

# Pupil premium strategy statement

## School overview

School name	Wellacre Academy
Pupils in school	617
Proportion of disadvantaged pupils	140
Pupil premium allocation this academic year	£134,995
Academic year or years covered by statement	2019-20/ 2020-21/ 2021-22
Publish date	November 2019
Review date	October annually
Statement authorised by	Melanie Wicks
Pupil premium lead	Jason Shiner
Governor lead	Donna Harris

## Disadvantaged pupil performance overview for last academic year (Year 11 2018-2019)

	School (32 students)	National Boys	School White British (27 students)	National White British Boys
Progress 8	-0.75 (-0.75 2017-18)	-0.69	-0.60	-0.93
Attainment 8	38.71 (36.42 2017-18)	33.8	37.48	30.9
% Grade 5+ in English and maths	16% (14% 2017-18)	21.9%	14.8%	17.2%
%Grade 4+ in English and maths	34% (37% 2017-18)	40.4%	37%	34.9%

## Disadvantaged pupil targets for this academic year (2019-2020)

Progress 8	-0.4 to -0.2
Attainment 8	39 to 41
% Grade 5+ in English and maths	15-25%
%Grade 4+ in English and maths	40-50%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date										
Literacy: wider reading, oracy, reading comprehension, extended writing and SPAG	<p>Students read widely across the curriculum and participate fully in the Accelerated Reader programme so that their reading age continues to improve in line with their chronological age. AR targets for Summer 2020.</p> <table border="1" data-bbox="400 591 1246 851"> <tr> <td>Quiz Participation</td> <td>100%</td> </tr> <tr> <td>Students achieving benchmark of 85%</td> <td>50%</td> </tr> <tr> <td>Average points earned per student</td> <td>20</td> </tr> <tr> <td>Engaged time per day (in minutes)</td> <td>12 mins</td> </tr> <tr> <td>Percentage of students at risk</td> <td>&lt;45%</td> </tr> </table> <p>Students' work across the curriculum shows growing confidence in written literacy, subject fluency and confident use of subject vocabulary. They are participating in structured talk in classrooms.</p>	Quiz Participation	100%	Students achieving benchmark of 85%	50%	Average points earned per student	20	Engaged time per day (in minutes)	12 mins	Percentage of students at risk	<45%	Summer 2020
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Improve student outcomes in Basics measures	<p>Students' achievements in English and Maths improve and gaps diminish.</p> <p>% Grade 5+ in English and maths: 15-25% (FFT 20, FFT 50 and my school)</p> <p>%Grade 4+ in English and maths: 40-50% ((FFT 20, FFT 50 and my school)</p>	Summer 2020										
Metacognition and self-regulation	<p>Students' progress is at least in line with their peers across a wide range of subjects at KS3 as a result of them developing metacognition and self-regulation approaches. At KS4 they make good progress which narrows gaps in relation to the progress of their peers from a similar starting point. Attainment in a wide range of subjects improves.</p>	Summer 2020										
Behaviours likely to lead to FTE/lost learning	<p>Students show high levels of engagement in lessons across the curriculum and, if intervention is required, it provides timely and tailored support which enables them to modify their behaviour successfully via the new Student Support Inclusion Base. Early intervention meetings with parents around behaviour with clear evidence of actions to address concerns and support improvements.</p>	Summer 2020										
Attendance and PA	<p>Students' attendance is above national for all students. They are no more likely to be a PA than their peers.</p>	Summer 2020										
Financial hardship linked	<p>Parents are appropriately supported in removing the barrier of financial hardship in developing cultural capital in students. Students are well supported in learning independently as a result of the resources we provide and the strategies we have developed in all students. Students</p>	Summer 2020										

to broadening cultural capital	have access to co-curricular options which broaden their experiences where this is an identified barrier.	
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### Teaching priorities for current academic year

Measure	Activity
Priority 1	Independent Learning and retrieval practice to build confidence in students and promote subject fluency across the curriculum
Priority 2	Improve attainment in English and Maths with higher proportions of students achieving a 4 or 5 in both subjects
Priority 3	Continue to invest in quality CPD engaging with educational research to develop staff to improve student outcomes
Barriers to learning these priorities address	Retention of skilled and experienced staff
Projected spending	£60,000

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure Accelerated Reader promotes reading for pleasure at KS3 and reading ages improve with chronological age
Priority 2	Improve outcomes in science through the use of Tassomai
Priority 3	Support students with reading ages 7-9 through the Lexonik Leap phonics programme
Barriers to learning these priorities address	Low numbers of students with established reading habits on transition. Lack of independence in reading and limited vocabulary as a result. Students with such low reading ages that access to the curriculum is significantly impeded.
Projected spending	£17,000

### Wider strategies for current academic year

Measure	Activity
Priority 1: Literacy on transition (reading habits, resilience and approaches to extended writing, oral communication)	Working closely with the LA and other local primary schools on cross-phase literacy programme to strengthen transition and support students' reading, writing and developing vocabulary.
Priority 2: The VESPA mindset curriculum (character, motivation and productivity)	Deliver the planned character curriculum with a focus on vision, effort, systems, practice and effort in Y11 and introduce aspects of a mindset curriculum in Y10 and Y9.
Priority 3: Inclusion and pastoral support	Establish a new Student Support facility incorporating isolation, inclusion and SEND support and provide access to the bespoke support and mentoring students need to reduce FTE and improve attendance.

Barriers to learning these priorities address	Literacy, lack of resilience around reading and writing, underdeveloped non-cognitive attributes in students needed to support effective learning.
Projected spending	£60,000

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Number of boys on entry with similar KS2 profile in Maths and English means year on year improvement in attainment is challenging.	Band English and Maths together at KS4 to work closely on identifying, supporting and teaching to achieve pass and strong pass outcomes in both. Create time for leaders of core subjects to work collaboratively to plan for improved outcomes.
Targeted support	Students tending to opt for non-fiction quick reads within AR	Ensure target are set around book level and points earned to encourage students to read fiction and develop resilience in reading
Wider strategies	<p>Priority 1: Ensuring time to ensure the project's aims are met</p> <p>Priority 2: Creating time for Tutors to deliver the new curriculum and quality assure its delivery</p>	<p>Provide cover and development time for core group of three staff to take part in reciprocal visits, research and development group meetings Ensure opportunities to disseminate key findings and actions in meetings and CPD time in school as part of implementation cycle.</p> <p>Training for all staff in Sept 2019, phased implementation of the curriculum in Y10 and Y9 in 19/20 and time for HoH to support delivery.</p>

## Review: last year's aims and outcomes

Aim	Outcome																																																																		
<p>Improved quality of teaching leading to improved outcomes in Science, MFL and Geography</p>	<p>2019 attainment in Chemistry, Biology and Physics results at grades 9-6 improved from 0 to 60% for disadvantaged students.</p> <table border="1" data-bbox="730 427 1315 801"> <thead> <tr> <th>Bio</th> <th>%9-8</th> <th>%9-7</th> <th>%9-6</th> <th>%9-5</th> <th>%9-4</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>0</td> <td>20</td> <td>60</td> <td>80</td> <td>80</td> </tr> <tr> <td>2018</td> <td>0</td> <td>0</td> <td>0</td> <td>100</td> <td>100</td> </tr> <tr> <th>Chem</th> <th>%9-8</th> <th>%9-7</th> <th>%9-6</th> <th>%9-5</th> <th>%9-4</th> </tr> <tr> <td>2019</td> <td>20</td> <td>40</td> <td>60</td> <td>60</td> <td>80</td> </tr> <tr> <td>2018</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>100</td> </tr> <tr> <th>Phys</th> <th>%9-8</th> <th>%9-7</th> <th>%9-6</th> <th>%9-5</th> <th>%9-4</th> </tr> <tr> <td>2019</td> <td>0</td> <td>40</td> <td>60</td> <td>80</td> <td>80</td> </tr> <tr> <td>2018</td> <td>0</td> <td>0</td> <td>0</td> <td>50</td> <td>100</td> </tr> </tbody> </table> <p>Attainment in Geography for disadvantaged students improved significantly:</p> <table border="1" data-bbox="730 927 1246 1050"> <thead> <tr> <th></th> <th>%9-6</th> <th>%9-5</th> <th>%9-4</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>20</td> <td>30</td> <td>40</td> </tr> <tr> <td>2018</td> <td>0</td> <td>8.3</td> <td>25</td> </tr> </tbody> </table> <p>Attainment in MFL (French) for disadvantaged students improved from 0% to 50% at grades 9-4.</p>	Bio	%9-8	%9-7	%9-6	%9-5	%9-4	2019	0	20	60	80	80	2018	0	0	0	100	100	Chem	%9-8	%9-7	%9-6	%9-5	%9-4	2019	20	40	60	60	80	2018	0	0	0	0	100	Phys	%9-8	%9-7	%9-6	%9-5	%9-4	2019	0	40	60	80	80	2018	0	0	0	50	100		%9-6	%9-5	%9-4	2019	20	30	40	2018	0	8.3	25
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<p>Teachers are aware of a range of strategies to support student self-regulation and increasing autonomy. They actively engage with research to develop their practice.</p>	<p>'There is a shared understanding in school amongst ALT, faculty leads, teachers and students as to what an independent learner is and what they are able to do. Staff mentioned a range of different capabilities an independent learner would have/demonstrate: social and emotional understanding; being able to retrieve information and remember this, leading the ability to cope with tasks; resilience, particularly in not giving up when reading or producing extended texts. Students are well able to identify specific skills that an independent learner would have.'</p> <p><i>School Partnership Programme Peer Review, Jan 2019</i></p> <p>'Even in the past two years, staff feel there has been a "big shift" in using research to develop practice - a move from coming up with things internally, to actually looking at what the research says. EEF guidance is consulted frequently, and teachers feel well-supported to engage themselves with the reading and evidence that provides rationale for the whole school CPD programme or strategies they are encouraged to implement in the classroom.'</p> <p><i>Teacher Development Trust Network Auditor's report for 'Gold' award for research, innovation and evidence, Sep 2019</i></p>																																																																		

	<p>'The Academy's improvement plan for the next two years clearly makes an inextricable link between objective 3 (ensuring all teachers are highly effective so that they embed key knowledge and skills in students) and the ongoing quality of professional development for staff across the school. The survey data exemplifies how strongly staff at Wellacre feel their long-term learning is linked to pupil outcomes.'</p> <p><i>Teacher Development Trust Network Auditor's report for 'Gold' status, Sep 2019</i></p>
<p>Students have a sound understanding of a range of strategies they can use to support their learning</p>	<p>'Students understood the path they were on and what they would be able to fully do if they were independent learners.'</p> <p><i>School Partnership Programme Peer Review, Jan 2019</i></p> <p>75% of all KS3 students agreed that teachers model strategies that they can use to support their learning.</p> <p><i>Student Voice Jan 2019</i></p>
<p>Feedback to students is manageable, meaningful and motivating (new feedback policy launched Sep 2019)</p>	<p>EEF report recommendation: <i>'Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.'</i></p> <p>93% of all KS3 students agreed that the consolidate, develop and stretch 'actions' in teacher feedback support their progress.</p> <p><i>Student Voice Jan 2019</i></p> <p>'From our 'book look' a greater consistency and depth of student response to feedback was evident in the English, maths and science books. Students here demonstrated they were more able to 'critically analyse how they think, i.e. evaluating how well they perform' <i>School Partnership Programme Peer Review, Jan 2019</i></p>
<p>Teachers pose challenging questions, insist on close listening and design better conversations for learning</p>	<p><i>Education Endowment Fund (EEF) Pilot (2018)</i></p> <p>From October 2015 to June 2018, 11 schools across the UK took part in an EEF Pilot assessing the impact of Voice 21's Oracy Improvement Programme on Year 7 students in their school.</p> <p>"The findings of the pilot suggest that the Voice 21 approach is promising. The programme was well received by teachers and all school staff reported some improvements to pupils' oracy skills. Teachers also felt that the programme could be implemented in most schools."</p>

RC completed Oracy 21 training to become an oracy practitioner:

Staff CPD on Harkness discussions, 'say it better' and 'closing the vocabulary gap'.

Oracy will continue to be a focus for 2019-21 as we are at the early stages of implementation.

Students in Year 11 show greater commitment, productivity and motivation (VESPA curriculum)

	VISION	EFFORT	SYSTEMS	PRACTICE	ATTITUDE
Cycle 1 Jan 2019	3.65	3.25	3.23	2.85	3.26
Cycle 2 May 2019	3.76	3.50	3.23	3.12	3.22

Statistically significant improvement seen in effort and practice.

A8 scores improved from 3.14 to 4.24 (Su Y10 to SuY11) for the withdrawal cohort of 30.

Improvement in A8 for all disadvantaged students in 2019.

Student feedback (April 2019) on how the curriculum had supported them included:

- *Identifying my weaknesses.*
- *Finding what I actually want to do*
- *Helping me to gain an understanding of myself and how to cater to my personal needs and habits when it comes to developing systems and practices.*
- *When we identified what subjects and areas we struggle at as now that helps me see what I would need to improve on*
- *Understanding what I am good at and what I need to improve in terms of the subjects that I am learning.*
- *Helping me understand what I am working for and how it helps me personally*
- *Good at making me realise what can be done to improve my learning in the most positive way which suits my style of learning / revising*
- *Recognising what I need to do to help*
- *EFFORT because it has allowed me to put effort into work in class and work at home and it has allowed me to become better in some subjects.*
- *I have learnt more ways to revise (revision techniques)*
- *I think that it has helped me to manage my revision better and helped me set goals for what I need to do and help me to approach tasks with a better mindset*
- *The most important impact is that it has made me want to start revising.*
- *It has taught me not to give up when things get hard*
- *Learning what I need to focus on and put most of my time in to.*

	<p>Staff also felt it was a worthwhile strategy in their feedback:</p> <ul style="list-style-type: none"> <li><i>The majority of students are responsive to the tasks and can communicate the importance of each element .It provides an easy "in" to facilitate discussions with students following feedback in class, discussions around reports and mock results, mentoring. There are several activities that really captured students (the map of year 11). There have been significant changes in the mindset of some students in form, others have started their journey.</i></li> <li><i>Some of the tasks have created good discussions points and facilitated productive conversations with students. Some of the tasks have forced students to face up to weaknesses in their approach to school and work, which they usually avoid thinking about.</i></li> </ul> <p>A mindset curriculum will be implemented more widely in 2019-20.</p>																
<p>Reduce behaviours likely to result in FTE</p> <p>Improve behaviour and attitudes to learning by providing students with appropriate pastoral support closely matched to need</p> <p>Improve attendance and reduce PAs</p>	<p>Mentoring programmes and support 'in-house' to reduce hours of learning lost in accommodating external providers; in 2019 disadvantaged students were still more likely to be excluded or a PA than their peers.</p> <p>2018/19 – Summer 2 (cumulative)</p> <table border="1" data-bbox="730 1081 1401 1339"> <thead> <tr> <th></th> <th>Whole School (615)</th> <th>PP (137)</th> <th>Non PP (478)</th> </tr> </thead> <tbody> <tr> <td>Overall Attendance</td> <td>95.0%</td> <td>93.2%</td> <td>95.5%</td> </tr> <tr> <td>PA (below 90%)</td> <td>74 students 12.0%</td> <td>29 students 21.2%</td> <td>45 students 9.4%</td> </tr> <tr> <td>FTE (% of NOR)</td> <td>50 students 8.1 %</td> <td>28 students 20.4%</td> <td>22 students 4.6 %</td> </tr> </tbody> </table> <p>ASPIRE mentoring programme</p> <p>Raised awareness and aspirations of KS3 students through group mentoring sessions with local business mentors and a work experience. Positive impact on Commitment to Learning for 22/31 (71%) students from Autumn 2018 to Summer 2019. This programme will continue in 2019-20.</p> <p>A change to how we support students in a new Student Support Base will be implemented in 2019-20.</p>		Whole School (615)	PP (137)	Non PP (478)	Overall Attendance	95.0%	93.2%	95.5%	PA (below 90%)	74 students 12.0%	29 students 21.2%	45 students 9.4%	FTE (% of NOR)	50 students 8.1 %	28 students 20.4%	22 students 4.6 %
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