

Pupil Premium (disadvantaged learners) strategy statement:

Key aims and objectives - To close the disadvantaged attainment and progress gap by providing additional targeted resources for those students who are from low-income families or have been within the last six years.

Success criteria - Targeted additional support strategies resulting in every student, however financially disadvantaged, being able to:

- Improve their levels of attainment and progress
- Have access to a curriculum that maximises their individual potential
- Access our broad extra-curricular provision

As an Academy we will strive to close attainment and progress gaps relative to national averages.

| I. Summary information 2017-2018 | | | | | |
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| School | The Wellington Academy | | | | |
| Academic Year | 2018/2019 | Total Disadvantaged Learner Budget | £121,943 | Review procedure | Ongoing review of strategies with full termly evaluation and adaptation. |
| Total number of pupils | 784 (Y7 to Y11) | Number of disadvantaged learners | 128 (16%) | Date of next termly evaluation | December 2018 |

| 2. Current attainment (more detailed outcomes are displayed on the Academy website) – un-validated data for 2018 | | | |
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| | Academy disadvantaged learners 2018 [2017 for comparison] | Academy other pupils 2018 [2017 for comparison] | Gap 2018 [2017 for comparison] |
| Progress 8 | -0.74 [-0.88] | -0.33 [-0.21] | -0.41 [-0.67] |
| Attainment 8 | 31.19 [28.2] | 41.33 [42.75] | -10.14 [-14.55] |
| % of pupils achieving a strong pass in English and Maths (grades 9-5) | 10 [11] | 31 [35] | -21 [24] |

3. Barriers to future progress and attainment

In-school barriers

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| A. | Literacy skills for Disadvantaged Learners are significantly lower both on entry and within year groups than their non-disadvantaged peers (as evidenced through reading age and academic data) |
| B. | High prior attaining disadvantaged pupils are making less progress than other prior attainment groups in most year groups (clear link to D). |

External barriers

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| C. | Persistently absent (below 90% attendance) rates are significantly higher for Disadvantaged Learners than for their non-disadvantaged peers. This is most significant in Year 9 and Year 11 with 41% and 50% of all persistently absent learners being disadvantaged. |
| D. | Low aspiration in the local area is a barrier to achievement for our Disadvantaged Learners. The Academy is recognised as a target school by the National Collaborative Outreach Programme as the local area demonstrates historically lower than expected participation rates in Higher Education. |

4. Outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | A significant reduction in the gap between those pupils with below chronological reading ages that are disadvantaged and those who are not. | The gap between Disadvantaged Learners and their non-disadvantaged peers will reduce to at least 0% and overall numbers of those with below chronological reading ages will significantly reduce for all pupils. This will be evidenced using accelerated reader assessments and English written assessments in October, March and June. |
| B. | High attaining disadvantaged pupils will show improved outcomes, relative to other prior attainment groups in all year groups. | Pupils eligible for funding identified as high attaining from KS2 scaled scores make as much progress as other pupils identified as high attaining in all year groups. Where they are not, Subject Leaders and Phase Leaders are putting in place wave 2 interventions (in line with Academy policy), monitoring them, and adapting as necessary. |
| C. | Persistently absent (below 90% attendance) rates are significantly higher for Disadvantaged Learners than for their non-disadvantaged peers. This is most significant in Year 9 and Year 11 with 41% and 50% of all persistently absent learners being disadvantaged. | A reduction in the number of persistent absentees among disadvantaged pupils 10% or below in all year groups. The gap in overall attendance among disadvantaged pupils and their non-disadvantaged peers to close to 0%. |
| D. | Significantly improved self-reported aspiration (including, but not exclusively, a desire to continue to Higher Education), evidenced through well-being surveys and pupil interviews. | Measured change from survey data and pupil interviews in October, March and June. A resultant overall improvement in attainment for disadvantaged pupils, relative to their non-disadvantaged peers. |

| 5. Details of the strategy | | | | | | | |
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| Focus and Link to Desired Outcomes | Rationale, strategy and link to identified barriers | Evidence to support expenditure (including EEF analysis) | Intended measurement of impact | Description of spend and planned cost | December review | March review | End of year review |
| Teaching, Learning and Assessment | | | | | | | |
| Librarian/ Learning Resource Coordinator A: Improved Literacy | The role of the Librarian/Learning Resource Coordinator is fundamental in ensuring students are able to engage in a range of additional schemes and activities to support their Literacy. The role also provides support for the teaching, delivery and facilitation of literacy classes, pupil-parent reading groups and Sixth Form mentoring schemes. To overcome barrier A. | Reading comprehension strategies are shown to give an average of 5 months additional progress. The librarian will oversee the operation of the Accelerated Reader programme, imperative for our reading intervention strategy. | The gap between Disadvantaged Learners and their non-disadvantaged peers will reduce to at least 0% and overall numbers of those with below chronological reading ages will significantly reduce for all pupils. This will be evidenced using accelerated reader assessments and English written assessments in October, March and June. | % of salary £14,914 | | | |
| SEND pathway – KS4 A: Improved Literacy | Targeted support for pupils who take one less GCSE option than other pupils to help with numeracy, literacy all other subjects being studied. Disadvantaged learners are always carefully considered for this pathway as whilst may not be recognised as having SEN, would benefit overall from this strategy. The group is kept small. | Overall, evidence from the EEF shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. | Data analysis of progress at the end of the year for those pupils involved. | Staff hours £2000 | | | |
| Reading Intervention A: Improved Literacy | TA small group work for those in Y9 MFL lesson time that benefit more from literacy intervention. | Overall, evidence from the EEF shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some | Data analysis of progress in reading age at the end of the year for those students involved. | Staff hours £1500 | | | |

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| | | studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness. | | | | | |
| Dedicated Teaching Assistant A: Improved Literacy | TA targeted to support disadvantaged pupils demonstrating low rates of progress. | Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, our TAs are being trained to provide individual and small group support within and out of the classroom setting. | Progress and attainment rates of pupils involved. | £9527 | | | |
| Accelerated Reader A: Improved Literacy | A whole-group reading management and monitoring programme that aims to foster the habit of independent reading. | It has been marked by EEF as a 'promising project' with potential for additional progress of 3 months in reading age after 22 weeks. This included positive impact for FSM-eligible students. | An improvement in reading ages, relative to chronological age, over time. | % of cost £500 | | | |
| SAM Learning B: Progress of high prior attaining pupils. | An interactive, targeted and engaging online system for learners to access both in and out of school. | Evidence from SAM Learning states that all pupils who interact effectively with the system make an additional +0.20 in their Progress 8 score. Disadvantaged pupils +0.35 Progress 8 score. | Progress rates correlate to users of the system. | % of cost £600 | | | |

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| Tutors resources fund | Resource fund made available to tutors to provide all students who may otherwise not have them, access to a variety of revision materials. | Resources are required in support of other key initiatives. | Progress data for each year group. | £1350 | | | |
| The Bridge C: Improved attendance D: Raised aspiration | The Bridge is an in-house alternative provision that provides intensive support to vulnerable pupils that that may otherwise be completely disengaged or miss out in educational opportunities. A number of these pupils qualify for funding. | Attendance is clearly linked to progress. Our Bridge students are those most at risk of not attending and being excluded due to extreme behaviours. The Bridge provides a supportive and targeted support to maximise pupil progress. | Progress and attainment data for pupils in The Bridge. | £6000 | | | |
| Removing parent and student barriers to education | | | | | | | |
| Student travel to support attendance C: Improved attendance | To assist students/parents with the costs associated with attending after school/weekend revision activities and to encourage/promote general school attendance and punctuality. | The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers. Attendance and punctuality is clearly linked to pupil progress. | Near to 100% participation by those students identified as requiring this support. Increased attendance and improved punctuality for all pupils identified as requiring this support. | Transport £1800 | | | |
| Lap-top loan scheme B: Progress of high prior attaining pupils. | IT is a vital resource for students. A number of families are unable to provide the most up to date technology. A loan scheme that enables those who need it to borrow | This strategy was piloted three years ago and proved to be of significant benefit to students to enable them to complete home learning tasks, course work and online revision. | Students will be able to access relevant websites/resources and will be able to complete quality independent work. | Laptop logistics/ internet connections £3000 | | | |

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| | equipment will enable all students to complete their homework/revision. | EEF - Evidence suggests that technology should be used to supplement other teaching, rather than replace more traditional approaches. It is unlikely that particular technologies bring about changes in learning directly, but by enabling all of our students to access different technology will enable them to participate more fully in their independent learning. | | | | | |
| Mentoring programme B: Progress of high prior attaining pupils. | Some pupils require an alternative/additional mentor to their Tutor, Phase Leader or Pupil Premium Champion. Sometimes particular personalities have greater impact with particular pupils. | We are investing in this programme as we believe knowing each student as an individual as well as their family circumstances enables us to provide the most useful support and target resources efficiently. We also know that sometimes pupils respond better when paired with staff share their interests. EEF - There is evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' additional progress. | Student surveys indicate that students are happy and feel fully supported. Progress and attainment data shows above average improvement, relative to the cohort. | Staff hours £1500 | | | |
| Attendance fund C: Improved attendance | Pupils with low attendance can sometimes require a variety of means to encourage them and support with their attendance. In the past this has ranged from buying alarm clocks to a school wide 100% weekly attendance reward scheme. | The DfE recognises that attendance nationally is lower for disadvantaged pupils than their peers. Attendance has been shown through evidence to have a direct correlation with attainment and progress. | Attendance rates for disadvantaged learners improves over time. | £200 | | | |
| General support fund | Funding allocated for any items deemed necessary to overcome individualised | Pupils must not be held back because of the financial status of their home environment. | No disadvantaged learner is restricted by their financial status. Usage will be tracked | £2500 | | | |

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| | barriers, as identified by the Pupil Premium Champions. | This fund provides for a wide range of including uniform and equipment requirements. | and monitored. The progress of those accessing the fund will provide further evidence of impact. | | | | |
| Accessing enrichment opportunities | | | | | | | |
| Outward Bound Trust – 5 day residential activity | Every child should have the opportunity to take part in a residential activity, to increase their confidence and give them an experience that will develop their character. By providing funding to support such activity means all students are able to access these opportunities. | Adventure learning consistently show positive benefits on academic learning and wider outcomes, such as self-confidence. On average, pupils who participate appear to make four months additional progress. | All disadvantaged pupils are able to take part in this activity. | Student participation costs, including travel. £5000 | | | |
| Support for extra-curricular activities/enrichment and rewards D: Raised aspiration | Allocation given to ensure students do not miss out on enrichment and reward activities as a result of home financial circumstances. | In line with our strategic aims, students should all be able to access and benefit from extra-curricular activities and reward activities. | Participation rates in extra-curricular and reward activities. | £2000 | | | |
| Staff training and development | | | | | | | |
| Participation in Local authority network and consultation visits with LA advisor | Sharing ideas, resources and best practise with similar schools from across the authority as well as taking advice from experienced advisors will ensure we are providing the best possible opportunities for our students. | There is no doubt that this will lead to a strengthening of current practice and give opportunity to explore new ideas and initiatives that will benefit out pupils. The KS4 Pupil Premium Champions will also have the opportunity to attend meetings once a year. Funding will provide cover for absent staff. | Achievement of local and national standards | £1000 | | | |

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| Embedding formative assessment B: Progress of high prior attaining pupils. | Whole school assessment overhaul to ensure formative assessment against pre-agreed learning goals are timely and interventions follow within lessons. This will allow for learning gaps to be closed in a timely manner. Costs incurred relate to staff training and IT maintenance (staff will use tablets to record data). The main tool for ensuring this is efficient is PiXL Classrooms. A percentage of this cost for our disadvantaged learners is also included in the allocated amount. | Formative assessment can improve students' learning. Intuitive, efficient and effective formative assessment can be challenging to implement. Staff training, buy-in and tracking can be time consuming but the impact is deemed to worth it. Students in the Embedding Formative Assessment schools (EEF project) made the equivalent of two months' additional progress, with attainment measured using Attainment 8 GCSE scores. This result has a very high security rating. | Improvement in progress over time in all year groups. | £1000 | | | |
| Leadership, management and staffing | | | | | | | |
| Lead co-ordinator | The Lead Practitioner for Assessment and Intervention will have overall responsibility to coordinate and manage expenditure. This will ensure all disadvantaged students are fully supported and able to make at least expected academic progress, as well as have full access to extra-curricular opportunities. | Evidence suggests that when a strategy is ultimately accountable to one person, it will be more effective as that person will have an overview of the effectiveness of all elements of it. | Improvements in progress of disadvantaged learners over time. | % of salary £12,266 | | | |
| Literacy co-ordinator A: Improved Literacy | A dedicated literacy co-ordinator will lead on all aspects of literacy development across the Academy. This will undoubtedly benefit our disadvantaged learners. | All evidence suggests that strategies and interventions related to literacy have a disproportionately possible impact on disadvantaged learners. | An improvement in reading age and writing assessments over time. | % of TLR £600 | | | |
| Phase Leaders – Social and | A major focus for the Phase Leaders is proactive work with our disadvantaged | On average, social and emotional interventions have an identifiable and significant | Students will be better supported, enabling them to focus on their learning, this | % of salaries £11,725 | | | |

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| emotional intervention leads | learners; including classroom visits to monitor the progress of students as well as monitoring and tracking progress, attainment and attendance, and where necessary support through social and emotional learning. Our CoachBright scheme is also facilitated by our Phase Leaders. | impact on attitudes to learning, social relationships in school, and attainment itself (on average around 3 to 4 months additional progress according to the EEF). | support will ensure improved outcomes in terms of progress and attainment in all year groups. | | | | |
| Student Managers | Student Managers are in place for each Key Stage with the main role of supporting those students who require additional pastoral support. They are also intricate to supporting the Academy, students and their families with attendance concerns. | Improving attendance for disadvantaged students when it is not good is integral to their academic progress. | Attendance and progress data of disadvantaged students over time. | % of salaries £26,836 | | | |
| Raising aspiration D: Raised aspiration | Our Deputy Head for Aspiration, Careers Advisor and resident Wiltshire Inspiration Network worker are all heavily involved in raising pupil aspiration. Trips to careers fairs and Universities are not funded by this so incur costs for transport and cover requirements. | Evidence on aspiration interventions by the EEF is limited. We however believe strongly that our pupils need support in reaching their aspirations. Dream jars and targeted support to attain dreams for all learner are key to this. Our dedicated careers advisor has won recognition nationally and helps all pupils in achieving their goals. | All students have a dream and are helped to achieve it. | % of salary of careers advisor and other associated costs £2500 | | | |
| Pupil Premium Champions | Pupil Premium Champions for each year group will ensure budget expenditure is utilised more swiftly when need arises and interventions are therefore swifter and more effective. Closer links with parents of disadvantaged pupils will ensure they are better | By having an individual to look after disadvantaged learners in each year group, there will inevitably be greater focus on Each individual pupil. Barriers will be better understood and expenditure will be better targeted and more effective. | Attendance and progress data of disadvantaged students over time. | TLRs, reduced timetable costs and training and development £14628 | | | |

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| | supported and have their tailored needs met. This will also include a close eye on spending for current FSM pupils to ensure diet is conducive with learning. | | | | | | |
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