



# THE WELLS ACADEMY

*“Be Kind. Work Hard. Achieve Greatness.”*

## 2020 – 2021 Pupil Premium strategy



## **Pupil Premium: The Facts**

The Pupil Premium is additional funding paid to schools in respect of their disadvantaged pupils (pupils who have been registered for free schools meals (FSM) at any point in the last six years or are looked after continuously by the local authority for more than six months or whose parents are currently serving in the armed forces).

Schools receive this funding to support their eligible pupils through a number of aims:

- to increase social mobility
- to enable more pupils from disadvantaged backgrounds to get to the top Universities
- to narrow the attainment gap between the highest and lowest achieving nationally
- to improve the achievement of pupils eligible for PP by closing the gap with their peers.

The level of premium for secondary age pupils in 2020-21 is £955 per pupil.

## **How does it work?**

Simply spending more money on children does not necessarily improve their learning or their aspirations. If the Pupil Premium is to succeed in achieving its ambitious goals, the choices that the school makes in allocating the money are vital so that the funding can help raise student attainment, improve progress and raise aspirations.

The money needs to be allocated as part of a strategic approach to raising standards across the school, providing better opportunities for our pupils academically, as well as developing life, work and personal skills to give them the best chance of a successful future.

At The Wells Academy we utilise Pupil Premium funding to enable us to, both directly and indirectly, provide additional support and interventions for those pupils highlighted by the government as needing it most. In developing our Pupil Premium strategy, we utilise a wide range of research and evidence to allocate funding to the activities most likely to have a high impact on pupil progress and achievement. These are outlined in the EEF summary at the end of this document. Support for pupil premium eligible students is targeted at maximising achievement based upon a range of different starting points and subsequent personalisation of provision.

## **The Education Endowment Foundation**

We are committed to using evidence-based approaches and a range of data to inform interventions. In order to support this commitment, we utilise research carried out by the Education Endowment Foundation (EEF) to ensure our decisions with regards to interventions, are supported by evidence. The EEF is an independent charity dedicated to breaking the link between family income and educational achievement and as such support teachers by providing independent, evidence-based resource designed to improve practice and boost learning.

The EEF evaluate the impact of intervention in terms of the additional months' progress the evidence suggests pupils can make as a result of an approach being used, taking average pupil progress over a year as a benchmark. For example, the 'Feedback' strand in the 'Teaching and Learning Toolkit' shows that improving the quality of feedback provided to pupils has had an average attainment impact of +8 months. This means that students in a class where high quality feedback is given will make +8 months more progress over a year compared to students in a control class where feedback is of a standard quality.



## The Wells Academy Pupil Premium Allocation and Strategy 2020/21

Curriculum Year 2020/21	NOR	Number of pupils in receipt of the Pupil Premium at £955 per pupils	% Disadvantaged	Funding Allocation
7	131	92	70.2%	£87,860
8	141	89	63.1%	£84,995
9	117	73	62.4%	£69,715
10	128	88	68.8%	£84,040
11	134	78	58.2%	£74,490
<b>Total</b>	<b>651</b>	<b>420</b>	<b>64.5%</b>	<b>£401,100</b>

	Number of Male PP students	Number of Female PP students	Number of students who are PP and SEN
Year 7	40	52	4
Year 8	50	39	17
Year 9	30	43	13
Year 10	52	36	24
Year 11	47	31	21
<b>Total</b>	<b>219</b>	<b>201</b>	<b>79</b>

Achievement				
	2016/17	2017/18	2018/19	2019/20 (CAG)
Progress 8 All students	-0.42	-0.61	-0.78	-0.44
Progress 8 PP	-0.59	-0.81	-0.95	-0.51
Progress 8 Non-PP	-0.15	-0.30	-0.52	-0.27
Diff	-0.44	-0.51	-0.43	-0.24
PP Ebacc entry (% of cohort)	63%	24%	23%	25%
Attainment 8 PP	34.62	35.96	32.12	34.50
Attainment 8 Non-PP	39.29	38.55	39.08	42.41
Diff	-4.67	-2.59	-6.96	-7.91
PP % Grad 4+ in English & Maths	30	44	29	30
Non-PP % Grad 4+ in English & Maths	55	46	35	47
Diff	-25%	-2%	-6%	-17%
PP % Grad 5+ in English & Maths	16	26	18	10
Non-PP % Grad 5+ in English & Maths	16	23	17	30
Diff	0%	+3%	+1%	-20

#### Academy vision statement:

“The academy ensured that all students succeeded in **higher education** and **skilled employment**, worked at the **cutting edge** of their chosen **profession** and had a lasting **positive impact** on their family, community and **the world**.”

#### Trust Mission statement:

Pupils leave a GAT Academy with the academic qualifications and wider skills, characteristics and experiences, which will help them to lead successful and healthy lives.

#### Principles

- We are committed to ‘closing the gap’ between all pupils and any specific cohort or group of pupils.
- We will ensure that teaching and learning opportunities meet the needs of all of our pupils.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of pupils are adequately assessed and addressed.
- We reserve the right to allocate the Pupil Premium Grant to support any pupil or group of pupils we have legitimately identified as being disadvantaged.
- Funds will be allocated following an analysis which will identify priority groups or individuals.
- We will ensure the disadvantaged learners benefit from all school wide activities as well as befitting from discrete and bespoke interventions.



Pupil premium strategic plan for 2020/21

<b>Priority</b>	<b>1</b> <b>Quality first teaching</b>	<b>2</b> <b>Ensuring high quality behaviour provides disruption free learning</b>	<b>3</b> <b>Minimising barriers to achievement</b>	<b>4</b> <b>Raising aspirations and broadening experiences</b>
<b>EEF</b>	9, 11, 17, 30	3, 15, 20, 31	6, 25, 26, 28	1, 2, 15,
<b>Allocation</b>	<b>30%</b> <b>Approximately £120,330</b>	<b>40%</b> <b>Approximately £160,440</b>	<b>30%</b> <b>Approximately £80,220</b>	<b>10%</b> <b>Approximately £40,110</b>



<p style="text-align: center;"><b>Priority Aims</b></p>	<ul style="list-style-type: none"> <li>• Purchased BlueSky to support the setting &amp; monitoring of staff PDR target based on progress of PP students performing in line with non-PP.</li> <li>• Recruitment of Faculty Standards &amp; Progress TLR holders appointed and utilised to raise the progress of PP students.</li> <li>• Purchase FFT subscription to allow all PP students to be set aspirational targets based on FFT20</li> <li>• Bespoke staff teacher planners developed and purchased to ensure knowledge gaps have been identified and teaching addresses these gaps explicitly (£500)</li> <li>• Purchase ClassCharts provision maps subscription purchased to ensure teaching strategies fully support PP SEN students</li> <li>• Academy T&amp;L policy developed and professional learning from Ross McGill with a direct instruction approach through “The Big 6”</li> </ul>	<ul style="list-style-type: none"> <li>• Increase the capacity of student care team with an experienced Senior Leader to rapidly raise the standards of behaviour, conduct and attendance of PP students by: <ul style="list-style-type: none"> <li>- Recruiting a highly experienced and skilled Senior Vice Principal</li> <li>- Recruiting additional fixed term pastoral staff to support with PP students behaviour</li> </ul> </li> <li>-Introduction of Assistant Principal leadership capacity for KS3 &amp; KS4</li> <li>- Pastoral TLR holders to have PDR targets focused on the attendance and behaviour of PP students.</li> <li>- Recruited an attendance officer employed to support rapidly raising the attendance of PP students</li> <li>• Funded a TTF mentor 3 days a week to support a targeted group of KS3 PP students with their behaviour and engagement in lessons.</li> <li>• Introduce PARs intervention tracker and fund subsequent interventions which focus on improving behaviour and</li> </ul>	<ul style="list-style-type: none"> <li>• Recruitment of a highly experienced Vice Principal to lead the Raising Achievement Plan (RAP) and forensically identify the interventions which PP students require to improve outcomes</li> <li>• Funding provided for uniform and equipment need for PP students</li> <li>• Funded PiXL membership to support PP raising achievement strategy</li> <li>• Funded PETXi to carry out intensive support days for Enterprise, iMedia and Statistics in Spring term</li> <li>• Funded small group and 1:1 tuition during after school/holiday provision for PP students</li> <li>• Funded the staffing and resourcing of GCSE tutorial sessions focusing on knowledge gaps across PP students</li> <li>• Purchased revision guides and study materials for all PP students across all subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Part/fully fund educational visits for PP students</li> <li>• Fund “Think Forward” mentor 3 days a week to work with KS4 PP students at risk of NEET ensuring they go on to secure further education, training or employment</li> <li>• Enhance the extra-curricular provision offered to PP students by buying in external agencies</li> <li>• Deliver a programme of KS3 &amp; KS4 drop down days to engage with speakers &amp; employers to support raising aspirations</li> <li>• Introduce a careers lead TLR which focuses on ensuring PP students in all key stages are engaging with a range of employers over their time at the Academy</li> <li>• Inspiration evening recognises and reward PP students’ progress and achievements.</li> <li>• Use of careers advisors (2 days a week) to work with PP students to ensure they have high quality</li> </ul>
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<p>which meets the learning needs of PP students</p> <ul style="list-style-type: none"> <li>• Staff provided with visualisers to ensure expert modelling can take place to support PP students</li> <li>• Purchased BlueSky training to support the academy QA process which focuses on raising standards for PP students</li> <li>• Recruited fixed term post to provide overstaffing in Maths to provide additional capacity for small group intervention groups focused on raising achievement of PP students</li> <li>• Funded NGRT &amp; CAT testing to identify PP students in need of specific intervention for cognitive needs</li> <li>• Individual support strategies for selected groups of PP students</li> </ul>	<p>attendance of PP students.</p> <ul style="list-style-type: none"> <li>• Recruitment of SEN teacher to support KS3 SEN PP learners with their literacy &amp; numeracy</li> <li>• Increase the hours of EP support to allow for identified group of PP students to be given high quality SEMH intervention</li> <li>• Increase the hours of CASY counselling to support the welfare and wellbeing of PP student</li> <li>• Recruited &amp; deployed dedicated safeguarding officer to support vulnerable PP students on a full time basis</li> <li>• Provide staff with professional learning for behaviour management routines &amp; techniques, focusing on PP students (purchased copies of Walkthrough)</li> <li>• Ensure PP students are prioritised with regards to first strike attendance calls, home visits and parental communication.</li> <li>• Introduce half termly recognition awards and events to motivate PP students with conduct, attendance and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Subscription to GCSE Pod to provide PP students with additional revision</li> <li>• Provide opportunities and space for PP students to study at school after the end of the school day</li> <li>• Subscription to School Cloud to increase PP student parental engagement in progress evening, with follow up calls made to those who cannot attend.</li> <li>• Funded staff hours to ensure a programme of “period 7” intervention session can take place in the Spring term</li> <li>• Purchased literacy package to support reading in KS3 and ensure appropriate resource is available in the library.</li> </ul>	<p>careers advice and guidance.</p> <ul style="list-style-type: none"> <li>• Develop a Duke of Edinburgh scheme which is part/fully funded for PP students</li> <li>• Ensure that all PP students experience at least 3 university interactions throughout their time at the academy</li> </ul>
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Strand 1 – Quality First Teaching Statements of Success  <i>To use £120,330 to ensure:</i>		EEF	RAG		
			Term 1	Term 2	Term 3
A	BlueSky purchased and implemented to ensure robust PDR process in place with PP at its core	22			
B	Recruitment of Faculty Standards & Progress TLR holders to support PP outcomes	22			
C	Purchase FFT subscription to allow all PP students to be set aspirational targets based on FFT20	2			
D	Fund bespoke staff teacher planners developed to ensure knowledge gaps are narrowed rapidly	9, 12			
E	Overrecruited by 1.0 FTE in Maths to provide small group intervention	26, 30			
F	Purchase ClassCharts provision maps subscription purchased to ensure teaching strategies fully support PP SEN students	12			
G	Fund professional learning around a direct instruction approach through “The Big 6” which meets the learning needs of PP students	14			
H	Staff provided with visualisers to ensure expert modelling can take place to support PP students	9			
I	Aspirational target setting for PP students using FFT, NGRT and CATS subscriptions	2			
J	Individual support strategies for groups of PP students	3, 17 , 30			



<b>Strand 2 – Ensuring high quality behaviour provides disruption free learning Statements of Success</b>		EEF	RAG		
<i>To use £160,440 to ensure:</i>			Term 1	Term 2	Term 3
A	Appointment of additional leadership capacity in the student care to rapidly raise standards of behaviour and attendance	3			
B	Funded a TFTF mentor 3 days a week to support a targeted group of KS3 PP students with their behaviour and engagement in lessons.	15			
C	Recruited SEN intervention teacher to work with identified group of PP SEN students to meet their learning needs	18, 25			
D	Introduce PARs intervention tracker and fund subsequent interventions which focus on improving behaviour and attendance of PP students	3			
E	Increase the hours of EP support to allow for identified group of PP students to be given high quality SEMH intervention	31			
F	Increase the hours of CASY counselling to support the welfare and wellbeing of PP student	22			
G	Introduce half termly recognition awards and events to motivate PP students with conduct, attendance and behaviour	20			
H	Dedicated safeguarding officer works with the most vulnerable PP students to ensure that they are in school safely and learning	20, 31			
<b>Strand 3 – Minimising barriers to achievement Statements of Success</b>		EEF	RAG		
<i>To use £80,220 to ensure:</i>			Term 1	Term 2	Term 3
A	Recruitment of a highly experienced Vice Principal to lead the Raising Achievement Plan (RAP) and forensically identify the interventions which PP students require to improve outcomes	20			
B	Group & individual intervention programmes can be provided for PP students to support their academic progress including the funding of a Maths tutor to work with a group of identified PP students	17, 30			

C	PP students are provided with the necessary revision resources and provision including; PiXL app, high challenge reading books and workbooks which support their learning outside of the classroom.	8			
D	Regular masterclasses are delivered by highly experienced staff to provide additional and supplementary support to the quality first teaching being delivered.	12, 14			
E	Resource is provided to improve parental engagement with regards to PP students academic progress and welfare.	20			
F	Purchased revision guides and study materials for all PP students across all subjects	11			
G	Funded staff hours to ensure a programme of “period 7” intervention session can take place in the Spring term	17, 30			
H	Purchased literacy package to support reading in KS3 and ensure appropriate resource is available in the library.	25			
<b>Strand 4 – Raising aspirations and broadening experiences</b> <b>Statements of Success</b>		<b>EEF</b>	<b>RAG</b>		
<i>To use £40,110 to ensure:</i>			<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
A	The Academy part/fully funds educational trips/visits for PP students	1			
B	“Think Forward” mentor works with KS4 PP students at risk of NEET ensuring they go on to secure further education, training or employment	2			
C	The extra-curricular provision offered to PP students is enhanced	1, 32			
D	Deliver a programme of KS3 & KS4 drop down days to engage with speakers & employers to support raising aspirations	2			
E	Inspiration evening recognises and reward PP students’ progress and achievements.	20			
F	Careers advisors work with PP students to ensure they have high quality careers advice and guidance.	2			
G	Develop a Duke of Edinburgh scheme which is part/fully funded for PP students	1, 32			
H	PP students experience at least 3 university interactions throughout their time at the academy	2			

## How is the impact monitored and evaluated?

There are various methods used to monitor and assess the impact of Pupil Premium spend:

1. Monitoring the impact of specific interventions by tracking the progress of disadvantaged pupils each half term. This information is then used to support pupils and to inform intervention for the next data collection period
2. Evaluating the impact of Disadvantaged pupils at the end of Key Stage 4 in relation to their learning outcomes when measured against non-disadvantaged pupils within the Academy and Nationally.
3. Monitoring and supporting Disadvantaged pupils requiring and accessing pastoral support. This information is then used to inform interventions
4. Measuring Disadvantaged pupils progress post-16, by measuring our NEETS (Not in Education Employment or Training) figures.

Your Rights As a parent, you have the right to know how our Pupil Premium money is used within the Academy. We hope you find the included information helpful and that it provides everything you need to know. If you require further information on this, please contact us at the Academy.

## Appendix 1: Educational Endowment Foundation Toolkit

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
1 Arts participation	£££££	★★★★★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2 Aspiration interventions	£££££	★★★★★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3 Behaviour interventions	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
4 Block scheduling	£££££	★★★★★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5 Collaborative learning	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6 Digital technology	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7 Early years intervention	£££££	★★★★★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8 Extended school time	£££££	★★★★★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9 Feedback	£££££	★★★★★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10 Homework (Primary)	£££££	★★★★★	+ 1 Month	Low impact for very low cost, based on moderate evidence.
11 Homework (Secondary)	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.



12	Individualised instruction	£££££	★★★★★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
13	Learning styles	£££££	★★★★★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
14	Mastery learning	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15	Mentoring	£££££	★★★★★	+ 1 Month	Low impact for moderate cost, based on moderate evidence.
16	Meta-cognition and self-regulation	£££££	★★★★★	+ 8 Months	High impact for very low cost, based on extensive evidence.
17	One to one tuition	£££££	★★★★★	+ 5 Months	High impact for high cost, based on extensive evidence.
18	Oral language interventions	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19	Outdoor adventure learning	£££££	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on limited evidence.
20	Parental involvement	£££££	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21	Peer tutoring	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22	Performance pay	£££££	★★★★★	0 Months	Low or no impact for moderate cost, based on very limited evidence.
23	Phonics	£££££	★★★★★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24	Physical environment	£££££	★★★★★	0 Months	Very low or no impact for low cost based on very limited evidence.
25	Reading comprehension	£££££	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
26	Reducing class size	£££££	★★★★★	+ 3 Months	Low impact for very high cost, based on moderate evidence.
27	Repeating a year	£££££	★★★★★	- 4 Months	Negative impact for very high cost based on extensive evidence.
28	School uniform	£££££	★★★★★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29	Setting or streaming	£££££	★★★★★	- 1 Months	Negative impact for very low cost, based on moderate evidence.
30	Small group tuition	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31	Social and emotional learning	£££££	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32	Sports participation	£££££	★★★★★	+ 2 Months	Moderate impact for moderate cost based on moderate evidence.
33	Summer schools	£££££	★★★★★	+ 2 Months	Moderate impact for moderate cost based on extensive evidence.
34	Teaching assistants	£££££	★★★★★	+1 Months	Very low or no impact for high cost, based on limited evidence.