

# Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged 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	Wellsway School
Number of pupils in school	1316
Proportion (%) of pupil premium eligible pupils	11.0%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3
Date this statement was published	23 <sup>rd</sup> September 2022
Date on which it will be reviewed	23 <sup>rd</sup> September 2022
Statement authorised by	Mr R Pearsall
Pupil premium lead	Mr D Cooper
Governor / Trustee lead	Mr S Parsons

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£145,495
Recovery premium funding allocation this academic year	£22,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ NIL
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£167,535

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to ensure that our disadvantaged students have an outstanding experience of education at Wellsway. We aim to provide them with the same rich learning experience in the classroom and in extra-curricular activities as their peers. We have high aspirations for our disadvantaged learners and expect them to make more progress than all students nationally. Our current pupil premium strategy focuses on evidence-based interventions to accelerate learning, whilst guaranteeing investment in cultural capital.

## Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged students start from relatively low prior attainment in KS2, others have suffered disproportionately due to the closure of school site during the COVID-19 pandemic
2	A number need to build greater resilience, motivation and aspiration
3	A small, but significant, number will benefit from greater parental engagement
4	Some students have experienced limited opportunity to enrich their learning, for example through participation in educational visits or access to IT equipment.
5	The families of some students experience severe financial hardship, with basic equipment and uniform proving a challenge given their available funds.

## 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
High quality teaching and learning ensures that PP students make progress	<ul style="list-style-type: none"><li>• Data from in-year tracking and public examinations demonstrate good progress in comparison to aspirational targets and</li></ul>

<p>that is at least in-line with their non-disadvantaged peers nationally.</p>	<p>the mean progress of non-disadvantaged students nationally.</p> <ul style="list-style-type: none"> <li>• School Self Evaluation reveals that PP students are challenged and supported in lessons, and that the outcomes evident in their work are of comparable quality to their non-disadvantaged peers.</li> <li>• Underachieving students are identified and bespoke learning programmes are constructed for them by teachers and curriculum teams, with pastoral support from house teams. This will include, for example, academic board meetings, small group or one-to-one tuition and support with homework.</li> </ul>
<p>PP students display highly developed numeracy and literacy which enables them to successfully move into chosen areas of study or employment when they leave the school.</p>	<ul style="list-style-type: none"> <li>• Scrutiny of students work demonstrates high levels of literacy and numeracy</li> <li>• The teaching of numeracy and literacy forms a key element of the schools self-evaluation and CPDL programmes.</li> <li>• Ambitious targets are set for the 4+ and 5+ basics measure in KS4 and these are tracked meticulously.</li> <li>• One-to-one and small group tuition are focussed on the literacy and numeracy needs of students in all key stages.</li> </ul>
<p>Improve engagement with disadvantaged parents/carers in the community and empower them in supporting and promoting the learning of their children.</p>	<ul style="list-style-type: none"> <li>• House teams establish good relationships and communication strategies with disadvantaged families, ensuring that attendance of parent/carer evenings and other virtual or in-school events is above 90%.</li> <li>• Regular contact with parents/carers, for example through academic board meetings and calls home, ensures they feel informed and able to support their children with their work and their transition between key stages and post-16 or post-18 career opportunities.</li> </ul>
<p>Address issues caused directly by financial and social disadvantage.</p> <ul style="list-style-type: none"> <li>• Ensure all PP students have a wide range of extra-curricular activities available to them to enrich their education, increase cultural capital and raise aspirations.</li> <li>• Guarantee no student is disadvantaged by a lack of access to learning resources at school or in the home.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance of extra-curricular events and activities matches that of non-disadvantaged peers.</li> <li>• Attendance of curriculum enrichment activities is complete.</li> <li>• PP learners who will benefit from the provision of additional learning resources - such as laptops, broadband or additional study materials - are identified and supported appropriately.</li> </ul>

## 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: £47,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPDL to include training in reading comprehension, oral language interventions, parental engagement and effective use of teaching assistants.	EEF Teaching and Learning Toolkit	1, 2, 3
High quality pastoral Learning Mentors to be recruited and retained. These staff will lead in developing strong relationship with students and engaging parents/carers.	EEF Teaching and Learning Toolkit	3

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-one tuition	EEF Teaching and Learning Toolkit	1
Small group tuition	EEF Teaching and Learning Toolkit	1

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for extra-curricular activities including visits, clubs and music lessons	EEF Teaching and Learning Toolkit	2, 4, 5
Support for curriculum visits and activities such as performances, field trips and study visits	EEF Teaching and Learning Toolkit Examination board specifications – mandatory participation in study visits in some subject areas	1, 2, 4, 5
Purchase of equipment to support learning in the home or at school, for example laptops, website subscriptions and study guides.	EEF Teaching and Learning Toolkit	1, 2, 4, 5

**Total budgeted cost: £167,535**

## 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 2021 to 2022 academic year.

Outcomes for PP students in 2021/22 were outstanding. Progress between KS2 and KS4 was much higher than the national average for both disadvantaged students and for the entire cohort, with Wellsway PP students scoring a DfE Progress 8 score of 0.20. Attainment was strong, with 50% of PP students achieving grade 5 or better in both English and maths, and 71% scoring grade 4 or better.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Mentoring - regular mentoring giving space to talk and reflect, developing coping strategies and emotional intelligence	Mentoring Plus
Mentoring - regular mentoring through practical activities such as urban arts, gardening, construction, cooking and weightlifting / training to develop social and emotional skills / resilience	Impact Mentoring
Turn on your potential - supporting young people to achieve their potential through sport.	Switch Rugby
Alternative Education programme - focusing on personal and social development through adrenaline sports and adventure activities.	Urban Pursuits

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Support for careers advice, with specific attention given to those students who moved in or out of the locality
What was the impact of that spending on service pupil premium eligible pupils?	No services children were NEET. All students placed in post-16 and post-18 education, employment or training placements.

## Further information (optional)

The 2021/22 PP support programme and COVID-19 Catch-Up Premium was used extremely successfully. Internal tracking systems show that PP students made very good progress in comparison to their peers in every year group.

Standardised teacher assessments showed that PP students made comparable progress between KS2 and the end of Year 11 to their non-disadvantaged peers.

The basics measures for the Year 11 cohort were: 71% basics 4+ and 50% basics 5+, up from 53% basics 4+ and 36% basics 5+ in the previous academic year.