

## Combined Pupil Premium (disadvantaged) and COVID-19 Catch-up strategy statement (2019-2020 to 2021-2022):

**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

1. Summary information					
<b>Academic Year</b>	2020/2021	<b>Disadvantaged Learner and Coronavirus Catch-up Budget</b>	Total: <b>£220100</b> Pupil Premium: <b>£146100</b> COVID-19 catch-up: <b>£74000</b>	<b>Review procedure</b>	This is the second year of a three-year strategy and has been adapted following a planned annual review to maximise its impact. The implementation of the strategy will be routinely monitored.

2. Barriers to future progress and attainment	
<b>In-school barriers</b>	
<b>A.</b>	Literacy skills for disadvantaged learners are lower than their non-disadvantaged peers (as evidenced through reading age and academic data).
<b>B.</b>	The achievement of boys is below that of girls. For disadvantaged learners, this is most notable in English.
<b>C.</b>	Readiness to learn of disadvantaged learners is lower than their non-disadvantaged peers.
<b>External barriers</b>	
<b>D.</b>	Persistently absent (below 90% attendance) rates are higher for disadvantaged learners than for their non-disadvantaged peers.
<b>E.</b>	Low academic 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.
<b>Covid specific barriers – actions that specifically target this i.e. spending from COVID-19 catch-up premium are highlighted purple</b>	
<b>F.</b>	School closure resulted in the majority of pupils unable to access face to face learning. Access and engagement 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 disproportionately, but not exclusively, affected.

### 3. Outcomes

	<i>Desired outcome</i>	<i>How success will be measured</i>
<b>A.</b>	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 STAR Reading tests in October, March and June.
<b>B.</b>	The achievement of our disadvantaged boys will be in line with national outcomes for non-disadvantaged boys.	The national Progress 8 score for non-disadvantaged boys was -0.12 in 2019. This is the benchmark mark for measuring the success of our actions.
<b>C.</b>	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.
<b>D.</b>	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 to 10% (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%.
<b>E.</b>	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.
<b>F.</b>	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.

Focus and link to identified barrier and desired outcome	Strategy and actions to bring about improvement	Evidence to support expenditure (including EEF analysis)	Implementation and monitoring	Intended measurement of impact	Description of spend and planned cost
<b>Quality Teaching for All – supporting training and continuous development to improve the quality of teaching for all pupils and promoting the recruitment and retention of staff</b>					
Embedding feedback in teaching and learning	<p>Feedback is embedded within our agreed teaching and learning principles and assessment policy in which it is expected to be specific, meaningful and motivating.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>	<p>This strategy will be implemented by teaching staff who will access training and development.</p> <p>Quality assurance will take place through existing systems of learning walks and termly book sampling so that support for teaching staff can be targeted effectively.</p> <p>Following research and development of the use of feedback, a focus group of staff will lead all staff at whole-school training. All Subject Leaders will ensure that feedback will be a high priority and Subject Development Plans will reflect this.</p>	<p>Improvement in attainment and progress over time in all year groups, measured by summative assessment points.</p> <p>Termly pupil surveys will demonstrate understanding of specific areas for improvement in learning.</p> <p>There will be an improvement in the quality of feedback over time as evidenced by book sampling of marking and pupil response.</p>	<p>Staff hours, training and resources</p> <p>£3,000</p>
Reading development and intervention	<p>Students who require additional intervention with their reading will be identified by teachers, assessment outcomes and STAR reading tests to measure reading age.</p> <p>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.</p>	<p>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.</p> <p>Reading compression strategies have been</p>	<p>This strategy will be implemented through timetabled library lessons for Year 7 and Year 8 pupils and small group interventions led by the Personalised Learning department.</p> <p>Monitoring will take place through learning walks and checking for completion of termly reading tests by all learners.</p> <p>The impact of small group interventions will be monitored and if progress is not being made by pupils, alternative</p>	<p>An improvement in attainment and progress of those pupils identified over time.</p> <p>An increase in the percentage of pupils who are reading at or above their chronological age.</p> <p>A reduction in the number of pupils accessing the</p>	<p>% contribution to Librarian salary</p> <p>Contribution to the cost of books</p> <p>% contribution to Accelerated Reader</p> <p>Diagnosis testing costs</p>

	<p>For those pupils in all year groups who require a more intensive 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.</p>	<p>shown to have a benefit of 6 months additional progress per year.</p> <p>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. This included positive impact for FSM-eligible students.</p>	<p>strategies will be considered by the Personalised Learning department.</p>	<p>intervention over time.</p>	<p>Staff hours for small group interventions</p> <p>£19,800</p>
<p>Diagnostic assessment to identify precise gaps in learning</p>	<p>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.</p> <p>'Tiers' of catch-up need have been identified based on fortnightly assessment undertaken by teachers during closure. These provisional tiers are 1, 2 or 3 for every pupil in every subject. Departments will utilise our online-learning platform to create low-stakes multiple-choice assessments to test what has and has not been retained. They will also use targeted questioning and other forms of formative assessment to update these tiers later in the first term. The outcomes of these assessments will further inform adaptations to the curriculum for each subject area who have accounted for how they will ensure all pupils catch-up in terms of important knowledge, understanding of threshold concepts and mastery of key skills over time.</p> <p>This sits alongside a suite of GL assessments for Y7 to account for the lack of diagnostic information from Y6 assessment that we</p>	<p>As above, the EEF is very clear on the value and effect of high quality feedback.</p> <p>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.</p>	<p>This strategy will be coordinated by the Assistant Headteacher for Assessment, Deputy Headteacher for Teaching and Learning and Subject Leaders.</p> <p>Teaching staff will implement assessments and adapt their planning to account for gaps in learning.</p>	<p>Each pupil has been allocated to a tier of need for Covid Catch-up. These will be amended at key points throughout the year based on low-stakes assessment and high-stakes summative assessment in line with the school assessment calendar.</p> <p>Tier 1 and 2 students will access additional interventions beyond those in their normal timetabled lessons. This will be monitored closely.</p>	<p>Contribution to the cost of diagnostic assessment systems</p> <p>£5000</p>

	would normally have access to. Y9 will also undertake full diagnostic GL assessments later in the year to check their mastery of the KS3 curriculum and fill gaps in learning in preparation for the commencement of GCSE courses.				
Literacy across the curriculum	<p>The whole-school literacy strategy is coordinated by a dedicated Literacy Coordinator and based on EEF Guidance published July 2019 to drive improvements in literacy across the curriculum.</p> <p>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.</p> <p>There will also be a greater emphasis on engaging boys with reading by careful selection of texts.</p>	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.	<p>This strategy will be implemented by teaching staff led by the guidance of the Literacy Coordinator. A programme of staff training, development and dedicated time to develop resources will ensure implementation of the strategy.</p> <p>Quality assurance will take place through existing strategies of learning walks and termly book sampling so that support for teaching staff can be targeted effectively.</p> <p>There will also be additional monitoring of the implementation of the strategy as coordinated by the Literacy Coordinator to inform further actions and feedback to the whole-staff body on areas of the strategy where implementation can be improved.</p>	Improvement in attainment and progress over time in all year groups as measured by calendared summative assessment points.	<p>% contribution to Literacy Coordinator TLR and resources</p> <p>£2,500</p>
Continual professional development (CPD) to improve the quality of teaching for all	<p>A programme of training and development is routinely provided for all staff, including NQTs. This serves to improve practice, ensure consistency in the adherence to whole-school policies and promote retention through investing in continual professional development.</p> <p>As part the Royal Wootton 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</p>	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	<p>Learning walks demonstrate that the standard of teaching improves over time including: teaching is routinely challenging for all, scaffolding and modelling are used effectively and responsive teaching occurs following assessment. Termly reports to departments highlights areas of strength and development.</p> <p>Book samples demonstrate that the quality of pupils' work improves over time including: improved writing resilience, examination-style questions and feedback. Termly reports to</p>	<p>Improvement in progress scores of pupils over time</p> <p>Improvement in staff retention over time</p>	<p>% contribution to CPD budget and associated costs</p> <p>£4,250</p>

	<p>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.</p> <p>Along with internal opportunities for CPD, staff are encouraged to apply for bespoke external CPD that they feel would benefit their practice and career. Line Managers will discuss CPD applications in a collaborative process and share opportunities that they believe would be valuable for their teams. This serves to promote the retention of staff by giving greater ownership of their own professional development.</p>	<p>that the most effective professional development practices share similar characteristics'.</p> <p>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'.</p>	<p>departments highlights areas of strength and development.</p> <p>NQTs and ITT programme enables all trainees to pass their respective courses.</p>		
Targeted support through evidence-based interventions					
Parental engagement	<p>To promote positive parental engagement by involving parents in supporting their children's academic learning.</p> <p>The majority of communication with parents takes place through email. Our strategy will initially focus on communication with those parents who struggle to access or engage with this means of communication. Instead we will send regular text bulletins to outline information relating to their child, including attendance, behaviour, academic progress, school events, support with school work/homework, trips and visits and other Academy events. This will, over-time, be done through our new SIMS InTouch system.</p> <p>Alongside this, disadvantaged learners who are making low rates of progress 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</p>	<p>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.</p> <p>The EEF also cites a trial in which text message alerts delivered a small positive impact, and at very low cost.</p>	<p>Communications through email and text will be through SIMS InTouch.</p> <p>Once up and running, we will routinely analyse the communications being sent and evaluate the impact through parental surveys.</p>	<p>An improvement in the percentage of parents who value school communication over time and feel it has helped them to engage more with their child's learning.</p> <p>An increase in the number of parents of disadvantaged learners who engage with meetings and school events.</p>	<p>Contribution to SIMS InTouch and SIMS Parent App</p> <p>Contribution to Achievement for all subscription</p> <p>£6,000</p>

	<p>direction we are being provided through Achievement for All (AfA). Their mission statement is 'The education system is struggling to meet the needs of one in five children and young people. Achievement for All is helping schools, early years settings and colleges to achieve, aspire, ensure access for all and accelerate progress regardless of background, challenge or need'. By subscribing to AfA we are holding ourselves to account for the progress of all students, particularly those from disadvantaged backgrounds. We are also receiving support from experienced specialists to ensure our disadvantaged learners make good progress. We are one of only 10 schools in Wiltshire to take part in the updated pilot project to close the gap for disadvantaged and vulnerable children.</p>				
<p>Targeted curriculum interventions to support with catch-up</p>	<p>'Tiers' of catch-up need have been identified based on fortnightly assessment undertaken by teachers during closure. These provisional tiers are 1, 2 or 3 for every pupil in every subject. Departments will utilise our online-learning platform to create low-stakes multiple-choice assessments to test what has and has not been retained. They will also use targeted questioning and other forms of formative assessment to update these tiers later in the first term. The outcomes of these assessments will further inform adaptations to the curriculum for each subject area who have accounted for how they will ensure all pupils catch-up in terms of important knowledge, understanding of threshold concepts and mastery of key skills over time.</p> <p>Tier 2 pupils will be able to access interventions beyond those in their normal timetabled lessons. These will include tutor time sessions, and before/after school sessions.</p>	<p>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. 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.</p> <p>Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</p>	<p>Whilst the diagnostic assessment required for this to be targeted will be coordinated and led by leaders within the school, small group tuition will be implemented by teachers and teaching assistants.</p> <p>Pupils will be carefully and routinely/frequently assessed to ascertain the impact of the intervention and facilitate a fluid transition for pupils both in and out of the small-group set-up.</p>	<p>A reduction in the number of those pupils in the top two tiers of need over time.</p>	<p>Staff hours</p> <p>CatchUp English and Maths subscription Resources</p> <p>Contribution to PiXL</p> <p>£30,500</p>

	<p>Tier 1 pupils will have access to taught sessions/small group tuition led by teaching staff and teaching assistants. This will include a combination of in-house planned interventions and bought-in systems such as 'CatchUp' – a not for profit charity that has helped over 500,000 struggling learners with English and Maths.</p> <p>We will also utilise our strong links with Wellington College to provide targeted catch-up activities in a range of subjects.</p> <p>We also subscribe to PiXL and staff leading interventions will make use of their PLC and DTT strategies as part of ensuring interventions are measured and precisely target specific gaps in learning.</p>				
Mentoring	<p>We recognise that our Key Stage 4 pupils face particular stresses and challenges, which we endeavour to relieve and support them with. One aspect of this is to provide a mentor for each disadvantaged learner.</p>	<p>The EEF suggests that mentoring programmes have limited impact on academic outcomes, however they also suggest that there is evidence that pupils from disadvantaged backgrounds can benefit by up to two months additional progress.</p>	<p>The Head of Key Stage 4 and Lead Co-ordinator will oversee selection of mentors to ensure it is someone they will actively engage with and listen to guidance and advice from.</p>	<p>Student surveys indicate that students are happy and feel fully supported.</p> <p>Progress and attainment data shows improvement.</p>	<p>Staff hours</p> <p>£2,050</p>
Metacognition and self-regulation	<p>Initially disadvantaged learners will be selected by Heads of Year based on their knowledge of pupils within their year group, including academic progress data focussed on English Baccalaureate subjects. 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.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to</p>	<p>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</p>	<p>Selected pupils will take part in a weekly programme initially for the period of one full term. This will take place during the school day in place of one tutor time per week.</p>	<p>Improvement in EBacc APS over time for disadvantaged learners who take part in the intervention.</p> <p>Improvement in overall progress scores over time.</p>	<p>Specific training and resources</p> <p>£1000</p>

	choose from and the skills to select the most suitable strategy for a given learning task.	<p>particularly effective for low achieving and older pupils.</p> <p>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.</p>			
Tutoring	<p>The evidence base on tutoring is clear and we have pursued full access to The National Tutoring Programme and sought to have an Academic Mentor in school full-time. If we are not successful in securing these, we will commit to providing our most in need pupils with tutors from different sources.</p> <p>We intend to heavily invest in a sustained programme of tutoring and hope to maintain this in future years.</p>	<p>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'.</p> <p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</p>	This will be implemented by tutors and coordinated by our Assistant Headteacher for Assessment and Intervention.	Accelerated and improved attainment of those pupils who access tutoring.	<p>Cost of tutors</p> <p>£15,000</p>
<b>Whole-school strategies to improve attendance, behaviour and readiness to learn (including social and emotional support)</b>					
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 and supplementing or providing places on school or public transport in times of need.	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.	Actions are implemented through a clear protocol for rewarding good attendance and challenging poor attendance. This is monitored by our Attendance Officer and Heads of Year and if systems are not being followed, they follow this up and ensure necessary actions are taken.	<p>A reduction in the percentage of disadvantaged learners that are persistently absent to at least 10%.</p> <p>An increase in the overall attendance of disadvantaged learners.</p>	<p>Student participation, including travel</p> <p>Contribution to Attendance Officer salary</p>

	<p>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.</p> <p>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.</p> <p>The past attendance of new starters is identified to provide an indication of potential future attendance concerns and put early intervention into place.</p>	<p>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.</p>	<p>Student Managers support with administration of attendance strategies and identify past attendance of new starters to provide early intervention when required, including support for catching up on missed curriculum content as a result of mobility.</p>		<p>Contribution to attendance support budget</p> <p>Contribution to Student Manager salaries</p> <p>Contribution to FFT Aspire (to identify the need for early support)</p> <p>£37,350</p>
Behaviour support	<p>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, ELSA interventions and anger management support. In a very small number of cases we will look at alternative provision such as Academy21 - an online alternative provision that is academically focussed and targeted at vulnerable learners who can sometimes struggle to attend school due to medical, complex mental health or behavioural issues.</p> <p>All pupils will benefit from the promotion of a positive school ethos through the</p>	<p>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.</p> <p>The EEF also suggests that 'school-level behaviour approaches are often related to improvements in attainment' although indicate that attributing causation of this directly</p>	<p>Our inclusion and engagement support staff will implement specifically targeted interventions and monitor their impact. This will also be monitored centrally through behaviour and academic data over time.</p> <p>The implementation of Conduct Cards will be led by the Deputy Headteacher for Teaching and Learning and all staff will directly implement the strategy. The impact of this will be monitored centrally by behaviour related data and staff and pupil feedback.</p>	<p>The gap between occurrences of Reset room or On-call for disadvantaged learners and their non-disadvantaged peers.</p> <p>A reduction in occurrences of Reset room or On-call for all learners accessing ELSA interventions.</p> <p>A reduction in incidents of negative conduct over time and an increase in</p>	<p>Staff hours for inclusion engagement</p> <p>ELSA support</p> <p>Contribution to costs of Conduct Cards and Praise Postcards</p> <p>Contribution to Class Charts</p> <p>£17,250</p>

	<p>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. Class Charts has been introduced to ensure consistent use of seating plans that take account for pupil behaviour. The next phase of the roll-out for this new system will be to link with SIMS and focus on behaviour reporting and data tracking to facilitate more precision in behaviour analysis and inform the decisions of leaders in tackling incidents of poor behaviour.</p>	<p>to such approaches lacks a sufficient evidence base.</p>		<p>incidents of positive conduct over time.</p>	<p><b><u>COVID CATCH-UP BOOST</u></b></p> <p>£4000 of this total represents an additional boost to an existing disadvantaged Pupil Premium strategy/action to account for higher expected expenditure as a result of lost learning time from closure.</p>
<p>Participation to increase cultural capital</p> <p><i>In light of COVID-19 we are restricted from providing our usual trips and visits. This funding will likely need to be spent in an alternative way to enrich cultural capital and we are reviewing how this is to be done. Some funding will be held back in the event we are able to run trips later in the academic year.</i></p>	<p>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.</p> <p>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. We also subscribe the Wiltshire Outdoor Learning Team (WOLT) who run a number of sessions off site for our disadvantaged learners to take part in.</p>	<p>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.</p> <p>EEF also cites evidence that participation in artistic and creative activities improve wellbeing and positive attitudes to learning. They state that this has been 'consistently reported'.</p>	<p>The curriculum has been implemented and will now be maintained to devote time to the study of artistic and creative subjects.</p> <p>Attendance on all trips and visits will be tracked, as well as extra-curricular activities, so participation of disadvantaged learners can be monitored over time.</p> <p>Where participation rates are deemed to be low, pupils and parents will be targeted by Heads of Year to promote the value of extra-curricular activities and ensure they are clear the availability of financial support.</p>	<p>All disadvantaged pupils are able to participate in activities that enrich their educational experience and develop cultural capital.</p> <p>Participation over time will be monitored through pupil lists for trips, visits and extra-curricular activities.</p>	<p>Contribution to music lessons, trip costs, equipment/payment for extracurricular enrichment</p> <p>Contribution for disadvantaged learners taking part in Outward Bounds.</p> <p>Contribution to costs associated with resourcing and staffing a larger creative curriculum</p> <p>£10,500</p>

		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.			
Raising aspiration and opening future opportunities	<p>Pupils will be equipped to enable them to source employment, succeed in the workplace and shape their careers and will be equipped to make an educated decision on their future pathway.</p> <p>Careers are embedded into the curriculum so pupils understand what subjects can lead to what careers, fully understand the diversity of opportunities and what qualifications are needed to gain entry.</p> <p>Our 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.</p> <p>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.</p>	<p>Evidence on aspiration interventions by the EEF is limited. We however strongly believe 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.</p> <p>Coach Bright states that it has a 'proven impact in raising grades, confidence and expectations'. Our internal tracking of past participation supports this.</p>	<p>Parents, staff and pupils will be supported in knowing and understanding the labour market to enable pupils to make informed career choices.</p> <p>Meaningful encounters will be provided for pupils with employers locally, nationally and internationally.</p> <p>Year 10 and Year 12 pupils will take part in work experience.</p> <p>Each pupil will attend at least two Personal Guidance sessions with our Careers Advisor and attendance of disadvantaged learners will be closely monitored. If any are not accessing this support they will be supported in doing so.</p>	<p>Pupil surveys will show an increase in knowing their intended future pathway and there will be no gap between knowledge of future pathways between disadvantaged learners and non-disadvantaged learners.</p>	<p>Contribution to full time careers advisor and career budget</p> <p>Contribution to supplementing costs associated with the activities of Wiltshire Inspiration Network</p> <p>Costs associated with facilitating our CoachBright scheme</p> <p>£8,200</p>

<p>Social and emotional well-being</p>	<p>We embed well-being lessons within our Sub Curriculum which are delivered through tutor time. The lessons themes are taken from the new PSHE Curriculum and each year group will look at a different aspect each term. It is designed to encourage our pupils to self-reflect and consider the well-being of themselves and others.</p> <p>Two tutor time sessions per week are devoted to well-being orientated sessions that provide an opportunity for pupils to consider a range of issues relating to their personal, social and mental health. In these sessions, pupils are encouraged to ask questions and share alternate perspectives to promote empathy and appreciation of alternative viewpoints. 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.</p> <p>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</p>	<p>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.</p>	<p>This will be implemented through teaching staff, tutors, and a range of support staff and coordinated by our Key Stage Leaders.</p>	<p>The well-being of our pupils will be monitored through pupil surveys, access to Place2Be and tracking of the academic progress of pupils identified as a concern at the beginning of the academic year.</p>	<p>Staff hours, related training and resources £13,000</p>
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	<p>charity 'Place2Be', devoted to supporting the mental health of our pupils. We also have a regular school nurse who is able to run 6 week interventions targeted at improving emotional health.</p> <p>We are also setting up 'Thrive'. Thrive promotes children's and young people's positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour.</p> <p>Based on established neuroscience, attachment theory and child development, the Thrive Approach provides training and an online profiling and action-planning tool to equip adults with the knowledge, insights and resources needed to develop the relationships that help children and young people to flourish and learn.</p>				<p><b><u>COVID CATCH-UP BOOST</u></b></p> <p>£4500 of this total represents an additional boost to an existing disadvantaged Pupil Premium strategy/action to account for higher expected expenditure as a result of lost learning time from closure.</p>
<p>General support fund including: academic resources, uniform, equipment and hardship (boosted in light of economic downturn).</p>	<p>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.</p>	<p>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.</p>	<p>All staff are able to raise a concern relating to pupil barriers using central IT systems which will alert Heads of Year and the SLT lead to coordinate removal of the barrier.</p> <p>Staff are regularly reminded of this system and concerns that are raised are tracked and monitored to ensure that</p>	<p>A reduction in the time taken for barriers to be removed.</p>	<p>Academic resources e.g. revision guides</p> <p>Uniform support</p> <p>Hardship fund</p> <p>£16,700</p>

			<p>actions have been taken to overcome the identified barrier.</p> <p>Where barriers are identified, tracking of how long this has existed will take place to enable monitoring of the success of this initiative.</p>		<p><b>COVID CATCH-UP BOOST</b></p> <p>£4000 of this total represents an additional boost to an existing disadvantaged Pupil Premium strategy/action to account for higher expected expenditure as a result of lost learning time from closure.</p>
<p>Support for remote/home learning</p>	<p>We are proud of the speed at which we were able to set up a compressive online learning platform. All pupils in attendance on the days prior to closure were taught how to use the system, as were all teaching staff.</p> <p>Access to technology for pupils to complete home learning was poor. Whilst our existing laptop loan and internet provision scheme had met the needs of many disadvantaged learners, there were many pupils who still could not access the technology required. There are many households in which parents need the use of the family computer for their own work and additional computers for their children to work on do not always exist. Mobile phones can be used for our online learning system but not all pupils have them and not all pupils have the internet access needed.</p> <p>Whilst there is a small provision of devices funded by the DfE, we need to bolster the offer. We have sought the most 'value for money' option, which can be filtered by our IT support staff for online safety. We will provide Chromebooks and internet access</p>	<p>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.</p> <p>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.'</p>	<p>This will be implemented by senior leaders and our IT support staff.</p>	<p>An increase in access to remote learning (if required to partially close again).</p> <p>An increase in the number of pupils who can access technology for learning at home.</p>	<p>Cost of Chromebooks and internet provision</p> <p>£11,000</p>

	for our disadvantaged learners that otherwise cannot access online learning or would struggle to engage with paper alternatives.				
<b>Leadership</b>					
Leadership: Heads of Year, SLT lead and Governor Lead	<p>Each Head of Year will closely monitor the progress of disadvantaged learners within their respective year groups and report to the SLT lead for Pupil Premium. They will liaise with a wide range of staff to ensure actions and interventions take place and are engaged with.</p> <p>The SLT lead for Pupil Premium will participate in Local Authority network meetings, consultation visits and professional development. Sharing ideas, resources and best practice with similar schools will enable us to provide the best possible opportunities for our disadvantaged learners to achieve academically. Our Governor responsible for Pupil Premium will actively engage with training and regularly meet with the SLT lead to support with ongoing evaluation and scrutinise use of Pupil Premium expenditure.</p>	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.	The role of Heads of Year will be monitored by the SLT lead and the role of the SLT lead will be monitored by the nominated Governor.	Improvements in progress of disadvantaged learners over time.	% contribution to salaries of the SLT lead, each Head of Year and associated costs relating to training (including for the link Pupil Premium Governor)  £18,000
				Total planned spend	<b>£220,100</b>