

Wolfreton School and Sixth Form College - Pupil premium strategy statement

This statement details our academy's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding 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
Academy name	Wolfreton
Number of pupils in the academy (Y7 to Y13)	233
Proportion (%) of pupil premium eligible pupils	15.1%
Academic year/years that our current pupil premium strategy plan covers <i>(3-year plans are recommended)</i>	2021-2024
Date this statement was published	September 2021
Date on which it will be reviewed	Termly
Statement authorised by	Sharon Milner
Pupil premium lead	Lauren Warnett
Governor / Trustee lead	Richard Whitlam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 207,275
Recovery premium funding allocation this academic year	£ 30,015
School Led Tutoring Grant	£ 25,110
Catch up Funding carried forward from previous years (enter £0 if not applicable)	£ 28,772
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 291,172

Part A: Pupil premium strategy plan 2021-2024

Statement of intent

The academy draws on research evidence (such as the Education Endowment Foundation toolkit – see Appendix 1) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium and Recovery spend is divided into 3 areas: Quality First Teaching; Targeted Support and Wider Strategies.

Challenges

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

Challenge number	Detail of challenge
1	Ensuring disadvantaged students develop more complex reading comprehension skills.
2	In-academy on entry attainment gaps in Year 7: 40% of pupils are below age-related expectations.
3	Attendance and persistent absenteeism of disadvantaged students.
4	Limited life experiences, travel and learning outside the immediate community.
5	Building strong relationships with families can be more complex.
6	Ensuring behaviour is at least as good as non-disadvantaged students.
7	Ensuring students arrive ready for learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To close the progress gap between the DA and the academy's non-DA.	The progress 8 score of DA students, matches or is improving towards that for other students within school.
To close the gap between DA and other national with a specific focus in Maths and English.	The Maths and English progress and basics measures of DA students, matches or is improving towards that for other students within school.
To close the attendance gap between the academy's DA students and the national other group.	The attendance of DA students, at least, matches that for other students nationally.
To ensure the DA students are aspirational in the destinations post-16.	All DA students engage with Careers Advisor and have an appropriate destination post 16.
To ensure reading ages does not hinder access to learning for the DA students.	Improvement in reading ages of DA from baseline.
To ensure the behaviour of disadvantaged students does not prevent access to learning.	Improved behaviour following interventions.

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.

Quality First Teaching (for example, CPD, recruitment and retention)

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful academy and should rightly be the top priority for Pupil Premium spending.

Budgeted cost: £10, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPDL Strands: To support key aspects of teaching and learning	https://impact.chartered.college/article/identifying-evidence-based-professional-development-programmes/	1,2
Coaching: For RQTs	https://tdtrust.org/2018/11/04/what-is-instructional-coaching/	1,2
Visualisers: Embedding the use of Visualisers to support DEAR programme and lesson delivery with modelling	https://www.theconfidentteacher.com/category/closing-the-reading-gap/	1
DEAR: Investment in wider range of DEAR books for tutor time reading	https://www.theconfidentteacher.com/category/closing-the-reading-gap/	1
Development of the Teaching and Learning library: to increase research/evidenced based professional learning	https://impact.chartered.college/article/identifying-evidence-based-professional-development-programmes/	2
Introduction of the Reading Canon	https://www.theconfidentteacher.com/category/closing-the-reading-gap/	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Budgeted cost: £ 186, 524

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions: A range of interventions aimed at improving reading and comprehension.	EEF 14, 19, 21	1, 2
1:1 Tuition: Tuition for students below age-related expectations.	EEF 13	2
Small group tuition: Targeted tuitions for pupils who are below age-related expectations.	EEF 26	2
SEND: Creating additional teaching and learning opportunities using TA's	EEF 29	2
Reduced class sizes English: To support detailed marking and feedback.	EEF 6, 22	2
Additional Staff in English: To allow small group tuition.	EEF 22	2
Additional Staff in Maths: To allow small group tuition.	EEF 22	2
"Catch up" Support: Additional out of school hours support to close gaps.	EEF 5	2
Online Learning Tools and Study Skills Resources: Purchase of Tassomai, GCSE Pod	https://www.tassomai.com/our-impact https://www.gcsepod.com/impact-gcse-learning-and-revision/	2

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

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

Budgeted cost: £80, 038

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and welfare manager: Use of welfare manager three days per week to improve attendance and foster links with parents.	EEF 16	3, 5
Behaviour Support: Use of TA to attend SMASH, Hub placements, commissioned places.	EEF 3	6
PP Pastoral Mentors: Use of PP Pastoral Mentors to build relationships and ensure students are school ready.	EEF 11, 16	5, 7
Vocational Learning Mentor: Vocational Learning Mentor to support attainment on vocational courses.	EEF 11, 16	2
Careers advisor support: Use of Careers advisor to engage students in CelAG and ensure appropriate destinations.	EEF 2	
Breakfast: Breakfast available to ensure students are prepared for learning	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast	7
Opportunities Fund: To support with Peripatetic Music lessons, trips, revision guides, equipment, laptops and reading engagement.	EEF 1	4

Total budgeted cost: £ 276, 471

School Led Tutoring Grant Remaining (to spend in year): £14, 610

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year (Year 2).

Quality first teaching																
Intended outcome: Improve the quality of teaching and have a 'very effective' teacher in every classroom by the end of year 3. Approach: CPDL, Teaching and Learning Resources, TLR 3 in Maths.	£19 000															
Impact	Lessons Learned															
<p>CPDL and Teaching and Learning Resources</p> <p>Staff Feedback on CPDL via survey shows:</p> <table border="1"> <thead> <tr> <th></th> <th>% good/very good</th> <th>Average score 1-4 scale</th> </tr> </thead> <tbody> <tr> <td>Usefulness of session</td> <td>77%</td> <td>2.02</td> </tr> <tr> <td>Usefulness of resources</td> <td>79%</td> <td>2</td> </tr> <tr> <td>Impact on practice</td> <td>77%</td> <td>2.02</td> </tr> <tr> <td>Trialled new resources</td> <td>88%</td> <td>n/a</td> </tr> </tbody> </table> <p>The CPDL Programme was effective despite the need to host some sessions remotely. The content was evidence informed and the ped team used literature to frame the content.</p> <p>Additional CPDL support was added for Blended Learning and the wider staff body embraced the developments in this area through mutual support and networking more widely. Staff shared good practice through the Teaching and Learning Bulletin and TCAT Teach Meet which collectively impacted on provision. Parental feedback on remote learning was strong and improved significantly between lockdown 1 and 3.</p> <p>The introduction of T and L books has escalated, and the library of materials has expanded with a specific focus on the key themes of the learning principles and teaching to the top. We are developing a culture of research led development – staff are borrowing books from the T and L library linked to their own pedagogy as well as using this as a tool for Joint Practice Development with colleagues. This has been particularly beneficial with NQTs but also with targeted support in key areas including the Durrington Principles, behaviour management with 'Running the Room' and 'Retrieval Practice'. Learning has been seen in lesson reviews and learning walks when colleagues are using techniques and strategies they have read and applied in their own classroom.</p> <p>It is evident in lessons that the professional learning has been applied as there are examples of effective retrieval practice, focus on independent skills and confidence</p>		% good/very good	Average score 1-4 scale	Usefulness of session	77%	2.02	Usefulness of resources	79%	2	Impact on practice	77%	2.02	Trialled new resources	88%	n/a	<p>The themes have been rolled forward to continue in more depth to allow staff time to embed their learning and put this into practice. Time was allocated for Joint Practice Development and when well structure this led to a positive impact in the classroom. Faculty Leaders have been asked to structure this more for the coming year and there is an increase in sessions to allow greater collaborative working.</p>
	% good/very good	Average score 1-4 scale														
Usefulness of session	77%	2.02														
Usefulness of resources	79%	2														
Impact on practice	77%	2.02														
Trialled new resources	88%	n/a														

with managing behaviour. Most colleagues have continued on their strand for deeper thinking and development.

Learning Walk data shows “Student engagement is good in lessons”.

TLR 3 in Maths:

Additional leadership responsibility was prioritised to continue the acceleration of progress in maths. Additional funding allowed a year leader approach for a second year. The impact of this is evident in lessons where the quality of teaching is strong, as well as in outcomes.

	9 – 4			9 - 5		
	PP	Non PP	Gap	PP	Non PP	Gap
2019	56	71	-15	25	47	-22
2020	62	79	-17	40	55	-15
2021	68	79	-11	51	59	-8

Targeted academic support

<p>Intended outcome: Increase the reading ages of students. Approach: Lexonik and Lexia programmes</p>	£8 462
<p>Intended outcome: Increase English and Maths outcomes and reduce the gap between PP and non-PP Approach: 2 x Yipiyap, smaller class sizes (English only due to COVID) and small group intervention in Maths.</p>	£63 302

Impact

Lexonik Sound Training:

- Average gain in reading age in months group 1 = 21
- Average gain in reading age in months group 2 = 8

Lexia:

Year 7:

- Word Study – 13% moved into next level
- Grammar – 6% moved into next level
- Comprehension – 19% moved into the next level

Year 8:

- Word Study – 11% moved into next level
- Grammar – 0% moved into next level
- Comprehension – 24% moved into the next level
- This data shows gaps are closing and impact is being seen on student ability in the areas targeted (word, grammar and comprehension).

SEND:

Work concentrated on comprehension, decoding and inference as a priority. This decision was made as our SEND students were retested on their return, and their reading ages had dropped.

TAs were taught how to organise online meetings with their key students, and they did so. They fed back to SENDCo and the relevant teachers. They also took this opportunity to revisit lessons where the students had struggled with concepts or pace.

Lessons Learned

Lexonik will continue for Y7 students.

Lexia is being used in SEN. Once we have the reading ages of Y7 students we may consider alternative interventions such as 1:1 reading, phonics support.

SEND support will continue this year.

TAs received training on PACE delivery, autism and Tourette's, which now means they can support students better and with a more personalised approach.

Personalised work was sent home to students who struggled with the pace and coverage delivered via the internet.

PP students also accessed 1:1 tuition weekly in maths and English.

Maths outcomes (impact of small group intervention):

	9 - 4			9 - 5		
	PP	Non PP	Gap	PP	Non PP	Gap
2019	56	71	-15	25	47	-22
2020	62	79	-17	40	55	-15
2021	68	79	-11	51	59	-8

English outcomes (impact of small class sizes):

	9 - 4			9 - 5		
	PP	Non PP	Gap	PP	Non PP	Gap
2019	58	82	-24	42	62	-20
2020	67	85	-18	54	71	-17
2021	74	89	-15	56	74	-18

Maths interventions will take place from Jan onwards. This is to ensure consistency of high-quality teaching and learning whilst a member of staff is on paternity leave.

Small classes in English will continue in Y10 this year, but Y11 have stayed as 10 classes, which they had to do when in Y10 due to Covid classroom constraints. The English team believe the continuity of staffing from Y10 into Y11 out-weighed the benefits of the small classes.

Wider Strategies

Intended outcome: PP attendance increases and Persistent Absence decreases for PP students.	£16 321
Approaches: Attendance and Welfare Manager 2.5 days plus Class Charts Attendance Module.	

Impact

Attendance:

Attendance responses/identification

- 2 Students referred to Educational Welfare Service
- 27 students on Attendance Support Plans (APS's) 7 moving towards a Governors support plan (GSP)
- 20 engaging with Attendance Support Plans
- 7 Students on Attendance Support Plans – extensions given due to mitigating circumstances E.g. - significant and medically supported illness.
- 4 students at pre legal stage (Governor Support Plans) prior to referral to Educational Welfare Service.
- Significant support in place due to COVID concerns.
- Weekly data tracking and review at SLT level.

Attendance comparisons

PP attendance in 2020-21 = 87.5%

National PP attendance cumulative last 42 weeks = 85%

Lessons Learned

Attendance:

We continue to fund the both the Attendance and Welfare Manager and the ClassCharts Attendance Module.

This year there will be a focus on refining the role of the Attendance and Welfare Manager to further streamline strategies to specifically improve PP attendance.

Intended outcome: Improve Pupil Premium attitudes to learning and behaviour.	
Approach: Behaviour Manager 3 days removed and replaced with 2 days / week TA support for SMASH; Class Charts Behaviour Module.	£14 837

<i>Impact</i>	<i>Lessons Learned</i>
<p>Behaviour:</p> <ul style="list-style-type: none"> The average number of PP students reaching sanction levels of detention or isolation has reduced to 4.49 from 6.66 (2019/20). The percentage number of students has reduced to 44.21% from 46.85% (2019/20). FTE have reduced for FSM students to 13.07% from 24.24% (2019/20). <p><u>Individual Impacts:</u></p> <p>Year 7 – One child presented with significant behavioural challenges at transition. Following 2 FTE during the first term, strategies were implemented including a HUB placement. Following intervention, there have been no further FTE to date.</p> <p>Year 8 – One male students presenting with challenging behaviour were supported through a range of strategies to address behaviours. Ultimately, the external award of an ECHP resulted in changed school provision to meet the individuals’ needs.</p> <p>Year 11 – One female student at risk of PEx received support with anger. FTE reduced to 2 (2020/21) from 3 (2019/20).</p>	<p>Behaviour:</p> <p>The introduction of the revised Positive Discipline Policy and the tracking using ClassCharts has improved behaviour as demonstrated in the data. This has resulted in there no longer being a need for a Behaviour Learning Manager to staff a separate learning room.</p> <p>Developing breadth of support for more complex needs through targeted interventions including the TCAT Mental Health Support Worker, SMASH and specialist input where required has become a more apparent need and will be a focus for 2021/22.</p>

<p>Intended outcome: Ensure all PP students have support to access equipment and resources access college courses and receive careers advice to impact on NEETs and course completion.</p> <p>Approaches: Pupil Premium Pastoral Manager, Vocational Learning Manager, Careers Advisor, The Hub</p>	<p>£27 335</p>
<p>Approaches: Opportunities Fund, Peripatetic Music support, Digital Theatre resource</p>	<p>£7 000</p>

<i>Impact</i>	<i>Lessons Learned</i>
<p>CEIAG:</p> <p>All student received at least one careers interview. Four students received more than one careers interview in school. Destination data is still incoming but has always been incredibly positive and any students that are NEET are always supported post-16.</p>	<p>CEIAG:</p> <p>A valuable resource that will continue. We are exploring support earlier in the school to maintain high aspirations for all students.</p>

Externally provided programmes

Programme	Provider
National Tutoring Programme	My Tutor
School Led Tutoring Grant	My Tutor
Online tutoring	Yipiyap

Service pupil premium funding (optional)


































For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Appendix 1 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Education Endowment Foundation Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged students.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

1	Arts participation Moderate impact for very low cost based on moderate evidence			
2	Aspiration interventions Unclear impact for very low cost based on insufficient evidence			
3	Behaviour interventions Moderate impact for low cost based on limited evidence			
4	Collaborative learning approaches High impact for very low cost based on limited evidence			
5	Extending school time Moderate impact for moderate cost based on limited evidence			
6	Feedback Very high impact for very low cost based on extensive evidence			
7	Homework High impact for very low cost based on very limited evidence			
8	Individualised instruction Moderate impact for very low cost based on limited evidence			
9	Learning styles Unclear impact for very low cost based on insufficient evidence			
10	Mastery learning High impact for very low cost based on limited evidence			
11	Mentoring Low impact for moderate cost based on moderate evidence			

13	Metacognition and self-regulation Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+7
14	One to one tuition High impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
15	Oral language interventions Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
16	Outdoor adventure learning Unclear impact for moderate cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	●
17	Parental engagement Moderate impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
18	Peer tutoring High impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
19	Performance pay Low impact for low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
20	Phonics High impact for very low cost based on very extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5
21	Physical activity Low impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+1
22	Reading comprehension strategies Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
23	Reducing class size Low impact for very high cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
24	Repeating a year Negative impact for very high cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	-3
25	School uniform Unclear impact for very low cost based on insufficient evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	●
26	Setting and streaming No impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
27	Small group tuition Moderate impact for low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
28				

29	Social and emotional learning Moderate impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
30	Summer schools Moderate impact for moderate cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
31	Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
32	Within class attainment grouping Low impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
EYFS				
33	Built environment No impact for low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
34	Communication and language approaches Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
35	Digital technology Moderate impact for moderate cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
36	Earlier starting age Very high impact for very high cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
37	Early literacy approaches Moderate impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
38	Early numeracy approaches Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
39	Extra hours Moderate impact for very high cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
40	Parental engagement Moderate impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
41	Physical development approaches Moderate impact for very low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
42	Play-based learning High impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+5

Self-regulation strategies

High impact for very low cost based on limited evidence



+5

Social and emotional learning strategies

Moderate impact for moderate cost based on very limited evidence



+3

<http://educationendowmentfoundation.org.uk/toolkit/>