

Wolfreton School and Sixth Form College Pupil Premium Strategy Statement

This statement details the school's use of Pupil Premium (Plus Recovery Premium and SLTG for 2021 - 2024) 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	2021-22	2022-23	2023-24
School name	Wolfreton		
Number of pupils in the school (Y7 to Y13)	233	270	255
Proportion (%) of pupil premium eligible pupils	15.1%	17.5%	17.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024		
Date this statement was published	September 2021	Updated November 2022	September 2023
Date on which it will be reviewed	Termly	Termly	Termly
Statement authorised by	Sharon Milner	Andy Bell	Helen Power
Pupil premium lead	Lauren Warnett	Lauren Warnett	Lauren Warnett
Governor / Trustee lead	Damian Gath	Damian Gath	Damian Gath

Funding overview

Detail	2021-22	2022-23	2023-24
Pupil premium funding allocation this academic year	£ 199, 410	£ 228, 528	£ 233, 910
Recovery premium funding allocation this academic year	£ 30, 015	£ 61, 272	£ 63, 480
School Led Tutoring Grant	£ 31, 338	£ 36, 936	£ 15, 998
Catch up Funding carried forward from previous years (enter £0 if not applicable)	£ 28, 772	0	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0	0	0
Total budget for this academic year If your school is an school in a trust that pools this funding, state the amount available to your school this academic year	£ 289, 535	£ 280, 782	£ 313, 388

Part A: Pupil Premium Strategy Plan 2021-2024

Statement of intent

The school 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-school 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 school'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 National Other 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 school'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 secure an appropriate destination post 16.
To ensure reading ages do not hinder access to learning for the DA students.	Improvement in reading ages of DA from their 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 school and should rightly be the top priority for Pupil Premium spending.

Budgeted cost:

2021-22	2022-23	2023-24
£10, 000	£3, 000	£13, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPDL Strands: To support key aspects of teaching and learning (21-22) and Walk Thrus (22-23). Reading specific CPDL for all (22-23)	https://impact.chartered.college/article/identifying-evidence-based-professional-development-programmes/	1,2
Coaching: For ECTs (21-24)	https://tdtrust.org/2018/11/04/what-is-instructional-coaching/	1,2
Visualisers: Embedding the use of visualisers to support the DEAR programme and modelling withing lessons (21-23)	https://www.theconfidentteacher.co.uk/category/closing-the-reading-gap/	1
DEAR: Investment in wider range of DEAR books for tutor time reading (21-22)	https://www.theconfidentteacher.co.uk/category/closing-the-reading-gap/	1
Development of the Teaching and Learning library: To increase research/evidenced based professional learning (21-23)	https://impact.chartered.college/article/identifying-evidence-based-professional-development-programmes/	2
Introduction and roll out of the Reading Canon (22-24)	https://www.theconfidentteacher.co.uk/category/closing-the-reading-gap/	1
Leadership coaching: External leadership support for FL and HOY (22-23)		1, 2

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:

2021-22	2022-23	2023-24
£186, 524	£ 179, 433	£96, 118

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions: A range of interventions aimed at improving reading and comprehension (21-24)	EEF 14, 19, 21	1, 2
1:1 Tuition: Tuition for students below age-related expectations (21-24)	EEF 13	2
Small group tuition: Targeted tuitions for pupils who are below age-related expectations (21-24)	EEF 26	2
SEND: Creating additional teaching and learning opportunities using TA's (21-22) / Tutors (22-23).	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 (21-22).	EEF 22	2
Additional Staff in Maths: To allow small group tuition (21-23)	EEF 22	2
"Catch up" Support: Additional out of school hours support to close gaps (21-24)	EEF 5	2
Online Learning Tools and Study Skills Resources: Purchase of Tassomai, GCSE Pod (21-24)	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:

2021-22	2022-23	2023-24
£80, 038	£98, 413	£179, 042

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and Welfare Manager: Use of Attendance and Welfare Manager three days per week to improve attendance and foster links with parents (20-21)	EEF 16	3, 5
Behaviour Support: Use of TA to attend SMASH, Hub placements, and support for Commissioned Places (21-24) Use of external organisation, TTF, to teach behaviour curriculum (22-24)	EEF 3	6
PP Pastoral Mentors: Use of PP Pastoral Mentors to build relationships and ensure students are school ready (21-24)	EEF 11, 16	5, 7
Vocational Learning Mentor: Vocational Learning Mentor to support attainment on vocational courses (21-24)	EEF 11, 16	2
Careers advisor support: Use of Careers Advisor to engage students in CEIAG and ensure appropriate destinations (21-24)	EEF 2	
Breakfast: Breakfast available to ensure students are prepared for learning (22-24)	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 (21-24)	EEF 1	4
Study Skills: To support development of study skills and time management for students (22-24)		2, 7
Learner Engagement: Access to co-curricular activities: clubs and workshops (22-24)		3, 4, 5
SEMH: Access to wellbeing services e.g. counselling, SALT (22-24)		3, 6, 7
Pastoral Support: Additional Pastoral Manager to respond to behaviour needs (22-24)		

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

Quality first teaching

Impact	Lessons Learned
CPDL	
<p>The Quality First Teaching strand focuses on Continued Professional Development to support key areas of teaching and learning. This strand has the potential for maximum impact as all students benefit from high quality provision.</p> <p>Monitoring, evaluation and review Lesson Reviews, Learning Walks and Work Reviews across 2022-23 concluded:</p> <p>Teaching and Learning continues to be of a good standard across the school impacting on positive student outcomes across the majority of curriculum areas.</p> <p>The Walk Thrus evidence informed professional learning is having a clear impact on practice.</p> <p>The evidence confirms:</p> <ul style="list-style-type: none"> • There is an increase in the use of retrieval practice in lessons across the school. • Visualisers are used effectively to model and explain learning and tasks in many lessons. • In KS4/5 there is a clear focus on exam questions and the techniques needed. • Cold Calling continues to be norm in questioning. • Lesson routines are good in the vast majority of lessons which leads to limited low level disruption. 	<p>Next steps identified include:</p> <ul style="list-style-type: none"> • Lesson Review feedback should include a recommended Walk Thru to ensure further professional development is a consequence of the process. • Development of more effective student voice is required with training for all staff. • Consistent implementation of lesson reviews in a paired experience to lead to all staff being able to see lessons and enter into the professional dialogue that follows a review. • Faculty Leader reflections to include: the balance of reviews across key stages, the opportunity for all to participate as a reviewer, earlier planning to ensure distributed reviews across the year. • SLT to consider an approach to reflect on the impact of the implementation of the T & L Framework.
Introduction of Reading Canon	
<ul style="list-style-type: none"> • The Wolfreton Reading Canon has been developed, the books have been read by staff for suitability before purchasing. A librarian has been appointed and started late September 2022. • Students were able to apply for a pass to access the library at lunchtime. The library is now open daily after school for students to loan books. • New furniture has arrived and the wall art is in place, making a really engaging place for students to be. 	<p>Secure further engagement in the Canon (Reading for Pleasure) including launching with Y7.</p> <p>Use of the library for Literacy Reading lessons to expose students to this environment.</p>
Overall Impact	
<p>Whilst students in 2023 have achieved a higher A8 score than in 2019, meaning they have higher grades on average, there is still work to be done to improve the number of students achieving a grade 4 in both English and Maths.</p>	

SCHOOL - DA	KS2	Cohort	Attainment	Basics		Ebacc		
	APS		8	% 9 - 4	% 9 - 5	% Entered	% 9 - 4	% 9 - 5
WS 2019	4.60	31	35.5	52	26	52	23	7
WS 2023	102	51	38.4	43	26	22	12	8

Targeted Academic Support

Impact	Lessons Learned																																	
Structured Interventions: A range of interventions aimed at improving reading and comprehension																																		
<p><u>Reading Plus Y7</u> 23 (6 PP) regular users, 2 have made sufficient progress and are no longer part of the program. Reading plus expects students to gain 2.0 levels in an academic year; on average our students have gained 1.4 levels in two thirds of the year and are making targeted progress. All students have improved their reading fluency as a result of being on the Reading Plus programme.</p> <p><u>Lexia Reading Intervention</u></p> <table><tr><th rowspan="2">Year</th><th rowspan="2">Number</th><th colspan="3">% Movement into Intermediate or Advanced</th></tr><tr><th>Word Study</th><th>Grammar</th><th>Comprehension</th></tr><tr><td>7</td><td>24</td><td>0</td><td>0</td><td>4</td></tr><tr><td>8</td><td>47</td><td>13</td><td>2</td><td>17</td></tr><tr><td>9</td><td>18</td><td>17</td><td>6</td><td>39</td></tr><tr><td>10</td><td>53</td><td>10</td><td>6</td><td>26</td></tr><tr><td>11</td><td>19</td><td>13</td><td>13</td><td>14</td></tr></table> <p>Progress has been made from “placement” to “current” in all three strands. Year 9 are making most significant progress of the year groups. The largest movement has been in Comprehension – this is the most important of the three areas.</p> <p><u>Yipiyap Tutors:</u> The tutor working in school within the English department supported the Lexia sessions and Reading Plus. Impact – see above.</p>	Year	Number	% Movement into Intermediate or Advanced			Word Study	Grammar	Comprehension	7	24	0	0	4	8	47	13	2	17	9	18	17	6	39	10	53	10	6	26	11	19	13	13	14	<p>To see real impact on Lexia, there needs to be more regular access to the programme. Reading Plus will continue into Y8 and new students will be registered in Y7.</p> <p>Lexia will continue to be used with Y9 upwards.</p>
Year			Number	% Movement into Intermediate or Advanced																														
	Word Study	Grammar		Comprehension																														
7	24	0	0	4																														
8	47	13	2	17																														
9	18	17	6	39																														
10	53	10	6	26																														
11	19	13	13	14																														

Small Group Tuition; 'Catch Up' Support: Additional out of school support to close gaps	
<p><u>My Tutor:</u> Impact on English, maths and Science outcomes was evident. See data within Tassomai evaluation later in report for Science impact.</p> <ul style="list-style-type: none"> 62% of PP students achieved grade 4 or higher in English 47% of PP students achieved grade 4 or higher in Maths <p><i>See full Impact Report for further in year impact</i></p> <p><u>Academic Tutors:</u> 6th form students were employed as academic tutors for English, Maths, Science, Geography and History via the SLTG. In Y11 most PP students were tutored via alternative methods, however, the one PP student tutored for Maths achieved a grade 5.</p> <p><u>Recovery Classes:</u></p> <p>Sessions in a range of subjects were well attended, and students responded very positively to the support.</p> <p><i>See full Impact Report for further in-year impact tracked via Provision Map</i></p>	<p>My Tutor is more effective for those students that have a high attendance at school or, generally speaking, are of higher ability. Intervention that is face to face with familiar staff is more effective for students that are working below a grade 4 and/or whose attendance is lower. Tracking of in-year impact can be refined further.</p> <p>Ways to engage more PP students in small group intervention remains a key priority.</p>
Online Learning Tools and Study Skill Resources	
<p><u>Tassomai (online adaptive learning programme used in Science):</u> Data shows a positive correlation between usage and grade at GCSE. Science exam data shows that 50% of PP students achieved 2 x grades 4 or above.</p>	<p>Online tools have a positive impact. Regular promotion and tracking of use add value.</p>

Wider Strategies

Impact	Lessons Learned
Behaviour Support:	
<p><u>SMASH (Social Mediation and Self Help)</u> SMASH operated a group work programme and one-to-one support from the SMASH lead practitioner. There were 9-12 students per cohort:</p> <ul style="list-style-type: none"> Cohort 1 – Provision Map impact = 0 Cohort 2 – Provision Map impact = 0.5 Cohort 3 – Provision Map impact = 0.17 <p><i>Provision Map impact is rated: 0 = expected progress; 1 better than expected progress; 2 significantly better than expected progress.</i></p> <p><u>The Hub Alternative Provision (temporary placement):</u></p> <p>Redacted information</p>	<p>Attendance and behaviour remain a priority and the strategy will be adjusted to explore alternative ways to make improvements.</p> <p>TFTF will continue.</p>

<p><u>TFTF</u></p> <p>A mentor from Think for the Future (TFTF) worked with small groups of students during Term 2 and 3 last year.</p> <p>The TFTF programme has been successful with 80% of students reducing the average number of warnings per week received since they began the programme. 72 % of these students have reduced the number of times they have reached isolation.</p> <p>The sessions have not impacted as largely on attendance, with 42% having an increase in attendance, 21% staying the same and 36% decreasing. For those students that have improved their attendance, this is an 11.7% increase.</p>	
Pupil Premium (Pastoral / Vocational) Mentors:	
<p><u>Mentoring Support:</u></p> <p>Mentors continue to provide a vital support for students in school. They monitor behaviour and attendance with students. They also support students in lessons, especially when catch up is required with key subjects such as Health and Social Care.</p> <p><u>SMASH:</u></p> <ul style="list-style-type: none"> • A day a week was spent supporting SMASH (see above for impact). <p><u>Run With It:</u></p> <ul style="list-style-type: none"> • In Term 2, an afternoon a week was used to take students to Beverly to participate in the Run with It program which aims to provide new skills to students and increase their confidence in interacting with others. 	<p>Continued need for provision to impact on engagement in school life.</p>
Careers Advisors:	
<ul style="list-style-type: none"> • Good CEIAG engagement supported across year groups including: Year 10 Donaldson Challenge, Year 9 Ace Day, Year 8 (selected cohort) attended Women in Engineering event. • All Y11 PP students received at least one interview. • Y9 PP student received support with their option choices. • 1 month sustained destinations data to be confirmed. <p><i>(Destinations data traditionally and predicted to be strong; NEET data predicted to be low)</i></p>	<p>Continue provision. Maximise explicit PP engagement in Years 7 – 10.</p>
Opportunities Fund:	
<p>Impact is difficult to measure/isolate, yet this provides a crucial role in ensuring fair access to education through a wide range of strategies, including, but not limited to, equipment, uniform, revision guides, loan of laptops, intervention sessions, peri music lessons, extracurricular resources e.g. reading books, art packs. This year we have been able to support a number of trips out of school e.g Photography studio trip, Medical Museum in Leeds.</p>	<p>Informal voice indicates a real need and trust in mentors and staff supporting access to Opportunities Fund. With anticipated increased need due to economic challenges facing the country, this fund has been increased for next year.</p>
Breakfast Provision:	

A change to the Catering provider and new tills has meant that this year we were able to introduce breakfast provision to students up to the value of £1 that can be used up to the end of break. This is regularly used by a fairly consistent group of students.	Continue provision
Mental Health and Well-being:	
<u>Resilience Coaching:</u> 5 PP students were coached this year. Feedback was positive from all students and had a real impact on all students in terms of their attendance to lessons and exams (both mocks and external exams). <u>Mable Therapy:</u> This is an online counselling service. 13 PP students have engaged with this service and have been deemed to have made progress and been removed from the program.	Continue provision

Externally provided programmes

Programme	Provider
National Tutoring Programme	My Tutor
School Led Tutoring Grant	My Tutor
Online tutoring (2020 – 2022)	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



+3

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

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



+3

5

Feedback

Very high impact for very low cost based on extensive evidence



+6

6

Homework

High impact for very low cost based on very limited evidence



+5

7

Individualised instruction

Moderate impact for very low cost based on limited evidence



+4

8

Learning styles

Unclear impact for very low cost based on insufficient evidence



9

Mentoring

Low impact for moderate cost based on moderate evidence



+2

10

11

12

Metacognition and self-regulation

Very high impact for very low cost based on extensive evidence



+7

One to one tuition

High impact for moderate cost based on moderate evidence



+5

Oral language interventions

Very high impact for very low cost based on extensive evidence



+6

13

Outdoor adventure learning

Unclear impact for moderate cost based on insufficient evidence



14

Parental engagement

Moderate impact for very low cost based on extensive evidence



+4

15

Peer tutoring

High impact for very low cost based on extensive evidence



+5

Performance pay

Low impact for low cost based on very limited evidence



+1

16

Phonics

High impact for very low cost based on very extensive evidence



+5

17

Physical activity

Low impact for very low cost based on moderate evidence



+1

18

Reading comprehension strategies

Very high impact for very low cost based on extensive evidence



+6

19

Reducing class size

Low impact for very high cost based on very limited evidence



+2

20

Repeating a year

Negative impact for very high cost based on limited evidence



-3

21

School uniform

Unclear impact for very low cost based on insufficient evidence

**Setting and streaming**

No impact for very low cost based on very limited evidence



0

22

Small group tuition

Moderate impact for low cost based on moderate evidence



+4

23	Social and emotional learning Moderate impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
24	Summer schools Moderate impact for moderate cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
25	Teaching Assistant Interventions Moderate impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
26	Within class attainment grouping Low impact for very low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+2
26	EYFS			
27	Built environment No impact for low cost based on very limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	0
28	Communication and language approaches Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
29	Digital technology Moderate impact for moderate cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
30	Earlier starting age Very high impact for very high cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
31	Early literacy approaches Moderate impact for very low cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
32	Early numeracy approaches Very high impact for very low cost based on extensive evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6
33	Extra hours Moderate impact for very high cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
34	Parental engagement Moderate impact for moderate cost based on moderate evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4
35	Physical development approaches Moderate impact for very low cost based on limited evidence	£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+3
36	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/>