

Wolfeaton School and Sixth Form College Pupil Premium Strategy Statement 2018-19

1. Summary information					
School	Wolfeaton School and Sixth Form College				
Academic Year	2018 -19	Total PP budget (Projected)	£162,223	Date of most recent PP Review	Pending
Total number of pupils	1312	Number of pupils eligible for PP	189 (14.7%)	Date for next internal review of this strategy	March 2019
Y7	270	Y7	44 (16.3%)		
Y8	269	Y8	35 (13.0%)		
Y9	272	Y9	43 (15.8%)		
Y10	251	Y10	36 (14.3%)		
Y11	232	Y11	31 (13.8%)		

1. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school</i>)*	
A.	The impact of the PP / National Other attainment gap on entry
B.	Literacy and vocabulary skills
C.	Confidence and engagement in core subjects of maths and English
D.	Individual challenges (e.g. social emotional, AtL, bereavement, SEND)
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance
F.	Access to financial capital may limit access to opportunities to further expand horizons and / or further develop / follow aspirations

*

3. PLANNED EXPENDITURE

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
A	<p>Quality First Teaching.</p> <p>To impact on the learning and progress of PPG students, evidenced through narrowing of gaps in progress.</p>	<p>Coaching Programme</p> <p>Funding to support Lead Learner Coaching Programme:</p> <ul style="list-style-type: none"> • Training and collaborative time to develop coaches. • Reduction in teaching timetable for coaches. 	£12,000	<p>In-school evidence: Internal and external data shows the impact of the highest quality teaching and learning on our students.</p> <p>Research evidence confirms that the continued development of teaching and learning impacts on outcomes.</p> <p>Sutton Trust: “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)</p>	<ul style="list-style-type: none"> • Learning walks • Work scrutiny. • Engagement and feedback with CPD opportunities • Outcomes against SDP milestones. • Evaluation reported through 2018 – 2019 final and in-year Impact Reports. 	End of cycles	AHT Teaching and Learning
		<p>Teaching and Learning CPD</p> <p>Funding for:</p> <ul style="list-style-type: none"> • Faculty Leaders to attend Subject Teaching and Learning Conferences. • AHT and additional places on Huntington metacognition programme and to fund East Riding Leading Learning Programme. • Subject based best practice school visits. 				Termly	RSL AHT Teaching and Learning
		<p>Collaborative Planning Time</p> <p>Regular collaborative planning time calendared for collaborative planning of learning, planning of assessments and moderation.</p>				Termly	AHT Teaching and Learning
		<p>Peer Observation Time</p> <p>Time for all staff to engage in peer observation to explore T and L built into calendar.</p>				July 2018	AHT Teaching and Learning

<p>A B C</p>	<p>Individual feedback and questioning maximised to improve outcomes in English and Maths</p> <p>To diminish the difference between PPG and National Other.</p>	<p>Smaller class size in KS4 English and Maths (20% contribution to cost of additional teaching staff periods)</p> <p>Class sizes in core subjects are reduced for key groups to maximise the focus on individual needs and quality marking and feedback.</p>	<p>£15 227</p>	<p>In-school evidence: Internal monitoring supports the potential for more individual interactions and for regular bespoke feedback.</p> <p>Research Evidence: EFF Toolkit Strand - Reducing class size</p> <table border="1" data-bbox="1010 316 1370 451"> <tr> <td>Cost</td> <td></td><td></td><td></td><td></td><td></td><td></td> <td rowspan="2">+3</td> </tr> <tr> <td>Evidence Strength</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> <p>The EFF Toolkit indicates the gains ‘come from the increased flexibility for organising learners and the quality and quantity of feedback pupils receive’.</p> <p>EFF Toolkit Strand: Feedback</p> <table border="1" data-bbox="1010 667 1370 802"> <tr> <td>Cost</td> <td></td><td></td><td></td><td></td><td></td><td></td> <td rowspan="2">+8</td> </tr> <tr> <td>Evidence Strength</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table> <p>Research states feedback should be ‘specific, accurate and clear’ and should ‘provide specific guidance on how to improve’.</p>	Cost							+3	Evidence Strength							Cost							+8	Evidence Strength							<ul style="list-style-type: none"> • Work Scrutiny. • Data Trawls. • Progress Meetings. • PPG Work Scrutiny. Outcomes measured against SDP milestones. • Evaluation reported through 2018 – 2019 Marking and Feedback Impact Report. 	<p>Termly</p>	<p>DoL English DoL Maths</p>
Cost							+3																														
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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																
B C	Continue to improve outcomes in English and Maths across KS3 and KS4 and diminish the difference between PPG and NPP.	Making Good Progress (MGP) English lessons <i>(18 teacher periods)</i> 6 week small group programmes designed to focus closely on target areas identified by the English team.	£21,413	In-school evidence – Outcomes and student voice indicate positive impact. Evidence of enhanced relationships and confidence to ask questions. EFF Toolkit Strand: Small Group Tuition <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>	Cost	■	■	■	■	■	■	+4	Evidence Strength	■	■	■	■	■	■		<ul style="list-style-type: none"> • Programme targets and outcomes. • Data Trawls. • Lesson observation of MGP lessons. 	Half-termly	Director of English
		Cost	■	■	■	■	■	■	+4														
Evidence Strength	■	■	■	■	■	■																	
		Making Good Progress (MGP) Maths lessons <i>(18 teacher periods)</i> 6 week small group programmes designed to focus closely on target areas identified by the maths team.	£21 413	The EFF 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’.	<ul style="list-style-type: none"> • Programme targets and outcomes. • Data Trawls. • Lesson observation of MGP lessons. 	Half-termly	Director of Maths																
B	Improved reading age for students with lower than expected English scores.	Sound Training A literacy programme designed to boost vocabulary and literacy skills. Delivered to Year 7 students who would benefit to increase reading ages and therefore open up access to the whole curriculum, increasing confidence and attainment.	£3 160	EFF Toolkit Strand: Reading Comprehension <table border="1"> <tr> <td>Cost</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> </tr> </table> The Sutton Trust EEF Toolkit identifies Reading comprehension (approaches to improving reading focus on learners’ understanding of the text) as effective; impact on reading ages evidenced. Sound quote reading ages are boosted by an average of 27 months* over a six week programme. (*confirmed by Northumbria University research in 2015)	Cost	■	■	■	■	■	■	+5	Evidence Strength	■	■	■	■	■	■		<ul style="list-style-type: none"> • The Sound Training Team will deliver the programme in school during the academic year 2018 - 2019. The AHT – Achievement and Progress will lead, monitor and evaluate attendance and progress. 	End of cycle	Director of English / AHT – Achievement and Progress
Cost	■	■	■	■	■	■	+5																
Evidence Strength	■	■	■	■	■	■																	

Barrier	Desired outcome	Strategy / action / approach	Cost	Evidence and rationale for strategy / action / approach.	Monitoring and evaluation of implementation actions	Review	Lead																																																																
A B C D	Bespoke Learning Support teaching and interventions to enable identified SEND Pupil Premium students to access the curriculum and progress.	<p>Learning Support for SEND students in receipt of the Pupil Premium (<i>Increased Learning Support Teacher hours</i>)</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"> • Multi-sensory language lessons (small group or one-to-one) • Multi-sensory maths lessons (small group) • Functional Maths lessons (one-to-one) • Curriculum Support lessons • Bespoke English lessons • Literacy lessons • Additional funding contribution for Pupil Premium students with an EHCP. • Additional SEM transition programmes (small group) 	£20 000.00	<p>EFF Toolkit Strands:</p> <p>Small Group</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>One to one</p> <table border="1"> <tr> <td>Cost</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> </tr> </table> <p>Social emotional learning</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>Teaching Assistants</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 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	■	■	■	■	■	■		<ul style="list-style-type: none"> • SEND Tracking including PLCs 	Termly and at Annual Reviews	SENCO
Cost	■	■	■	■	■	■	+4																																																																
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Barrier	Desired outcome	Strategy / action / approach	Cost	Evidence and rationale for strategy / action / approach.	Monitoring and evaluation of implementation actions	Review	Lead																
A D	Development of positive in-school relationships, trust and motivation impacting on motivation, engagement and progress.	<p>Pupil Premium Pastoral Managers (PP PM): <i>(Three posts totalling 5 days per week)</i></p> <p>Flexible 1-2-1 meetings and / or mentoring to support for individual needs. This:</p> <ul style="list-style-type: none"> Identifies bespoke needs (academic and social emotional), interests and motivations. Builds relationships, trust, confidence and own motivation towards learning. Help learners think explicitly about their own learning, sets goals and encourages students to monitor and evaluate their progress. <p>Additional support can then be either brokered or provided by the PP PM and funded through the Opportunities Fund.</p>	£12 000	<p>EFF Toolkit Strand: Mentoring</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 EFF 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"> Engagement with PP PM monitored through registers. Positive engagement with school monitored through AtL grades and Referral trends. Completion of courses enabling students to benefit from the breadth of the broad and balanced curriculum offer. Student voice feedback. Staff voice feedback. 		Pupil Premium Leader
Cost	■	■	■	■	■	■	+1																
Evidence Strength	■	■	■	■	■	■																	
A	Successful outcomes in College courses, supporting: a. Attainment in vocational courses. Progression post-16.	<p>Vocational Learning Mentor <i>(Proportion of role / salary)</i></p> <p>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.</p>	£ 3 936	<p>EFF Toolkit Strand: Mentoring</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 VLM 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"> College attendance Monitoring of AtL and progress on College courses through: Informal feedback mid-Data Trawl cycles. Formal Data Trawls. 		DHT
Cost	■	■	■	■	■	■	+1																
Evidence Strength	■	■	■	■	■	■																	

Barrier	Desired outcome	Strategy / action / approach	Cost	Evidence and rationale for strategy / action / approach.	Monitoring and evaluation of implementation actions	Review	Lead
E	Improve attendance of Pupil Premium students and reduce Persistent Absenteeism.	Attendance and Welfare Manager <i>(Proportion of salary)</i> Actions to include: <ul style="list-style-type: none"> • Tracking and early identification • Student mentoring • Early parent / carer contact • Action Plans 	£12 368	Rationale: Attendance and Persistent Absence in the PP group is greater than those not in receipt.	<ul style="list-style-type: none"> • PP attendance and PP PA tracked weekly and monitored against targets. • Evaluation reported through 2018 – 2019 Attendance Impact Reports (final and in-year). 	Half-termly	AHT – Inclusion and Safeguarding
D	To support key students to secure an improved AtL and increased engagement.	Focused AtL intervention and support in learning <i>(Proportion of salary)</i> Individual bespoke interventions.	£12 537	Rationale: Positive AtL maximises opportunities for learning and progress.	<ul style="list-style-type: none"> • Monitoring through PD data and records of Rushanje House support. • Evaluation of half-termly summary data. 	Half-termly	AHT – Behaviour and Pastoral Care
A	To support all PP recipients to consider career aspirations. No NEETs from PP group.	Level 6 Careers Advisor <i>(Proportion of salary)</i> Additional day of Level 6 Careers Advisor time (salary) funded for: <ul style="list-style-type: none"> • 1-2-1 annual careers interviews with Y9 – 11 • Small group careers discussions 	£3 173	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"> • Careers interview attendance and engagement records. • Progression data. 	Half-termly	Careers Leader
Other (Bespoke)	To meet the individual needs of LAC students as identified through the PEP.	LAC Expenditure Linked to PEPs Bespoke support identified through PEP meetings which agree allocation LAC PP+.	£10 700	Rationale: Bespoke support – agreed at through PEP.	<ul style="list-style-type: none"> • PP PEP Action Plan and Impact Tracker. 	In-line with individual PEPs	LAC Designated Teacher (AHT – Inclusion and Safeguarding)

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													
All	High quality leadership of the PP Strategy to impact on outcomes and life chances.	Pupil Premium Leaders Two TLR positions funded to lead the Pupil Premium Strategy.	£6 866	High quality focused leadership to support on-going review, challenge and re-shaping of approaches.	<ul style="list-style-type: none"> • SDP Reviews • Strategy monitoring data 	Termly	Pupil Premium Leaders													
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.	Arts Participation Funding i. Peripatetic music lessons ii. Drama Digital Theatre Funding (Additional theatre visits, arts and technology supplies including art packs and ingredients funded through the opportunities fund.	£1 500 £1 260	<p>Rationale: to support opportunity in Arts activities that have the potential to impact on experience, confidence, motivation, ATL and well-being.</p> <p>EEF Toolkit Strand: Mentoring</p> <table border="1"> <tr> <td>Cost</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td rowspan="2">+2</td> </tr> <tr> <td>Evidence Strength</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> </tr> </table> <p>The EEF Toolkit indicates learning gains are not straightforward, however there are, 'Wider benefits [of participation] on ATL and well-being'.</p>	Cost	■	■	■	■	■	+2	Evidence Strength	■	■	■	■	■	<p>Monitoring through:</p> <ul style="list-style-type: none"> • Extra-curricular and enrichment attendance and engagement records. 	Termly	Faculty Leader Arts and Technologies
Cost	■	■	■	■	■	+2														
Evidence Strength	■	■	■	■	■															
Other (Bespoke)	To facilitate equitable access to resources that provide support and opportunities.	Opportunities Fund Provided to fund bespoke support and provision including: 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.	£5 000	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"> • PP PM reviews and advises on individual needs. • Monitoring reports provided to PP Leaders. 	Termly	Pupil Premium Leader													

Barrier	Desired outcome	Strategy / action / approach	Cost	Evidence and rationale for strategy / action / approach.	Monitoring and evaluation of implementation actions	Review	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>Laptop computers</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	<p>EEF Toolkit Strand: Digital Technology</p> <table border="1" data-bbox="1008 220 1370 354"> <tr> <td>Cost</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td rowspan="2">+4</td> </tr> <tr> <td>Evidence Strength</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> <td>■</td> </tr> </table> <p>The EEF Toolkit indicates 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"> • Staff voice. 	July 2018	Pupil Premium Leader
Cost	■	■	■	■	■	+4														
Evidence Strength	■	■	■	■	■															

