Pupil premium strategy statement - The Wellington Academy

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Data
School name	The Wellington Academy
Number of pupils in school (Y7-Y11)	922
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	This is the final year of the current 3 year plan.
Date this statement was published	20/12/2021
Date on which it will be reviewed	01/09/2022
Statement authorised by	Mr S Paddock (Headteacher)
Pupil premium lead	Mr M Baker (Assistant Headteacher)
Governor / Trustee lead	Mr S Culley (Governor Lead)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£153,755
Recovery premium funding allocation this academic year	£23,476
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£15,400
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£192,631

Part A: Pupil premium strategy plan

Statement of intent

Aim - To close the gap in attainment and progress between disadvantaged pupils within the school and non-disadvantaged pupils nationally and to ensure that no Wellington Academy pupils are disadvantaged as a result of Covid-19. This will be achieved through evidence-based actions and strategies to:

- Improve the quality of teaching for all pupils
- Provide targeted interventions matched to specific needs
- Support whole-school strategies to improve attendance, behaviour and readiness to learn

Challenges

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

Challenge number	Detail of challenge
1	Literacy skills for disadvantaged learners are lower than their non-disadvantaged peers (as evidenced through reading age and academic data).
2	The achievement of boys is below that of girls. For disadvantaged learners, this is most notable in English.
3	Readiness to learn of disadvantaged learners is lower than their non-disadvantaged peers.
4	Persistently absent (below 90% attendance) rates are higher for disadvantaged learners than for their non-disadvantaged peers.
5	Low academic aspriration in the local area is a barrier to achievemnet 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.
6	School closure resulted in the majority of pupils unable to access face to face learning. Access and engagment with online learning varied and the retention of knowledge and understanding of threshold concepts varied depending on home circumstances and the conditions under which work was completed. Disadvantaged learners have been dispraportionately, but not exclusively, affected.

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
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 chronolgoical reading ages will significantly reduce for all pupils. This will be evidenced using STAR Reading tests in October, March and June.
The achievement of our disadvantaged boys will be in line with national outcomes for non-disadvantaged boys.	The national Progress 8 score for non-disadvantgaed boys was -0.12 in 2019. This is the benchmark for measuring the success of our actions.
There will be no gap in readiness to learn data between disadvantaged learners and their non-disadvantaged peers. This will be measured by the percentage of pupils who have been sanctioned at both the 'Reset Room' and 'On-call' level. Past evidence shows that 40% of Reset Room occurrences and 60% of On-call occurrences relate to disadvantaged learners.	There is at least no gap, if not a positive gap, between the occurrences of Resets Room referrals or on-call requests for disadvantaged learners and their non-disadvantaged peers.
A significant reduction in the percentage of disadvantaged learners that are persistently absent (below 90% attendance) and an increase in the overall attendance of disadvantaged learners to be at least in line with their non-disadvantaged peers.	A reduction in the number of persistent absentees among disadvantaged pupils to10% (the national average for non-disadvantaged learners) or below. The gap in overall attendance among disadvantaged pupils and their non-disadvantaged peers to close to 0%.
Significantly improved understanding of future pathways (including, but not exclusively, a desire to continue to Higher Education).	Pupil survey data in October, March and June and an overall reduction in progress gap between disadvantaged learners and their non-disadvantaged peers.
A significant reduction in pupils identified as having persisting learning gaps as a result of school closure and varied access to online learning.	All pupils have been assessed for each subject based on their work completed remotely. This has been done at three levels/tiers of concern. Over time we expect a reduction in those pupils in the top two tiers.

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: £28,531

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding feedback in teaching and learning There is a clear expectation that teachers will identify gaps in knowledge and skills in relation to learning goals or outcomes to bring about improvement in pupils' learning. A programme of training, development and quality assurance will seek to bring about improvements in the frequency, quality and impact of feedback across the curriculum.	The EEF reports that 'feedback studies tend to show very high effects on learning' and suggests an average of 8 months additional progress when used effectively. The EEF also recognises that approaches that 'explicitly aim to provide feedback to learners tend to have a positive impact' and links evidence of this to evaluations of Assessment for Learning, which showed that an improvement of half a GCSE grade per pupil, per subject is achievable.	1, 2 and 6
Reading development and intervention Students who require additional intervention with their reading will be identified by teachers, assessment outcomes and STAR reading tests to measure reading age. All Key Stage 3 pupils will focus on reading in one English lesson per week and two tutor sessions per week in which they will read books within their zone of proximal development and complete comprehension activities specific to the books they are reading. As their reading age progresses, so will their zone of proximal development. For those pupils in all year groups who require a more intensive	The EEF recognises that supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches. They also however recognise that those who are struggling may require extra intervention. Reading compression strategies have been shown to have a benefit of 6 months additional progress per year. Accelerated Reader helps to facilitate and monitor our interventions. This has been marked by EEF as a 'promising project' with potential for additional progress of 3 months in reading age after 22 weeks.	1,2 and 6

programme of support, a range of testing will be used by the Personalised Learning department to diagnose areas for development. Small group interventions will then follow to rapidly progress reading ability.	This included positive impact for FSM-eligible students.	
Diagnostic assessment to identify precise gaps in learning There is a clear need to assess the extent to which learning has been affected by school closure. It is important to differentiate between learning that has been forgotten due to extended absence and material that has not been learnt properly. We utilise a wide-ranging package of GL assessments to provide precise and timely question level analysis and enable us to target interventions.	As above, the EEF is very clear on the value and effect of high quality feedback. An emphasis on precise diagnostic assessment that provides question level gap analysis in a timely and efficient manner will enable feedback to be manageable and meaningful, maximising the impact it will have on learning and progress.	1, 2 and 6
Literacy development across the curriculum The strategy aims to prioritise disciplinary literacy, provide targeted vocabulary instruction, developing reading comprehension of complex texts, break down complex writing tasks, combine writing instruction with reading every subject, provide opportunities for structured talk and provide high-quality literacy interventions for struggling students.	The EEF provides guidance on improving literacy across the curriculum, based on research and evidence. Elements of this such as reading comprehension strategies have been shown to have a benefit of 6 months additional progress per year.	1, 2 and 6
Continual professional development (CPD) to improve the quality of teaching for all A programme of training and development is routinely provided for all staff, including ECTs. This serves to improve practice, ensure consistency in the adherence to whole-school policies and promote	The Department for Education (DfE) published the 'Standard for teachers' professional development' document in July 2016 and outlines that 'effective teaching requires considerable knowledge and skill, which should be developed as teachers' careers progress'. The document goes on to state that 'Professional development can take many forms, but the best available evidence shows that the most effective professional	1, 2 and 6

| retention through investing in continual professional development.

As part the Royal Wooton Bassett Academy Trust we access to the full suite of OLEVI courses. This includes the Outstanding Teacher Programme and the Creative Teacher Programme. We also access the Wellington College Teaching School Partnership (WCTSP) which aims to 'develop a strong learning culture using a self-improving education system and the sharing of best practice'. We are also members of Challenge Partners which uses peer review to provide training and support for whole school and subject specific improvement. This provides staff with a wide range of CPD opportunities throughout the year. | development practices share similar characteristics'.

The same document goes on to outline evidence that a one-day course can have a positive effect if part of a 'sustained, coherent programme which includes structured, collaborative in-school activities for teachers to refine ideas and embed approaches'. | |

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

Budgeted cost: £ *45,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement A selection of disadvantaged learners will have an identified staff link, who will invite parents in for meetings and support both them and their child with areas of need. This is a substantial element of the support and direction we are being provided through Achievement for All (AfA).	Evidence for the improvement of parental engagement on academic progress of disadvantaged learners is mixed. However, the EEF cites two recent meta-analyses from the USA that showed an average two to three months extra progress over an academic year. The EEF also cites a trial in which text message alerts delivered a small positive impact, and at very low cost.	All
Targeted curriculum interventions to support with catch-up	According to the EEF, small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group.	6

In addition to our use of tutoring through both the NTP and school-led route, we have recruited additional teaching staff in core subjects to allow these departments to give the capacity to run small group curriculum based interventions. These will precisely target gaps in learning.	This will enable the teacher to focus exclusively on a small number of learners to ensure effective progress, or to teach challenging topics or skills that have not been mastered as a result of departmental catch up plans. Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.	
Metacognition and self-regulation Selected pupils will undertake a programme of Metacognition and self-regulation approaches to help them think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.	Metacognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of seven months additional progress. These strategies are usually more effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. The EEF has evaluated a number of programmes that seek to improve 'learning to learn' skills and some of these have shown indications that they were particularly beneficial for pupils from low income families.	2, 6
Tutoring The evidence base on tutoring is clear and we access The National Tutoring Programme and provide tutoring through the school-led route. In order to ensure provision is of a high quality we supplement the amount we are unable to claim through the school-led tutoring grant with our pupil-premium and remaining catch-up funds.	The EEF states that 'one to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of Extending school time or a Summer school – or as a replacement for other lessons'. Evidence indicates that one to one tuition can be effective, delivering	6

	approximately five additional months' progress on average.	

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

Budgeted cost: £119,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Attendance rates are carefully tracked for all pupils and data is live for all staff. We have clear systems for challenging poor attendance and rewarding good attendance as overseen by our Attendance Officer. Pupils who remain persistently absent will be given a dedicated tutor to encourage attendance and maintain regular contact with parents to ensure support mechanisms are best placed to have a positive impact. The past attendance of new starters is identified to provide an indication of potential future attendance concerns and put early intervention into place.	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. 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.	4
Behaviour support A small number of pupils who have been deemed at risk of exclusion due to their behaviour have bespoke timetables which includes a combination of regular timetabled lessons (accompanied by support staff), one to one teaching,	The EEF recognises that behaviour support interventions can lead to an average of 3 months of additional progress over an academic year. This evidence is mostly focussed on interventions targeted at specific pupils. The EEF also suggests that 'school-level behaviour approaches are often	3

ELSA interventions and anger management support. All pupils will benefit from the promotion of a positive school ethos through the introduction of 'Conduct Cards', which all pupils are expected to carry on them at all times. These cards facilitate clear expectations of conduct around the Academy by recording incidents of both negative and positive conduct.	related to improvements in attainment' although indicate that attributing causation of this directly to such approaches lacks a sufficient evidence base.	
Participation to increase cultural capital The curriculum has been developed to include a range of artistic and creative subjects with one hour per week devoted to music, dance, drama, art and design technology at KS3. Pupils also benefit from the opportunity to learn a foreign language and gain cultural insight from the study of Ethics and Philosophy and an embedded Well-Being programme across the curriculum. There is also funding to supplement costs of extra-curricular provision, music lessons and school trips to enhance the cultural capital of our pupils. This includes a residential trip run by the Outward Bound Trust in which places are allocated to disadvantaged learners to provide an opportunity they may not otherwise have.	Participation in sports and the arts has been shown by the EEF to contribute to an additional 2 months of progress over an academic year. An increase in curriculum time for the learning of artistic and creative activities has been linked to improved attainment in English, Maths and Science and in some cases a greater impact has been shown for disadvantaged learners. EEF also cites evidence that participation in artistic and creative activities improve well-being and positive attitudes to learning. They state that this has been 'consistently reported'. 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.	3 and 5
Raising aspiration and opening future opportunities	Evidence on aspiration interventions by the EEF is limited. We however strongly believe that our pupils need support in reaching their aspirations.	5

Our Careers Advisor and resident Wiltshire Inspiration Network worker are heavily involved in raising pupil aspiration and ensure that all pupils, particularly the disadvantaged receive 1:1 careers advice and guidance. CoachBright is an external organisation that runs programmes for raising Attainment and leadership for pupils from disadvantaged backgrounds. A selection of pupils from Year 10 will take part in this programme	Our dedicated careers advisor is in place to oversee the achievement of the 'Gatsby Benchmarks'. Coach Bright states that it has a 'proven impact in raising grades, confidence and expectations'. Our internal tracking of past participation supports this.	
Social and emotional well-being We embed well-being lessons within our Sub Curriculum which are delivered through tutor time. It is designed to encourage our pupils to self-reflect and consider the well-being of themselves and others. Students will also experience 6 whole school drop down days aimed at a specific theme and get to experience and discover new things about themselves and the world they live in. Pupils who have specific concerns relating to their well-being are able to communicate this through both paper based and online referral systems and have access to our full-time time employee from the registered charity 'Place2Be', devoted to supporting the mental health of our pupils. We also utilise 'Thrive'. Thrive promotes children's and young people's positive mental health by helping adults know how to be and	According to Public Health England 'The link between pupil health and well-being and attainment', evidence showed that education and health are closely linked. Key points from the evidence identified that pupils with better health and well-being are likely to achieve better academically and that effective social and emotional competencies are associated with greater health, well-being, and achievement.	3, 4 and 6

what to do in response to their differing and sometimes distressed behaviour.		
General support fund including: academic resources, uniform, equipment and hardship (boosted in light of economic downturn). This can be accessed through Heads of Year and provides resources and equipment as needed to ensure all pupils have access to them regardless of economic disadvantage.	Removing barriers to academic attainment that result from economic disadvantage will without doubt be needed to enable other aspects of the strategy to have a positive impact.	3
Support for remote/home learning if required This fund is in place to remove any barrier related to technology as quickly as possible in the case of remote learning.	The EEF published guidance this year that stated the importance of access to technology. They state that, 'it is key, particularly for disadvantaged pupils to have access to technology. Many reviews identify lack of technology as a barrier to successful remote instruction. 'It is important that support is provided to ensure that disadvantaged pupils, who are more likely to face these barriers, have access to technology.'	6
Leadership: Heads of Year, SLT lead and Governor Lead	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.	All

Total budgeted cost: £192,631

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our pupil premium strategy was written as a 3-year plan in September of 2019 and therefore has one year left to run. Elements of the strategy have been adapted to account for disruption related to the Covid-19 pandemic. As evidenced in schools across the country, partial closure was most detrimental to disadvantaged pupils. The impact of this at The Wellington Academy was mitigated against by an absolute commitment to ensuring all students received the highest quality provision, be it in the building or remotely. Combined with catch-up funding, we used the pupil premium to target improvements in the quality of teaching and learning, provide targeted interventions and focus on whole-school strategies to improve attendance, behaviour and readiness to learn. We were also able to bolster, our already substantial, offer for support with social and emotional well-being.

Our end of year internal assessment data for Y7 to Y10 showed that the percentage of disadvantaged students making or exceeding FFT50 targets was broadly in line with their non-disadvantaged peers. The Attainment 8 gap between our disadvantaged Y11 pupils and all other pupils was 8.68 compared with the national gap of 14.4.

Improvements in the quality of teaching and learning, including assessment and feedback (as evidenced by learning walk data) appear to have had substantial impact. Since Christmas 2020 87% of judgements made for the effectiveness of assessment and feedback have been effective or better. Prior to Christmas this was 74%. For all judgements, this was 81% before Christmas and 87% since then.

Reading ability appears to have been significantly affected by Covid-19 disruption. Our diagnostic testing using both STAR reader and NGRT assessments has given us a clear understanding of which students require targeted support. For those students who took part in small group interventions, we did see improvements.

Over 100 students took part in additional tutoring as part of our catch-up plan during term 5 and 6. For those taking part in our CoachBright programme, there was a gap in Attainment 8 of 4.18 in Autumn 2020. This narrowed to a gap of 2.37 by the end of year assessments. For those taking part in our MyTutor programme, there was a gap in Attainment 8 at the end of the year of 2.16 compared with all other pupils.

A group of students in Y10 took part in a weekly metacognition programme throughout the summer term. This group achieved 0.59 higher for internal progress scores at the end of Y10. This programme will be up scaled following its significant success.

Despite the pressure of the pandemic, our internal gaps in attendance data between disadvantaged learners and non-disadvantaged learners have remained stable. Attendance is however still a significant barrier for our disadvantaged learners; there was a 0.6% gap between absence rates in the Autumn term for our disadvantaged learners when compared to the national figure. Attendance will continue to be a key area of focus in the strategy.

Service pupil premium funding

Full details of our current strategy are published on our website. A summary of the impact of the 2020-2021 spend can be found below.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The main aspects of our 2020-2021 spend include contributions to: • Service Children Champion/Service Community Liaison Officer • Promoting well-being, emotional literacy and mental health • Student managers (one per year group) • Admissions • Induction activity • Transition activity • Assisted travel • Celebration of our military connections around the Academy • Termly activity to promote friendships • Drop-in room services • Mitigating against lost/overlapped learning of the curriculum • Service children support fund • Nurture/Accelerate provision
What was the impact of that spending on service pupil premium eligible pupils?	The Service Pupil Premium is mainly targeted at providing pastoral support to mitigate against the impact of higher than usual levels of school mobility and the implications of being a child within a military family. There are clear risks of lost/overlapped learning of the curriculum and we use the premium to mitigate against this also. During the academic year of 2020-2021:

	- the percentage of our service pupils achieving their minimum target grades (FFT50) by the end of the school year was in-line with other pupils. - the average percentile of student responses in their GL PASS survey at the end of Y7 was in the highest category for our service pupils. GL Assessment class this category as, 'High satisfaction with their school experience'.