

## Wolfreton School and Sixth Form College Pupil Premium Strategy Statement

This statement details the school's use of Pupil Premium 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  | 2024 - 25                               | 2025 - 26 | 2026 - 27 |
|---|---|-----------|-----------|
| School name   | Wolfreton School and Sixth Form College |           |           |
| Number of pupils in the school (Y7 to Y13)  | 1383                                    |           |           |
| Proportion (%) of pupil premium eligible pupils   | 18.2                                    |           |           |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) |   |           |           |
| Date this statement was published   | November 2024                           |           |           |
| Date on which it will be reviewed   | November 2025                           |           |           |
| Statement authorised by   | S Kukuc                                 |           |           |
| Pupil premium lead  | A Owen                                  |           |           |
| Governor / Trustee lead   | M Morgan                                |           |           |

### Funding overview

| Detail  | 2024-25  | 2025-26 | 2026-27 |
|---|----------|---------|---------|
| Pupil premium funding allocation this academic year   | £257,490 |         |         |
| <b>Total budget for this academic year</b><br>If your school is a school in a trust that pools this funding, state the amount available to your school this academic year | £257,490 |         |         |

# Part A: Pupil Premium Strategy Plan 2021-2024

## Statement of intent

When making decisions about how to effectively use Pupil Premium funding it is important to consider the context of the school, research conducted by the EEF and the subsequent barriers and challenges faced by the disadvantaged. Common barriers to learning for disadvantaged pupils can be the support at home, weaker literacy and numeracy skills, lack of confidence and aspiration, behavioural challenges and attendance and punctuality issues. There may also be more complex home life situations that contribute towards children being unable to thrive and flourish. There is no set approach and no 'one size fits all' strategy that can be implemented.

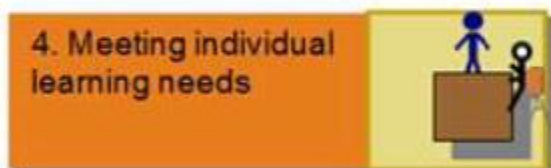
As a school, we ensure that all leaders and teaching colleagues are involved in the analysis of data and identification of our disadvantaged pupils, so that they are fully aware of strengths and weaknesses across the entire school.

Our key principles:

- We work to ensure that high quality teaching and learning meets the needs of all pupils;
- We work to ensure that the appropriate provision is made for our most vulnerable pupils, this includes ensuring that the needs of our disadvantaged pupils are appropriately assessed and addressed;
- We have a bespoke curriculum offer which meets the needs of our pupils;
- We recognise that not all of our pupil premium students are socially disadvantaged;
- We reserve the right to allocate Pupil Premium funding to any pupils we deem to be socially disadvantaged after careful and strenuous assessment;
- Pupil Premium funding will be allocated based on need through the identification of classes, groups or individuals.

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 possible. Our Pupil Premium spend is divided into 3 areas: Quality First Teaching; Targeted Support and Wider Strategies.

Our Pupil Premium Strategy can be outlined through the following driving principles:



### Demography and School Context:

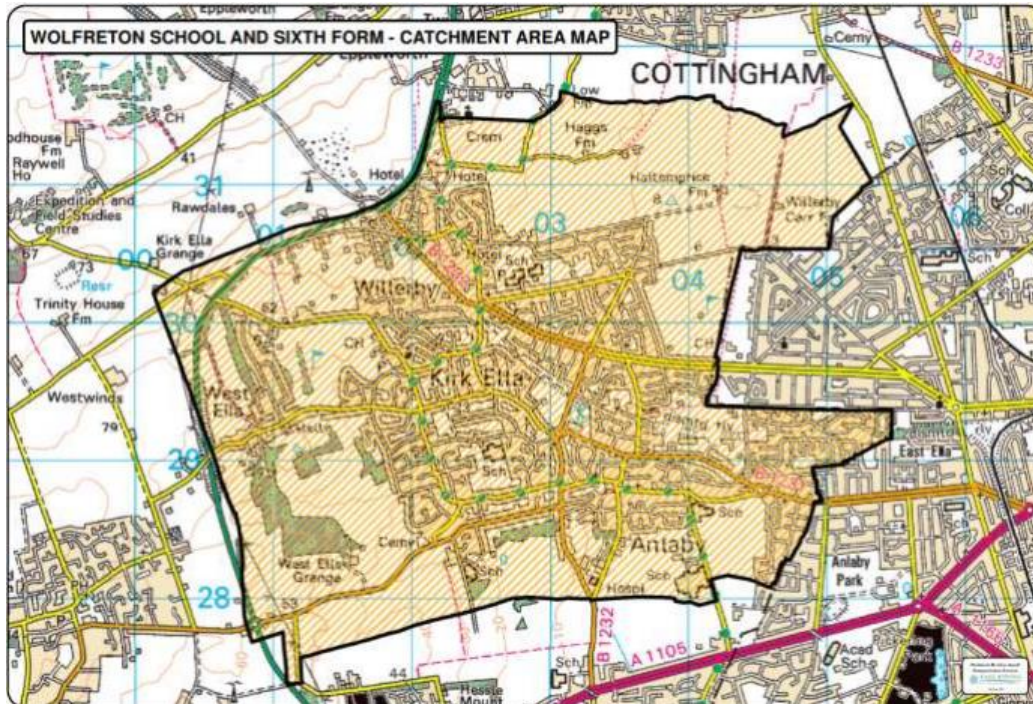
Wolfeaton School and Sixth Form College is a large community school located in the East Riding, serving the Haltemprice area. The school currently has on roll 1,383 pupils, with 99 pupils on roll in the Sixth Form and 1284 students in years 7 to 11. The school (a converter academy) opened as an academy on 1 September 2017 and is a part of The Consortium Academy Trust. The proportion of disadvantaged students supported through the Pupil Premium is 18.2%. The proportion of students who receive support for SEND is 18.3% which is slightly above the national average. The proportion of students who have an Education, Health and Care Plan is in line with the national average at 3.0% (41 students) and those students requiring SEND support is 15.3%. Compared to national figures (2.5% v 18.8%), Wolfeaton has a small cohort of students with English as an additional language (EAL).

### School Context (November 2024)

| School Context | 2025 (current) | Nat. 2024* | 2024 | 2023 |
|----------------|----------------|------------|------|------|
| No. on roll    | 1383           | 1068       | 1440 | 1518 |
| Male %         | 51.3           | 50.3       | 49.9 | 50.9 |
| Female %       | 48.7           | 49.7       | 50.1 | 49.1 |
| FSM6           | 18.2           | 27.3       | 18.6 | 17.6 |
| EHCP           | 3.0            | 2.7        | 3.1  | 2.5  |
| SEND Support   | 15.3           | 12.9       | 11.6 | 7.2  |
| EAL            | 2.5            | 18.8       | 2.1  | 2.0  |

\*National figures taken from the DfE ([www.analyse-school-performance.service.gov.uk](http://www.analyse-school-performance.service.gov.uk)).

**Map of Wolfreton School and Sixth Form College Catchment Area:**



**Profile by the income Deprivation Affecting Children Index (IDACI)**

| Decile | Decile description | IDACI Ranks    | No of pupils | Avg. Rank | % of school |
|--------|--------------------|----------------|--------------|-----------|-------------|
| 1      | 10% Most Deprived  | 1 to 3284      | 20           | 873       | 1.4%        |
| 2      | 10% to 20%         | 3285 to 6568   | 61           | 5,039     | 4.4%        |
| 3      | 20% to 30%         | 6569 to 9853   | 65           | 8,542     | 4.7%        |
| 4      | 30% to 40%         | 9854 to 13137  | 93           | 11,023    | 6.7%        |
| 5      | 40% to 50%         | 13138 to 16422 | 182          | 14,510    | 13.2%       |
| 6      | 50% to 60%         | 16423 to 19706 | 97           | 18,423    | 7.0%        |
| 7      | 60% to 70%         | 19707 to 22990 | 10           | 21,583    | 0.7%        |
| 8      | 70% to 80%         | 22991 to 26275 | 195          | 25,081    | 14.1%       |
| 9      | 80% to 90%         | 26276 to 29559 | 77           | 26,770    | 5.6%        |
| 10     | 10% Least Deprived | 29590 to 32844 | 559          | 30,910    | 40.4%       |
|        |                    | Unmatched      | 24           | -         | 1.7%        |
|        |                    | Total          | 1383         | -         | 100.0%      |

### Pupil Premium Characteristics (Years 7 – 11, November 2024)

|                         | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|-------------------------|--------|--------|--------|---------|---------|
| On Roll                 | 267    | 272    | 261    | 246     | 237     |
| No. of Pupil Premium    | 62     | 53     | 43     | 56      | 38      |
| % Pupil Premium         | 23%    | 19%    | 16%    | 23%     | 16%     |
| % Girls                 | 47%    | 51%    | 60%    | 46%     | 45%     |
| % Boys                  | 53%    | 49%    | 40%    | 54%     | 55%     |
| % CLA                   | 0%     | 6%     | 7%     | 0%      | 3%      |
| % PCLA                  | 2%     | 2%     | 2%     | 2%      | 3%      |
| % Service Children      | 3%     | 2%     | 7%     | 2%      | 3%      |
| % EHCP (E)              | 3%     | 6%     | 14%    | 9%      | 3%      |
| % SEN Support (K)       | 37%    | 26%    | 23%    | 21%     | 21%     |
| % SEND Cohort (E and K) | 40%    | 32%    | 37%    | 30%     | 24%     |
| % EAL Cohort            | 5%     | 4%     | 5%     | 2%      | 3%      |

The table above shows a breakdown of the basic characteristics of the pupil premium cohort. It is noteworthy that Year 7 has the largest cohort with 40% of students in this year group also identified as SEND Support.

#### Objectives:

- To narrow the attainment gap between disadvantaged and non-disadvantaged students nationally and also within school;
- For all disadvantaged students to achieve as well as non-disadvantaged students both nationally and internally within the school.
- To ultimately, provide all of our students with an excellent education in order to ensure all students go on to have a successful future.

#### Strategy to Achieve these Objectives:

- Continue to ensure class size is optimal based on student need, therefore improving opportunities for effective quality first teaching and thus accelerating progress;
- To implement effective intervention across all key stages to allow for 'Catch Up' to take place;
- 1-1 support;
- Additional teaching and learning opportunities to take place from external providers;
- Effective transition from primary to secondary and from KS4 into KS5;
- Commit financially to supporting PP students with accessing activities, educational visits and residential visits that otherwise they may not be able to attend; thus, ensuring students have first-hand experience of expanding their learning and developing character through cultural capital opportunities;
- Support the funding of specialist learning software and IT;
- Behaviour and learning support during both lesson time and social times;
- Effective staff CPD to support disadvantaged students both pastorally and academically.

Wolfreton School and Sixth Form College reserves the right to change and adapt the list according to the needs of our socially disadvantaged students.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | <p><b>Weaker literacy and numeracy skills, inc. low reading ages.</b></p> <p>The attainment of disadvantaged students in maths and English is generally lower than that of their peers. Reading comprehension, particularly the skill of inference is a challenge. This then impacts progress in all subjects.</p>   |
| 2                | <p><b>Attendance and punctuality concerns</b></p> <p>Our attendance and punctuality data indicates that attendance among disadvantaged students is between 5%-10% lower than non-disadvantaged students. This gap widens as students move through to KS4. Disadvantaged students are also more likely to be persistently absent. Our assessments, outcomes and observations indicate that absenteeism is negatively impacting disadvantaged students' progress and there is a direct correlation between attendance and achievement.</p> |
| 3                | <p><b>Exposure to cultural capital opportunities and personal development</b></p> <p>Assessment, observations and discussions with students suggests that many of the students from our disadvantaged cohort lack exposure to enrichment and cultural capital which then hinders their achievement and social mobility. Students are more likely to be NEET.</p>   |
| 4                | <p><b>Parent/carer engagement</b></p> <p>Building strong relationships with families can be more complex</p>   |
| 5                | <p><b>Behaviour and Attitudes to Learning</b></p> <p>Ensuring behaviour data shows no distinguishable gap between the disadvantaged and non-disadvantaged.</p>   |
| 6                | <p><b>Pupils ready to learn</b></p> <p>Providing the tools and resources for students to be successful each day by removing barriers to education and ensuring students arrive ready for learning.</p>   |

## 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 **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:

| 2024-25 | 2025-26 | 2026-27 |
|---------|---------|---------|
| £76,560 |         |         |

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| <b>CPDL:</b><br>To support key aspects of teaching and learning and continuation of access to Walk Thrus. | <a href="https://impact.chartered.college/article/identifying-evidence-based-professional-development-programmes/">https://impact.chartered.college/article/identifying-evidence-based-professional-development-programmes/</a> | 1,2,5                         |

|  |   |                  |
|--|---|------------------|
| Reading specific and SEND CPDL for all. Explicit strategies that can be employed in the classroom.   |   |                  |
| <b>Mentoring and Coaching:</b><br>For ECTs, ITTs.  | <a href="https://tdtrust.org/2018/11/04/what-is-instructional-coaching/">https://tdtrust.org/2018/11/04/what-is-instructional-coaching/</a>   | 1,2,5            |
| <b>Wolreton Canon Reading Initiative:</b><br>Investment in Wolreton Canon texts and the reading initiatives to promote reading for pleasure.                           | <a href="https://www.theconfidentteacher.com/category/closing-the-reading-gap/">https://www.theconfidentteacher.com/category/closing-the-reading-gap/</a><br>EEF 19   | 1, 3, 4          |
| <b>Development of the Teaching and Learning library:</b><br>To increase research/evidenced based professional learning   | <a href="https://impact.chartered.college/article/identifying-evidence-based-professional-development-programmes/">https://impact.chartered.college/article/identifying-evidence-based-professional-development-programmes/</a> | 1, 3, 4, 5       |
| <b>Technology and Resourcing:</b><br>To support high quality Teaching and Learning.  | EEF 31, 33  | 1, 2, 5, 6       |
| <b>Leadership coaching:</b><br>Leadership support for FL and HOY.  | <a href="#">Leadership approaches   EEF</a>   | 1, 2, 3, 4, 5, 6 |
| <b>Rushanje House:</b><br>Retention of Rushanje House teacher and continued development this provision (our in-house inclusion unit) to support our vulnerable pupils. | EEF 3, 11, 12, 16, 27, 38, 41, 42<br><a href="#">SEMH Intervention Strategies - Top 10 tips to help support students</a>  | 1, 2, 5, 6       |
| <b>Appointment of Deputy SENDCO:</b><br>To support PP students with SEND and effective line management of teaching assistants.   | EEF 27  | 1, 2, 4, 5,      |
| <b>Continued development of the library resource:</b><br>Utilisation during lessons and to be the hub of reading.  | EEF 1, 19, 21, 31,  | 1, 3             |
| <b>Study Skills Sessions and Resourcing:</b><br>To support development of study skills and time management for students  | EEF 12  | 1, 3, 6          |

## 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:**

| 2024-25    | 2025-26 | 2026-27 |
|------------|---------|---------|
| £47,946.60 |         |         |

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b>Structured interventions:</b></p> <p>A range of interventions aimed at improving outcomes: tutor time revision skills, lunch time, subject specific after school tuition, school holiday revision.</p>   | EEF 13, 14, 19, 21, 22, 27, 32, 35  | 1, 2, 3, 4, 5                 |
| <p><b>1:1 Tuition:</b></p> <p>Tuition for students below age-related expectations</p>  | EEF 13  | 1                             |
| <p><b>Small group tuition:</b></p> <p>Targeted tuition for pupils who are below age-related expectations</p>   | EEF 21, 22, 26  | 1                             |
| <p><b>SEND:</b></p> <p>Creating additional teaching and learning opportunities using HLTAs/TAs /Tutors.</p>  | EEF 29  | 1, 2, 4, 6                    |
| <p><b>SEND:</b></p> <p>Development of the 10<sup>th</sup> Group. Additional pathway for academic SEND provision.</p>   | EEF 22, 25<br><a href="#">The EEF Toolkit and Nurture Groups</a>                      | 1, 2, 4, 6                    |
| <p><b>Optimisation of class sizes, particular focus at KS4</b></p> <p>To support detailed marking and feedback.</p>  | EEF 6, 22   | 1, 2, 5                       |
| <p><b>Targeted reading intervention supported by ART testing results:</b></p> <p>Purchased to assist with the identification of those needing reading intervention. Completed termly and informs intervention cohorts.</p> <p>Reading+ licenses, Read Write Inc Fresh Start, Reading Focus and Guided reading cohorts.</p> | EEF 6, 19, 21, 22, 26, 29, 32, 33   | 1, 2, 5                       |
| <p><b>“Catch up” Support:</b></p> <p>Additional out of school hours support to close gaps</p>  | EEF 5   | 1, 5                          |
| <p><b>Online Learning Tools and Study Skills Resources:</b></p>  | <a href="https://www.tassomai.com/our-impact">https://www.tassomai.com/our-impact</a> | 1, 2, 5                       |

|  |   |            |
|--|---|------------|
| Online provision to support students with revision, recall and retention.  | <a href="https://www.gcsepod.com/impact-gcse-learning-and-revision/">https://www.gcsepod.com/impact-gcse-learning-and-revision/</a><br><br>EEF 33 |            |
| <b>Access to IT Facilities:</b><br>Students are given access to IT facilities as they may not have a study space or may not have WIFI or IT support at home. | EEF 33  | 1, 3, 4, 6 |
| <b>CEIAG support</b><br>To develop student's self-efficacy and interest to increase social intelligence. Builds resilience and confidence.                   | EEF 2, 11, 16, 27,  | 3          |

### 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:

| 2024-25     | 2025-26 | 2026-27 |
|-------------|---------|---------|
| £132,983.40 |         |         |

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <b>Retention of Attendance and Welfare Manager role</b>  | EEF 16<br><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1731408825">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1731408825</a> | 2, 4, 5, 6                    |
| <b>Retention of Attendance Clerk role</b>  | EEF 16<br><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1731408825">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1731408825</a> | 2, 4, 5, 6                    |
| <b>DfE's 'Working Together to Improve School Attendance':</b><br>Embedding good practice and strategies outlined in DfE's guidance on 'working together to improve school attendance'. | EEF 16<br><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1731408825">https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/Attendance-REA-report.pdf?v=1731408825</a> | 2, 4, 5, 6                    |

|  |  |                       |
|--|--|-----------------------|
| <p><b>Appointment of Thrive Practitioner:</b><br/>To work with children whose social and emotional development has been interrupted, to build their skills and strengthen their stress regulation systems.</p>   | <p>EEF 3, 11, 12, 16, 27, 38, 41, 42<br/><a href="#">SEMH Intervention Strategies - Top 10 tips to help support students</a></p>   | <p>2, 5, 6</p>        |
| <p><b>Behaviour and SEMH Support:</b><br/>Mable Therapy, counselling, Hub placements, and support for Commissioned Places, such as transport.<br/>Use of external organisations, such as: Tigers Trust and TTF, to support with the teaching of the behaviour curriculum</p> | <p>EEF 3, 11, 12, 16, 27, 38, 41, 42<br/><a href="#">SEMH Intervention Strategies - Top 10 tips to help support students</a></p>   | <p>2, 4, 5, 6</p>     |
| <p><b>Retention of Vocational Learning Manager:</b><br/>Ensures students are school ready and able to support students post 16.</p>  | <p>EEF 2, 11, 16</p>   | <p>2, 3, 4, 5, 6</p>  |
| <p><b>House and Colours initiatives:</b><br/>Creating personal development/cultural capital opportunities and to ensure students have a sense of belonging.</p>  | <p>1, 16,</p>  | <p>3, 4</p>           |
| <p><b>Careers advisor support:</b><br/>Use of Careers Advisor to engage students in CEIAG and ensure appropriate destinations</p>  | <p>EEF 2</p>   | <p>3</p>              |
| <p><b>Breakfast:</b><br/>Breakfast available to ensure students are prepared for learning</p>  | <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p> | <p>6</p>              |
| <p><b>Opportunities Fund:</b><br/>To support with peripatetic music lessons, trips, revision guides, equipment, laptops, and reading engagement</p>  | <p>EEF 1</p>   | <p>3, 4, 6</p>        |
| <p><b>Learner Engagement:</b><br/>Access to co-curricular activities: clubs and workshops</p>  | <p>EEF 1</p>   | <p>3</p>              |
| <p><b>Pastoral Support:</b><br/>Additional pastoral support to respond to students' emerging needs.</p>  | <p>EEF 2, 3</p>  | <p>2, 4, 5, 6</p>     |
| <p><b>Welfare Fund:</b><br/>Used to support disadvantaged students and their families with particular financial problems with the aim of ensuring access to school activities and opportunities.</p>   | <p>EEF 1, 2, 24</p>  | <p>2, 4, 5, 6</p>     |
| <p><b>Rewards</b></p>  | <p>EEF 38</p>  | <p>1, 2, 3, 4, 5,</p> |

|  |  |  |
|--|--|--|
| Supporting positive achievement, attendance, punctuality, and behaviour. |  |  |
|--|--|--|

## Part B: Review of outcomes in the previous academic year

### Pupil Premium Strategy Outcomes

| Outcomes for Disadvantaged Pupils* |       |       |       |
|------------------------------------|-------|-------|-------|
|                                    | 2024  | 2023  | 2022  |
| No. on roll                        | 53    | 47    | 41    |
| % of Cohort                        | 20.1  | 17.8  | 15.5  |
| P8                                 | -0.93 | -0.6  | -0.8  |
| English                            | -0.94 | -0.52 | -0.7  |
| Maths                              | -0.65 | -0.56 | -0.69 |
| EBacc                              | -0.79 | -0.41 | -0.81 |
| Open                               | -1.24 | -0.9  | -0.95 |
| % 9-7 EM                           | 0     | 4.3   | 7.3   |
| % 9-5 EM                           | 5.7   | 21.3  | 34.1  |
| % 9-4 EM                           | 32.1  | 40.4  | 58.5  |
| EBacc APS                          | 2.53  | 3.14  | 3.46  |

| Percentage (%) Attendance Gap |         |       |       |
|-------------------------------|---------|-------|-------|
|                               |         | 22/23 | 23/24 |
| Year 11                       | Non Dis | 86.1  | 87.9  |
|                               | Dis     | 77.5  | 75.4  |
|                               | Gap     | 8.6   | 12.5  |
| Year 10                       | Non Dis | 91.4  | 91.9  |
|                               | Dis     | 83.2  | 82.1  |
|                               | Gap     | 8.2   | 9.8   |
| Year 9                        | Non Dis | 92    | 93.4  |
|                               | Dis     | 87.8  | 87.7  |
|                               | Gap     | 4.2   | 5.7   |
| Year 8                        | Non Dis | 93.9  | 93.4  |
|                               | Dis     | 90.3  | 86.7  |
|                               | Gap     | 3.6   | 6.7   |
| Year 7                        | Non Dis | 94.2  | 94.3  |
|                               | Dis     | 89.9  | 90.5  |
|                               | Gap     | 4.3   | 3.8   |

## Quality first teaching

### **Impact**

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. Although DA outcomes indicate there is still work to do, monitoring, evaluation and review Lesson Reviews, Learning Walks and Work Reviews across 2023-24 did show strength in practice and, the Walk Thrus (CPD) evidence indicates impact on practice which in time is designed to impact on outcomes.

The evidence confirms:

- 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 the norm in questioning.
- Lesson routines are good in the vast majority of lessons which leads to limited low-level disruption.

## Targeted Academic Support

### **Impact**

#### Yipiyap Tutors:

The tutor working in school within the English department supported the Read Write Inc and Reading Plus sessions.

#### Third Space Learning:

9 x Y8 students (4 PP) and 34 x Y7 students (18 PP) received 10 weekly one-hour sessions for Maths.

#### Academic Tutors:

6<sup>th</sup> form students were employed as academic tutors for English, Maths, Science, Geography and History via the SLTG.

#### Recovery Classes:

Sessions in a range of subjects were well attended, and students responded very positively to the support.

#### Reading Intervention:

Over 2000 hours of intervention was delivered across a variety of reading programmes.

## Wider Strategies

### **Impact**

#### SMASH (Social Mediation and Self Help)

SMASH operated a group work programme and one-to-one support from the SMASH lead practitioner.

- Cohort 1 (9 students) – Provision Map impact = 0
- Cohort 2 (10 students) – Provision Map impact = +0.5

*Provision Map impact is rated: 0 = expected progress; 1 better than expected progress; 2 significantly better than expected progress.*

#### The Hub Alternative Provision (temporary placement):

Four Year 9 students were supported at the Hub Short Stay - all of whom were entitled to the Pupil Premium. The placement has shown high levels of success for each of them. One student with an EHCP has successfully returned to Mainstream education following his short stay placement, a female student who was at high risk of permanent exclusion returned to Wolfreton following her placement and showed higher levels of engagement with school staff, she has subsequently left Wolfreton and has begun a commissioned placement with a bespoke curriculum to support her future ambitions and is thriving - in the first half term she had 100% attendance and was identified as a top performing student. Two of the students who attended in the summer term had a day at a college as part of their provision - both were so successful they have continued with the same providers this academic year and have been successful in securing commissioned placements in KS4 - this is also funded by the Pupil Premium.

#### TFTF

A mentor from Think for the Future (TFTF) worked with small groups of students last year focussing on behaviour and/or resilience - 36 groups of students from across Year 7-11 who were identified as needing additional support took part in group sessions with a small number also having 1-1 support. The TFTF programme has been successful with the majority of students involving showing significant improvements in behaviour. This was particularly evident with the Year 10 cohort who showed a 78% improvement in the number of written comments received.

#### Mentoring Support:

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.

#### Run With It:

In Term 2, an afternoon a week was used to take students to Beverley to participate in the Run with It program which aims to provide new skills to students and increase their confidence in interacting with others. 19 PP students attended this and on the whole students reported to find the programme improved their resilience and confidence.

#### Provision Map Impact:

- Cohort 1 = +1.33
- Cohort 2 = +1

*Provision Map impact is rated: 0 = expected progress; 1 better than expected progress; 2 significantly better than expected progress.*

#### Careers Advice:

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 guided choices.\_

#### Opportunities Fund:

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. Medical Museum in Leeds, Plastic Pollution, Dalby Forest

#### 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 consistent group of students.

#### Resilience Coaching:

29 students were coached this year.

Overall, the Provision Map impact was +0.34

*Provision Map impact is rated: 0 = expected progress; 1 better than expected progress; 2 significantly better than expected progress.*

#### Mable Therapy:

This is an online counselling service. 44 students engaged with this service (13 PP).

#### Bounce Forward:

43 students from Y7 to Y8 participated in Bounce Forward. Themes covered include:

- The role of emotions
- The benefits of experiencing positive emotions
- Mindfulness for focus and calm
- The 3 main functions of the brain
- The ABC (cognitive behavioural systems)
- Gremlin beliefs
- Optimism
- Flexible thinking
- Wobble skill
- The benefits of practicing gratitude

Learner voice was positive, including:

“I have learnt that doing Mindfulness can calm me down”

“I have learnt how to be more positive in certain situations and how to not get angry anymore when some things go wrong. I’ve learnt how to help comfort other people by using the things I do to help myself”

“I catastrophise a bit and use ‘they’ and ‘always’ gremlins”



## Externally provided programmes

| Programme                            | Provider         |
|--------------------------------------|------------------|
| Counselling and Emotional Resilience | Mable Therapy    |
| Think for the Future Programme       | TFTF             |
| Read, Write Inc. Fresh Start         | Ruth Miskin      |
| Reading+                             | Reading Plus     |
| PL Inspires                          | Tigers Trust     |
| Access Reading                       | Hodder Education |

## 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.

|   |  |  |  |
|---|--|--|--|
| <b>Arts participation</b><br>Moderate impact for very low cost based on moderate evidence           |  |  |  |
| <b>Aspiration interventions</b><br>Unclear impact for very low cost based on insufficient evidence  |  |  |  |
| <b>Behaviour interventions</b><br>Moderate impact for low cost based on limited evidence            |  |  |  |
| <b>Collaborative learning approaches</b><br>High impact for very low cost based on limited evidence |  |  |  |
| <b>Extending school time</b><br>Moderate impact for moderate cost based on limited evidence         |  |  |  |

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**Feedback**

Very high impact for very low cost based on extensive evidence



+6

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**Homework**

High impact for very low cost based on very limited evidence



+5

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**Individualised instruction**

Moderate impact for very low cost based on limited evidence



+4

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**Learning styles**

Unclear impact for very low cost based on insufficient evidence



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**Mastery learning**

High impact for very low cost based on limited evidence



+5

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**Mentoring**

Low impact for moderate cost based on moderate evidence



+2

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**Metacognition and self-regulation**

Very high impact for very low cost based on extensive evidence



+7

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**One to one tuition**

High impact for moderate cost based on moderate evidence



+5

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**Oral language interventions**

Very high impact for very low cost based on extensive evidence



+6

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**Outdoor adventure learning**

Unclear impact for moderate cost based on insufficient evidence



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**Parental engagement**

Moderate impact for very low cost based on extensive evidence



+4

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|   |  |  |  |
|---|--|--|--|
| <b>Peer tutoring</b><br>High impact for very low cost based on extensive evidence                         |  |  |  |
| <b>Performance pay</b><br>Low impact for low cost based on very limited evidence                          |  |  |  |
| <b>Phonics</b><br>High impact for very low cost based on very extensive evidence                          |  |  |  |
| <b>Physical activity</b><br>Low impact for very low cost based on moderate evidence                       |  |  |  |
| <b>Reading comprehension strategies</b><br>Very high impact for very low cost based on extensive evidence |  |  |  |
| <b>Reducing class size</b><br>Low impact for very high cost based on very limited evidence                |  |  |  |
| <b>Repeating a year</b><br>Negative impact for very high cost based on limited evidence                   |  |  |  |
| <b>School uniform</b><br>Unclear impact for very low cost based on insufficient evidence                  |  |  |  |
| <b>Setting and streaming</b><br>No impact for very low cost based on very limited evidence                |  |  |  |
| <b>Small group tuition</b><br>Moderate impact for low cost based on moderate evidence                     |  |  |  |
| <b>Social and emotional learning</b><br>Moderate impact for very low cost based on very limited evidence  |  |  |  |
| <b>Summer schools</b><br>Moderate impact for moderate cost based on limited evidence                      |  |  |  |
| <b>Teaching Assistant Interventions</b><br>Moderate impact for moderate cost based on moderate evidence   |  |  |  |
| <b>Within class attainment grouping</b><br>Low impact for very low cost based on very limited evidence    |  |  |  |

|  |  |  |  |
|--|--|--|--|
| <p><b>Built environment</b></p> <p>No impact for low cost based on very limited evidence</p>                                   |  |  |  |
| <p><b>Communication and language approaches</b></p> <p>Very high impact for very low cost based on extensive evidence</p>      |  |  |  |
| <p><b>Digital technology</b></p> <p>Moderate impact for moderate cost based on limited evidence</p>                            |  |  |  |
| <p><b>Earlier starting age</b></p> <p>Very high impact for very high cost based on moderate evidence</p>                       |  |  |  |
| <p><b>Early literacy approaches</b></p> <p>Moderate impact for very low cost based on moderate evidence</p>                    |  |  |  |
| <p><b>Early numeracy approaches</b></p> <p>Very high impact for very low cost based on extensive evidence</p>                  |  |  |  |
| <p><b>Extra hours</b></p> <p>Moderate impact for very high cost based on limited evidence</p>                                  |  |  |  |
| <p><b>Parental engagement</b></p> <p>Moderate impact for moderate cost based on moderate evidence</p>                          |  |  |  |
| <p><b>Physical development approaches</b></p> <p>Moderate impact for very low cost based on limited evidence</p>               |  |  |  |
| <p><b>Play-based learning</b></p> <p>High impact for very low cost based on very limited evidence</p>                          |  |  |  |
| <p><b>Self-regulation strategies</b></p> <p>High impact for very low cost based on limited evidence</p>                        |  |  |  |
| <p><b>Social and emotional learning strategies</b></p> <p>Moderate impact for moderate cost based on very limited evidence</p> |  |  |  |

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