

Wellacre Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students.

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
Number of pupils in school	649
Proportion (%) of pupil premium eligible pupils	20.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Julie Sharrock, Principal
Pupil premium lead	Jason Shiner, Assistant Principal
Governor / Trustee lead	Hannah Rayson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118 200
Recovery premium funding allocation this academic year	£33 120
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£151 320

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve well across the curriculum. This commitment is enshrined in our school's strategic priorities more broadly:

- We will maintain a thriving school environment which is safe, welcoming and inclusive.
- We will provide excellence in education and the chance for every student to fulfil his potential, whatever his background or need.
- We will have strong inclusive practices at the heart of everything we do and promote wellbeing, fairness and equity for all.
- We will provide the right challenge and support at the right time, to enable everyone at Wellacre to be successful.
- We will create confident, knowledgeable and skilful students who 'feel included' and have a strong sense of identity.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high prior attainers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is central to our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact in closing the disadvantaged attainment gap (EFF 2019) and, at the same time, will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is integral to wider school plans for education recovery, notably in its targeted support through the whole school numeracy and literacy intervention support for students whose education has been worst affected, including non-disadvantaged students.

Our strategy will not just focus on academic support but also pastoral support. Students from disadvantaged backgrounds typically have lower attendance and a higher number of behaviour points when compared to non-disadvantaged students. The better the attendance of a student the more progress they make (National Forum on Education Statistics 2009).

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to support students to achieve well.

To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	<p>Our assessments and observations suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures between 2020 and 2021 to a greater extent than for other students. These findings are backed up by several national studies.</p> <p>2022 results show gaps between Disadvantaged and non-disadvantaged students for; Attainment 8 at 6.86, Grade 5 Basics at 7.6% and Grade 4 Basics at 18.7%.</p>
2	<p>2020-21 resulted in a gap in reading ages of 25% between Disadvantaged and non-Disadvantaged students; 31% of disadvantaged students at KS3 had a reading age which was on or above their chronological age whereas 56% of non-disadvantaged students had a reading age which was on or above their chronological age.</p> <p>2021-22 shows 51% of PP students are at or above their chronological age in years 7-10. This compares to 63.4% of all students at or above their chronological age. Showing the interventions in place are narrowing the reading gap but this still remains a challenge at Wellacre.</p>
3	<p>Our observations and data have shown a rise in students experiencing poor mental health and wellbeing. Disadvantaged students account for 39% of all students that have received or are receiving/ waiting for support from mentoring and external agencies.</p>
4	<p>Our observations suggest many lower attaining Disadvantaged students lack metacognitive / self-regulation strategies. This was demonstrated in AU1 with the independent learning submission rates gap for Disadvantaged students compared to non-Disadvantaged students being more than 10% and in some subjects gaps are more than 20%.</p> <p>The submission gaps between disadvantaged and non disadvantaged for 2022 were AU1 19.2% AU2 20.4% SP1 19.1% SP2 24.1% SU1 21.6% SU2 21.3%. This resulted in an overall gap of 20.7%, showing this still remains a challenge at Wellacre.</p>
5	<p>Au1 2021 behaviour data shows a higher proportion of the students in the top 10% of behaviour points are PP (23% of the school population as a whole). Y7 54%, Y8 50%, Y9 42%, Y10 45%, Y11 25%</p> <p>Su1 2022 continued to show higher proportions of Disadvantaged students in the top 10% of behaviour points. Y7 58%, Y8 45%, Y9 46%, Y10 44%, Y11 30%</p>

In Y8,9 and 11 these students did have a lower proportion of the number of behaviour points when comparing summer term to autumn term, however there were increases in years 7 and 10.

	PP proportion of total behaviour points in top 10%	
Year	autumn %	summer %
7	37	69
8	60	50
9	39	37
10	42	55
11	38	37

6

Disadvantaged students historically have lower attendance than non-Disadvantaged students. Summer 2021 attendance data for students was 93.3% and 95.6% respectively. Historically, there is a higher percentage of PA students in Disadvantaged cohorts when compared to non-Disadvantaged students. Summer 2021 PA data was 31.5% and 14.4% respectively.

Summer 2022 Disadvantaged attendance data is positive with attendance at 86% and a small gap of 4.9% between Disadvantaged and non Disadvantaged. This is significantly better than the National figure for all students at 75.5%.

The number of PP PA students has increased to 38.8% This shows that although the PP students at Wellacre are bucking the national trend for attendance data, the increase in PA students remains a challenge at Wellacre.

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
Improved attainment among disadvantaged students across the curriculum at the end of KS4.	<p>2024/25 KS4 outcomes demonstrate that:</p> <p>Disadvantaged students achieve an average Attainment 8 score of 39-42.</p> <p>30-40% of Disadvantaged students achieve a Grade 5+ in both English and Maths.</p> <p>50-60% of Disadvantaged students achieve a Grade 4+ In English and Maths.</p>
Improved reading comprehension among disadvantaged students across KS3.	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Reduce the proportion of disadvantaged students whose reading age is >2 years below chronological age.</p>
Improved metacognitive skills and self-regulation among disadvantaged students across all subjects.	Teacher reports and class observations suggest disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● Reduced number of PA students. ● Reduce the gap between PP PA and non PP PA
To achieve and sustain improved behaviour for all students particularly our disadvantaged students.	<p>Sustained good attitudes to learning from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> ● Reduced number of behaviour points ● Reduce the proportion of students in the top 10% of all behaviour points.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop teaching and learning by combining whole school CPD with the WALKTHRU's five steps to instructional coaching model.</p> <p>Develop the teaching of literacy through focused whole school CPD and faculty development time.</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged students” (EEF 2019). Ensuring that all students receive a high quality experience in every lesson will improve outcomes for all.</p>	1,
<p>Develop and implement a challenging curriculum with a focus on improving students' literacy skills.</p>	<p>Literacy skills are a barrier to the development of Disadvantaged students in all subjects (Bromley 2019). Students with poor literacy skills are less able to access the curriculum (Bromley 2019; Myatt 2018). Focusing on developing the teaching of literacy and embedding literacy within the curriculum will support students to overcome this barrier to learning.</p>	1,2,
<p>Develop the period 6 Co-Curricular offer to support the development of PP cultural capital in PP students.</p>	<p>Research suggests Disadvantaged students do not have the cultural capital of non PP students putting them at a disadvantage because they are unable to draw upon previous experience to support the building of schema (Bromley 2019). Building student's cultural capital through the curriculum and through P6 will reduce this barrier to their learning.</p>	1,

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

Budgeted cost: £88 000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Students with a reading age below their chronological reading age are targeted through the catch up literacy programme, Toe Toe, intergen.</p> <p>Students are identified and tracked using GL assessment</p>	<p>69% of KS3 PP students in summer 2021 were below their chronological reading age. Research has shown there is a significant connection between reading ability and success in all GCSE subjects (GL assessment 2020).</p> <p>In summer 2022 the percentage of PP students below their chronological age reduced to 49%. Showing that the current interventions are having an impact on improving reading outcomes for PP students.</p> <p>Improving students' reading age will improve their ability to access the curriculum resulting in better outcomes.</p>	2
<p>All year 7 students are provided with an appropriate book via the book buzz programme.</p> <p>Invite authors to present and run workshops for students to encourage them to engage with reading.</p> <p>Create more opportunities for PP students to access books by:</p> <ul style="list-style-type: none"> ● Offering after school reading club ● Increasing the stock of books in the library. ● Making the library a more user friendly space. ● Utilising the library to provide opportunities to support students 	<p>Research by the National Literacy Trust reveals 1 in 8 disadvantaged students did not have a book of their own at home (Quigley 2020). This combined with lockdown caused reading to decline (Quigley 2020).</p> <p>Developing good reading habits which will not only improve their ability to access the curriculum but will encourage good reading habits.</p>	2
<p>Teaching Assistants use their expertise to support faculties to develop teaching resources and the curriculum so that it is accessible to all.</p>	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged students” (EEF 2019). Ensuring that all students receive a high quality experience in every lesson will improve outcomes for all.</p>	1,2,3,4

<p>Homework club provides students with a productive supportive environment to complete independent study.</p> <p>Teaching assistants support students in lessons.</p>	<p>Our observations suggest many lower attaining disadvantaged students lack metacognitive / self-regulation strategies. This was demonstrated in Summer 2022 with the submission gap between Disadvantaged and Non Disadvantaged at 20%.</p> <p>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 (EFF 2019).</p>	
<p>Numeracy Ninjas during form time to improve students basic numeracy skills in KS3</p> <p>Maths box used during form time to improve students numeracy skills.</p>	<p>Numeracy skills are gateway skills that enable pupils to access and succeed in the whole school curriculum. Numeracy skills are vital for success in work and life and can help to mitigate the effects of socioeconomic deprivation. (SecEd 2019)</p>	1
<p>Tutoring support through the National tutoring fund</p>	<p>The School-Led Tutoring Programme is one of three pillars of the Department for Education's National Tutoring Programme (NTP), which is built on research demonstrating that small group tuition has an average impact of up to five months' additional progress over the course of a year.</p> <p>EFF Covid catch up guidance states that tuition delivered by qualified teachers is likely to have the highest impact.</p> <p>School led tuition contributed to year 11 improvements seen in English, Science, Geography and French with 50%, 47%, 69% and 54% respectively making one or more grade of progress in the summer of 2022.</p>	1

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

Budgeted cost: £58 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Students with irregular attendance and/or punctuality receive structured support in accordance with our attendance policy.</p> <p>Fortnightly link meetings with Heads of House to focus on Strategic attendance.</p> <p>Attendance Tracker / record of interventions</p> <p>Half-termly data analysis with focus on PP and PP PA students. Work with Trafford Student Absence Team attending half termly student absence clinics and termly attendance network meetings</p> <p>Student Welfare meeting following a long period of absence - students have a meeting with a member of the Inclusion Team / HoH on their return. This is to check their wellbeing and check for gaps in their learning. Where support is needed a plan will be agreed with the student to aid their reintegration back into school</p> <p>Breakfast club provided for students to ensure students are punctual and ready to learn in the morning.</p> <p>EBSNA – Early Identification Tool</p> <ul style="list-style-type: none"> ● Intended for use when a child is reluctant to attend school and is showing emotional behaviour ● Used with parent/child to identify key factors, triggers and behaviours ● Helps to structure discussion and action planning between school, parent and child ● Enable interventions and actions to be identified, recorded and reviewed ● Considers a wider spectrum of the child’s experience at home and at school 	<p>Disadvantaged students historically have lower attendance than non-Disadvantaged students. Summer 2022 attendance data was 88.5% and 92.8% respectively.</p> <p>Historically there is a higher percentage of PA students in disadvantaged cohorts. Summer 2022 PA data showed 39% and 24% respectively (D V ND)</p> <p>The better the attendance of a student the more progress they make (National Forum on Education Statistics 2009). These measures will support Disadvantaged students ensuring their attendance is maximised.</p>	<p>6</p>

<p>Establish a new Student Support facility (The Hub) incorporating inclusion, isolation and SEND support. This will provide access to the bespoke support and mentoring of students to improve student engagement, behaviour, wellbeing, address mental health concerns, improve attendance and reduce FTE.</p> <p>SISRA analytics used to analysis student progression along with their attitudes to learning.</p> <p>Arbor used to analysis student behaviour and homework submissions. This allows for students who are not meeting expectations to be identified and supported.</p>	<p>Disadvantaged students historically have higher percentage of behaviour points and lower average attitude to learning judgements than non-disadvantaged students.</p> <p>Summer behaviour data (2022) shows a high proportion of the students in the top 10% of behaviour points are disadvantaged students. Y7 58%, Y8 45%, Y9 46%, Y10 44%, Y11 30%</p> <p>Supporting these students through mentoring will improve attitudes to learning and in turn improve their outcomes.</p>	5,6
<p>Students identified as needing mental health and wellbeing support will be directed towards;</p> <ul style="list-style-type: none"> ● Internal provision (Hub) ● 42nd Street ● Trafford Thrive (Mental Health) ● School Support Team ● Trafford Talkshop ● Kooth.com - a free, safe, confidential and non-stigmatised way for young people to receive counselling, advice and support on-line. This is a popular service and provides a much needed out of hours service for advice and support. 	<p>Mental health is as important to a child's safety and wellbeing as their physical health. It can impact on all aspects of their life, including their educational attainment, relationships and physical wellbeing. NSPCC 2022</p> <p>Taking a coordinated and evidence-informed approach to mental health in schools and colleges leads to improved student wellbeing, which, in turn, can improve learning. DFE 2022</p>	
<p>Parents evenings are conducted online using school cloud to encourage more parents to engage with school.</p> <p>Regular updates and communication to parents via MyEd</p>	<p>Successful Pupil Premium strategies ensure every effort is made to engage parents and carers in the education and progress of their child (Sir John Dunford 2015).</p>	5,6
<p>Implementation of the VESPA curriculum</p>	<p>Supporting students to develop their self-regulation</p>	4,5

	skills has been shown to have a significant impact on student's outcomes (EFF 2021). The implementation of VESPA will help develop these skills and in turn improve PP student's outcomes.	
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Total budgeted cost: £152000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improved attainment among disadvantaged students across the curriculum at the end of KS4.

Targets 2023/24

- Disadvantaged students achieve an average Attainment 8 score of 39.42.
- 30-40% of Disadvantaged students achieve a Grade 5+ in both English and Maths.
- 50-60% of Disadvantaged students achieve a Grade 4+ In English and Maths.

This year we were very close to the targets we set for 2023/24 with Disadvantaged students achieving the following results.

- 38.64 attainment 8 score
- 28% achieved 'Basics' grade 5+
- 48% of students achieved 'Basics' 4+

Comparing 2022 exam data to 2019 exam data (the last time National exams were conducted) shows improvement

- 2019 attainment 8 score 36.73 (2022 increase of 1.91)
- 2019 achieving 'Basics' 5+ 15.6% (2022 increase of 12.4%)
- 2019 achieving 'Basics' 4+ 34.4% (2022 increase of 13.6%)

This shows the strategies in place to improve attainment for the disadvantaged group is having an impact on outcomes for Disadvantaged students when comparing 2022 data to 2019. Improvements now need to continue in order to meet the 2023/24 targets and improve the progress 8 score for disadvantaged students.

Improved reading comprehension among disadvantaged students across KS3.

Number of PP students at or above chronological age in Autumn 2022 was 51%, This is an improvement of 26% from Autumn 2021. The gap between PP and all students has also reduced and is now 12.4%.

There is still work to do with 18% of students less than two years below Chronological age and 30% of PP students more than two years below chronological age. But it does show that the changes to the curriculum and interventions are having a positive impact on PP students.

Improved metacognitive skills and self-regulation among disadvantaged students across all subjects.

The above results show that strategies in place are having an impact on students' results, however PP students' independent learning submission rates for PP dropped between Autumn and Summer term by 12%. The gap between PP and non PP stayed between the summer term and Autumn term at 20%. Student voice completed in the summer did identify barriers to students completing their independent learning and putting this in place is a focus for this year.

To achieve and sustain improved attendance for all students, particularly our disadvantaged students.

Throughout the year students with irregular attendance along with their families have been provided with structured support in accordance with our attendance policy. This included support from our Inclusion Team, House Leaders and Trafford Pupil Absence Team. Some students received home visits.

	PP	Non PP	Gap
Attendance	86%	90.0%	4.9%
PA students	38.8%	18.9%	20%
PA students (Covid removed)	18.4%	3.8%	15%

Attendance overall has slightly dropped from last year with the final attendance figures shown in the table above. This is a National issue with Wellacre still performing significantly above the National figure of 75.5%. Covid has continued to have an impact this year, with 245 cases recorded.

The number of PP PA students has increased to 38.8% This shows that although the PP students at Wellacre are bucking the national trend for attendance data, the increase in PA students remains a challenge at Wellacre.