• Data Trawls.</li> <li>• Progress Meetings.</li> </ul>				DoL English  DoL Maths
Cost	■	■	■	■	■	■	■	■	+3																				
Evidence Strength	■	■	■	■	■	■	■	■																					



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A B C D	Bespoke Learning Support teaching and interventions to enable identified SEND Pupil Premium students to access the curriculum and progress.	<p><b>Learning Support for SEND students in receipt of the Pupil Premium (<i>Increased Learning Support Teacher hours</i>)</b></p> <p>Teaching and interventions are planned by the SENCO and delivered by a combination of Learning Support Teachers, HLTA's and Teaching Assistants. These include:</p> <ul style="list-style-type: none"> <li>• Multi-sensory language lessons (small group or one-to-one)</li> <li>• Multi-sensory maths lessons (small group)</li> <li>• Functional Maths lessons (one-to-one)</li> <li>• Curriculum Support lessons</li> <li>• Bespoke English lessons</li> <li>• Literacy lessons</li> <li>• Additional funding contribution for Pupil Premium students with an EHCP.</li> <li>• Additional SEM transition programmes (small group)</li> </ul>	£20 000.00	<p><b>EFF Toolkit Strands:</b></p> <p><b>Small Group</b></p> <table border="1"> <tr> <td>Cost</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>+4</td> </tr> <tr> <td>Evidence Strength</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td></td> </tr> </table> <p><b>One to one</b></p> <table border="1"> <tr> <td>Cost</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>+5</td> </tr> <tr> <td>Evidence Strength</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td></td> </tr> </table> <p><b>Social emotional learning</b></p> <table border="1"> <tr> <td>Cost</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>+4</td> </tr> <tr> <td>Evidence Strength</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td></td> </tr> </table> <p><b>Teaching Assistants</b></p> <table border="1"> <tr> <td>Cost</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>+1</td> </tr> <tr> <td>Evidence Strength</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td></td> </tr> </table> <p>The EFF Toolkit indicates strategies have varying impact. All selected strategies are selected and implemented by the SENCO to address bespoke needs.</p>	Cost	■	■	■	■	■	■	■	+4	Evidence Strength	■	■	■	■	■	■	■		Cost	■	■	■	■	■	■	■	+5	Evidence Strength	■	■	■	■	■	■	■		Cost	■	■	■	■	■	■	■	+4	Evidence Strength	■	■	■	■	■	■	■		Cost	■	■	■	■	■	■	■	+1	Evidence Strength	■	■	■	■	■	■	■			• SEND Tracking including PLCs				SENCO
Cost	■	■	■	■	■	■	■	+4																																																																										
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A D	Key Stage 4 PPG students access and progress in school and across a broad and balanced curriculum.	<p><b>KS4 Pupil Premium Pastoral Managers (PP PM):</b> <i>(Two posts totalling 3 days)</i></p> <p>The aim of the PP PM is to provide sufficiently flexible support for individual needs. 1-2-1 meetings and / or mentoring is led by two experienced former teachers.</p> <ul style="list-style-type: none"> <li>• Interviews identify bespoke needs (academic and social emotional), which could benefit from support, plus interests and motivations.</li> <li>• Meta-cognition work (helping learners think explicitly about their own learning) includes working with students to set goals and encouraging them to monitor and evaluate their academic development.</li> <li>• Self-regulation sessions focus on supporting the young people to manage their own motivation towards learning.</li> </ul> <p>Additional support can then be either brokered or provided by the PP PM and funded through the Opportunities Fund.</p>	<p>Y11 Focus: £8 000.00</p> <p>Y9 - 10 Focus: £4 000.00</p>	<p><b>EEF Toolkit Strand: Mentoring</b></p> <table border="1"> <tr> <td>Cost</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>+1</td> </tr> <tr> <td>Evidence Strength</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td></td> </tr> </table> <p>The EEF Toolkit indicates: The impact of mentoring can vary, 'there is some evidence that pupils from disadvantaged backgrounds can benefit by up to about 2 months' additional progress'. Mentoring aims to 'build confidence, or to develop resilience or character 'Programmes which have a clear structure and expectation, provide training and support for mentors, and use mentors from professional backgrounds, are associated with more successful outcomes'. 'Other positive benefits have been reported in terms of attitudes to school, attendance and behaviour'.</p>	Cost	■	■	■	■	■	■	+1	Evidence Strength	■	■	■	■	■	■		<ul style="list-style-type: none"> <li>• Engagement with PP PM monitored through registers.</li> <li>• Positive engagement with school monitored through AtL grades and Referral trends.</li> <li>• Completion of courses enabling students to benefit from the breadth of the broad and balanced curriculum offer.</li> <li>• Student voice feedback.</li> <li>• Staff voice feedback.</li> </ul>				AHT – Inclusion and Safeguarding
Cost	■	■	■	■	■	■	+1																		
Evidence Strength	■	■	■	■	■	■																			

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A	Successful outcomes in College courses, supporting: <ol style="list-style-type: none"> <li>Attainment in vocational courses.</li> <li>Progression post-16.</li> </ol>	<b>Vocational Learning Mentor</b> <i>(Proportion of role / salary)</i> This role supports all students studying vocational courses, accompanying them to College each week (one day in Y10 and one in Y11). Direct intervention, in-class support and mentoring are provided on the remaining 3 days in school. Continuous throughout year.	£ 3 007.00	<b>EFF Toolkit Strand: Mentoring</b> <table border="1" data-bbox="1025 331 1386 467"> <tr> <td>Cost</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>+1</td> </tr> <tr> <td>Evidence Strength</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td></td> </tr> </table> <p>The EFF Toolkit evidence relating to mentoring is presented above.</p> <p>The Vocational Learning Mentor provides broader support than covered by the EFF research. This school-need has proven to be beneficial ensuring continuity between school and college and supporting attitudes to learning and progress.</p>	Cost	■	■	■	■	■	■	+1	Evidence Strength	■	■	■	■	■	■		<ul style="list-style-type: none"> <li>Attendance at College</li> <li>Monitoring of AtL and progress on College courses through:               <ul style="list-style-type: none"> <li>Informal feedback mid-Data Trawl cycles.</li> <li>Formal Data Trawls.</li> </ul> </li> </ul>				DHT
Cost	■	■	■	■	■	■	+1																		
Evidence Strength	■	■	■	■	■	■																			
E	Improve attendance of Pupil Premium students and reduce Persistent Absenteeism.	<b>Attendance and Welfare Manager</b> <i>(Salary)</i> This is a new position from September 2017 to address the gap and diminish the difference between PPG attendance and the national other. Actions to include: <ul style="list-style-type: none"> <li>Tracking and early identification of absence concerns</li> <li>Student mentoring</li> <li>Early parent / carer contact</li> <li>Action Plans</li> </ul>	£ 24 370.00	Rationale: Attendance of the PPG was significantly below students not in receipt of PP in school and below the national other (RAISEonline 2016 and in-year attendance tracking 2016 - 2017).	<ul style="list-style-type: none"> <li>PP attendance and PP PA tracked and monitored against targets.</li> <li>Evaluation reported through 2017 – 2018 Attendance final and in-year Impact Reports.</li> </ul>				AHT – Inclusion and Safeguarding																

Barrier	Desired outcome	Strategy / action / approach	Cost	Evidence and rationale for strategy / action / approach.	Monitoring and evaluation of implementation actions	Review			Lead
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A	To support all PP recipients to consider career aspirations.  No NEETs from PP group.	<b>Level 6 Careers Advisor</b>  Additional day of Level 6 Careers Advisor time (salary) funded for: <ul style="list-style-type: none"> <li>• 1-2-1 annual careers interviews with Y9 – 11</li> <li>• Small group careers discussions with Y7 - 8</li> </ul>	£3 532.25	Rationale: To ensure all PP recipients are supported to consider their career aspirations from Year 7 and that all progress successfully into post-16 education, employment or training.	<ul style="list-style-type: none"> <li>• Careers interview attendance and engagement records.</li> <li>• Progression data.</li> </ul>				DHT i/c CEIAG
Other (Bespoke)	To meet the individual needs of LAC students as identified through the PEP.	<b>LAC Expenditure Linked to PEPs</b>  Bespoke support identified for LAC students through PEP meetings which agree allocation of these students additional funding.  As agreed at PEP meetings.	£7 600.00	Rationale: Bespoke – agreed at through PEP.	<ul style="list-style-type: none"> <li>• PP PEP Action Plan and Impact Tracker.</li> </ul>				LAC Designated Teacher (AHT – Inclusion and Safeguarding)
<b>Total budgeted cost (incl. LAC funding)</b>								£156 061.25	£163 661.25

i. Other approaches																											
Barrier	Desired outcome	Strategy / action / approach	Cost	Evidence and rationale for strategy / action / approach.	Monitoring and evaluation of implementation actions	Review			Lead																		
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D	To improved behaviour and AtL outcomes for key PP students.	<b>AHT Behaviour and Pastoral Care</b> <i>(Additional non-teaching hours funded)</i>  Additional AHT time funded to identify and implement strategies to support bespoke needs.	£8,557.00	Rationale: Positive AtL maximises opportunities for learning and progress.	<ul style="list-style-type: none"> <li>Monitoring through referral data and records of any additional behavioural support.</li> <li>Evaluation of half-termly summary data.</li> </ul>				AHT – Behaviour and Pastoral Care																		
Other (Bespoke)	To enable students in receipt of PP funding to enjoy equitable access and the associated benefits of participation in Creative and Performing Arts enrichment opportunities.	<b>Arts Participation Funding</b>  i. Peripatetic music lessons ii. Rock Challenge costs iii. Theatre visits funded  The school encourages development of LORIC (Leadership Organisation, Resilience, Initiative and Communication) attitudes, attributes and skills through PiXL’s ‘The Edge’ programme. Where Arts Participation Funding is provided, students are also encouraged to reflect on LORIC and how they may discuss these with potential employers in the future.	£1 440.00 £ 100.00 £1 040.00	<b>EEF Toolkit Strand: Mentoring</b>  <table border="1"> <tr> <td>Cost</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>+2</td> </tr> <tr> <td>Evidence Strength</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td></td> </tr> </table> The EEF Toolkit indicates learning gains are not straightforward, however there are, ‘Wider benefits [of participation] on attitudes to learning and well-being’.  The school rationale is clear: to support opportunity in CPA enrichment activities that have the potential to impact on AtL and well-being, and to support students to develop LORIC attitudes, attributes and skills.	Cost	■	■	■	■	■	■	■	+2	Evidence Strength	■	■	■	■	■	■	■		Monitoring through: <ul style="list-style-type: none"> <li>Extra-curricular and enrichment attendance and engagement records.</li> <li>‘The Edge’ Student Passports.</li> </ul>				CAL CPA
Cost	■	■	■	■	■	■	■	+2																			
Evidence Strength	■	■	■	■	■	■	■																				

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Other (Bespoke)	To facilitate equitable access to resources that provide support and opportunities.	<p><b>Opportunities Fund</b></p> <p>The Opportunities Fund is provided to fund bespoke support agreed by the PP PM and provision agreed through successful faculty bids. Examples of support provided through the Opportunities Fund includes: participation in educational visits; provision of additional revision books and revision cards; resources including memory sticks, art resources or cooking ingredients; as well as other bespoke needs.</p>	£10 000	Rationale: Access to resources and opportunities are reviewed and signposted for PP students in areas where non PP may typically benefit.	<ul style="list-style-type: none"> <li>• PP PM reviews and advises on individual needs.</li> <li>• Monitoring reports provided to PP Lead.</li> </ul>				Pupil Premium LT Lead																
C	<p>To increase attainment and progress in maths and SEND support lessons.</p> <p>To diminish the difference in attainment between PPG in maths and national other.</p>	<p><b>Laptop computers</b></p> <p>New laptop computers to enable individual access to online programmes in MGP lessons and additional SEND sessions in the Achievement Centre.</p>	£8 000.00	<p><b>EFF Toolkit Strand: Digital Technology</b></p> <table border="1"> <tr> <td>Cost</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>+4</td> </tr> <tr> <td>Evidence Strength</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td></td> </tr> </table> <p>The EFF Toolkit indicates digital technology can bring about moderate learning gains. 'Technology should be used to supplement other teaching...[and] has the potential to enable changes in teaching and learning interactions, such as providing more effective feedback'</p>	Cost	■	■	■	■	■	■	+4	Evidence Strength	■	■	■	■	■	■		<ul style="list-style-type: none"> <li>•</li> </ul>				
Cost	■	■	■	■	■	■	+4																		
Evidence Strength	■	■	■	■	■	■																			

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A B C D	Data processed swiftly to enable timely data driven interventions.	<b>Data team support</b> ( <i>Equivalent of 5 days work per year following data trawls.</i> )	£650.00	Rationale: To enable timely and focussed monitoring and evaluation is possible.	<ul style="list-style-type: none"> <li>Intervention plans</li> <li>Overview of progress data available to HT and presented to GB through 'Class of...' Data Trawl Reports.</li> </ul>				
B C	Good communication to enable shared home-school understanding of and support for interventions.	<b>Admin team support</b> ( <i>Equivalent of 12 days work across per year to support MGP interventions.</i> )	£1 500.00	Rationale: To facilitate effective home-school communication of information related interventions including MGP and Sound.	<ul style="list-style-type: none"> <li>Attendance records for MGP lessons.</li> </ul>				
A B C D E	Effective monitoring and evaluation of the PPG strategy to support improved outcomes.	<p><b>Leadership of Pupil Premium</b></p> <p>Ensure appropriate PPG targets and Milestones are embedded in development plans.</p> <p>Embed PPG M and SE across leadership areas.</p> <p>Monitor progress against targets; review and lead amendments to strategy as required.</p>	£5 000.00	Rationale: To ensure effective leadership of all aspects of monitoring and evaluation in relation to PPG attainment, progress and the impact of approaches identified in the strategy.	<ul style="list-style-type: none"> <li>SDP and Milestone Tracker</li> </ul>				
<b>Total budgeted cost</b>									<b>£36 287</b>

