

# Pupil premium strategy statement (Including ACE)

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*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 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	Welling School
Number of pupils in school	1349 (11 to 15)
Proportion (%) of pupil premium eligible pupils	32.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 21
Date on which it will be reviewed	August 22
Statement authorised by	Rob Pett
Pupil Premium lead	Kathy Kallend
Governor / Trustee lead	Natalie Willbourn

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£417,335
Recovery premium funding allocation this academic year	£64,032
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£481,367

# Part A: Pupil premium strategy plan

## Statement of intent

Pupil Premium students at Welling School will make, at least, expected progress in reading, writing and maths, through quality first teaching, pastoral support, rigorous intervention programmes that support in school and home learning.

We offer pastoral support through year group leads, behaviour mentors, pupil mentors and our ACE teams. We aim to increase the engagement in school through the promotion of positive relationships between, school, mentors, students and families. Through this we can achieve increased attendance of PP students which allows more exposure to the curriculum on offer and enables us to close the gap between dis-advantaged and non-disadvantaged pupils.

We aim to improve the 'cultural capital' of our PP students by offering a wide range of enrichment inside and outside of school. Students will have access to a strong extra curricular programme and be provided with the opportunity to learn outside the classroom.

**A Champion for Every Child Programme:** Every Pupil Premium pupil (and their families) have regular one-to-one contact to build relationships and overcome barriers.

Our ACE programme is part of the roll out of the TKAT pilot started in September, which has been externally evaluated. We are using our cohort of year 7 and Y11 students to pilot the ACE programme at Welling School through the Academic year of 2021/2022 and from March 2022 this will be extended to Year 9. The expectation is that from September 2022 all PP students will have an ACE tutor during for the 2022/2023 academic year.

"Overall the evaluation from the ACE programme's pilot year sees promising evidence of impact, particularly on pupils' attainment in maths and on levels of goal orientation, self-efficacy and motivation. Qualitative data from teachers and tutors also reflected a positive perception of the overall impact of the programme, alongside a number of recommendations for how the programme implementation could be improved further in future." ImpactEd September 2021

## Challenges

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

Challenge number	Detail of challenge
1	Attendance - disadvantaged students often have a lower attendance due to the low importance placed on school by some parents.
2	School Engagement including Goal orientation, motivation, self-efficacy and behaviour - often with PP students they will have low aspirations as the importance isn't placed on the school environment.

3	Attainment - students struggle to access the exam papers due to high reading ages on test papers and lower reading ages for disadvantaged students.
4	Take-up of school opportunities - lack of transport when needed to attend intervention / enrichment opportunities mean that disadvantaged students have less access than the non-disadvantaged.
5	Home school communication - often difficult with lower literacy skills of disadvantaged students and their parents.

## 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
<ul style="list-style-type: none"> <li>PP pupils with ACE Tutors, over time and relevant to the context, will have:</li> </ul>	Every PP student (and their families) have regular one-to-one contact to build relationships and overcome barriers. The profile of PP pupils will be raised within the school with all staff being aware of the students needs.
<ul style="list-style-type: none"> <li>Rapidly improving attendance or attendance that is at or above the national average for all non-PP pupils.</li> </ul>	Attendance of identified PP students increases and the gap between PP and non PP narrows.
<ul style="list-style-type: none"> <li>Rapidly improving or good pupil engagement compared to their peers</li> </ul>	Pupils surveys reflect enjoyment in school combined with improved attitude to learning. PP students attend a wide range of extra curricular activities.
<ul style="list-style-type: none"> <li>Rapidly improving outcomes or outcomes that are at or above the national average for all non-PP pupils.</li> </ul>	PP students are in line with their FFT50 P8 score. Students in years 7 improve their reading ages upon entry to Welling School.
<ul style="list-style-type: none"> <li>Increased uptake of opportunities offered by the school outside of the classroom including raised career aspirations.</li> </ul>	All PP students attend careers meetings and outcomes shared with ACE tutor. PP students in post 16 apply for University, whilst PP students in year 11 apply for post 16.
<ul style="list-style-type: none"> <li>Increased communication between school and home with rapid intervention or referral processes, as required</li> </ul>	Students are provided with full pastoral care and regular phone calls to home improve relationships. Students' negative behaviour logs decrease whilst their positive logs increase. Guidance and support through ACE tutors improve the self esteem and resilience of the students.

## 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: £120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching staff and HoDs have CPD around levels of support to use for PP students in lessons. This includes seating plans	All staff devise seating plans that ensure that all staff are aware of who their PP students are within their classrooms. Whilst lessons are taught and students are working, staff are able to live mark students books and ensure they get feedback.	2,3
ACE tutor employed	Pilot scheme within TKAT shows that PP students who have ACE tutor have increased attendance & engagement with school. This supports closing gaps in KS4.	2,4,5
Academic Tutor	Students have low reading ages based on the baseline testing. Learning Support delivers reading intervention in order to close the gap so that students will be able to access the exam papers in KS4.	2,3

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

Budgeted cost: £245,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ACE tutor programme extended	1-1 mentors for PP students. We have expanded the ACE tutor programme to now also include Year 11 and Year 9. These year groups were priorities as having missed large amounts of education through covid and there is a gap that needs bridging. The ACE tutor will also improve liaison between school / home / teachers. Evidence in record keeping of meetings and data drops.	1,2,3,4,5

Literacy intervention	Evidenced through reading ages improving & data drops in english.	2,3
Behaviour Engagement Officers to support re engagement of PP students	Behaviour Engagement Officers focused on making sure high standards of behaviour are maintained throughout the day. Through 1 to 1 conversations with PP students they will develop resilience and promote self regulation. By regular communication with parent/carers they will build stronger relationships with home and offer support where required.	2, 5
KS4 intervention in Core target identified gaps in attainment	Additional funding in place to allow targeted support for PP students. An additional Science Tutor has been appointed for this academic year to support progress of more able PP students in Year 11.	3
Bedrock Learning (vocabulary instruction)	A digital literacy and vocab curriculum software to support the development of students' use of language through a range of tested units. Designed to rapidly improve reading ages and gives evidence of students journey through the platform. This has a measurable impact.	3,4
Accelerator Reading Intervention	Intervention to support students in KS3 to improve their reading levels	3,5

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

Budgeted cost: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appoint and train Lead and Tutors	Pilot evaluation see <a href="#">"The Kemnal Academies Trust: ACE evaluation summary" 2020-21 (ImpactEd)</a>	1,2,3,4,5
Link Tutors and pupils according to need		

Communicate programme in and out of school		
Implement recording and tracking system		
Support Tutors to ensure pupils have appropriate goals/targets		
Provide supervision support for Tutors		
HT Fund - disadvantaged students equipped with appropriate resources	School able to ensure that barriers to learning are quickly removed and focus of conversations can be on making academic progress.	1,2,3,4,5
SEASS and Attendance interventions	In additional to SLA to help improve attendance and additional Attendance Officer has been employed to help improve attendance rates of PP students.	1,2
Extra curricular activities - transport supported where needed	Wider range of extra curricular activities available to all PP students.	2,3

**Total budgeted cost: £490,000**

## **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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

The PP performance of our Y11 Cohort last year was as follows:



KS4 Performance for Pupil Premium Students		
Measure	2021	
	Pupil Premium	Non Pupil Premium
Overall Attainment 8	3.8	4.5
Overall Progress 8	-0.48	-0.01
English Attainment 8	4.0	4.6
English Progress 8	-0.65	-0.26
Maths Attainment 8	3.8	4.6
Maths Progress 8	-0.22	0.26

%English & Maths (Grade 4+)	49	65
%English & Maths (Grade 5+)	26	36
%5+ GCSEs Inc English & Maths (Grade 4+)	45	61
%5+ GCSEs Inc English & Maths (Grade 5+)	20	30