



## Pupil Premium Strategy 2021-22

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	Wollaston School
Number of pupils in school	1412 students
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2021-2024
Date this statement was published	14 <sup>th</sup> December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	James Birkett Headteacher
Pupil premium lead	Clare Codner
Governor / Trustee lead	Joanna Bunyan

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163911
Recovery premium funding allocation this academic year	£16,313 (£74,960) carried over from 2020-21
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	£ 225184

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged students. Whilst socio-economic disadvantage is not always the primary challenge our students face, we do see a variance in outcomes for disadvantaged students across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Suspension and exclusion from school
- Progression to further and higher education
- Employability
- Social opportunities

At the heart of our approach is high-quality teaching and personal development, focussed on areas that disadvantaged students require it most, targeted support based on robust diagnostic assessment of need, and helping students to access a broad and balanced curriculum. Although our strategy is focused on the needs of PP students, it will benefit all students in our school where funding is spent on whole-school approaches, such as high-quality teaching.

Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged students will be improved alongside progress for their disadvantaged peers. We will also provide disadvantaged students with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, notably through engagement with the National Tutoring Programme of students who have been identified as worst affected, including non-disadvantaged students. Our strategy will be responsive to common challenges and individual needs. As such you will see that we recognise the broader needs of young people. This includes the additional challenges disadvantaged

students face in relation to mental health, wellbeing, meeting pupils' material needs, aspirations and by strengthening parental engagement. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Outcomes for Pupil Premium students are not yet in line with their peers, and the pandemic has also had a disproportionate impact on disadvantaged students. However, pre-pandemic, Wollaston School had considerable success in improving outcomes for Pupil Premium students since 2016. Progress 8 increased from -0.93 for PP students in 2016, to -0.33 in 2018 and -0.42 (both above the national averages for PP students). As such, this strategy is a continuation of our pre-pandemic approach, with evidence-based actions that we know to work, through both EEF research and our own lived experience.

## Challenges

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

Challenge number	Details of In-school challenges
1	<p><b>Gaps in knowledge and lower progress than non-disadvantaged peers.</b> Following the pandemic and school closures we are aware that there will be gaps in some students’ knowledge and understanding across the curriculum. It is important that we are able to identify the gaps in all of our students learning and in particular, our disadvantaged students. A lack of robust external testing means that it has been difficult to identify which students enter the school needing more support in specific areas.</p> <p><i>Please see summary data for 2019-2020.</i></p>
2	<p><b>Organisation, preparedness and behaviour for learning</b> – a number of disadvantaged students have a lack of organisational and self-management skills.</p> <p><i>Our internal data shows that disadvantaged students acquire more consequences for equipment, missed homework, and uniform issues.</i></p>
3	<p><b>Prior attainment including literacy and numeracy-</b> some students enter with lower literacy and numeracy skills than their peers.</p> <p><i>Our 2021 cognitive ability assessments on entry to Year 7 shows a gap of 9 in the CAT average mean score between disadvantaged (91) and non-disadvantaged (100). This is similar to our 2020 intake. The gap in Years 9-11 is significantly lower- on average 3 points. Prior attainment in English and Maths is lower for disadvantaged students than non-disadvantaged peers for students who sat national KS2 tests prior to the pandemic.</i></p>
4	<p><b>Wellbeing:</b> for some disadvantaged students there are issues surrounding mental-health and wellbeing that can affect their progress and cause them to fall behind their peers.</p> <p><i>Our analysis of data, observations and discussions with pupils and families suggest that the wellbeing of many disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. Pupils and families have identified an increase in social and emotional issues such as anxiety, low self-esteem and depression (diagnosed by medical professionals). Our experience also indicates to us that there is often a need for additional wellbeing and emotional support needed for children with a social worker.</i></p>

5	<p><b>Aspirations and motivation:</b> for some pupil premium students there are issues around regular positive learning habits which can lower aspiration and accessibility regarding ambitious long-term aspirations.</p> <p><i>Our observations suggest many lower attaining disadvantaged students struggle with metacognition and self-regulation strategies when faced with challenging tasks. This can manifest in non-completion of homework tasks and maladaptive responses to tasks during lessons. Disadvantaged students receive a higher proportion of consequences for non-completion of homework and for classwork and behaviour than their non-disadvantaged peers.</i></p>
Challenge number	Details of External challenges
6	<p><b>Attendance rates</b> for students eligible for PP are below the school target for all children and the attendance figure for all students. This reduces their school hours and causes them to fall behind on average.</p> <p><i>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has averaged 3.5% lower than for non-disadvantaged students. Our assessments and observations indicated that absenteeism often negatively impacts disadvantaged pupils' progress.</i></p>
7	<p><b>Parental attendance at school events:</b> in some cases, it can be difficult for parents of students eligible for Pupil Premium to attend key events at school such as information events and parents' evenings which can have a detrimental effect.</p> <p>Our internal data suggests that a higher proportion of parents of disadvantaged pupils are more likely to not attend significant school-based events. This includes parents'/carers' evening, options evenings (KS4 &amp; KS5) and other information evenings.</p>

## 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
1. Improving our understanding of student progress, identify the knowledge and skills gaps via rigorous assessments systems	<ul style="list-style-type: none"> <li>• By Dec 2021 Year 7 and 9 will have completed GL assessment CATS exams for Maths, English.</li> <li>• Reading assessment is to be used to identify those with gaps in learning. Curriculum Leaders and SLT will scrutinise data and trends internally and when available against historic and external examples.</li> <li>• Each team will have a stepped model to ensure knowledge is understood and ‘how to’ ensure progress for their subject is in place.</li> <li>• Gaps in knowledge will be identified for all students and gaps in progress between disadvantaged and non-disadvantage will reduce between reporting periods.</li> </ul>
2. Closing the gap in English and maths to less than half a grade at KS3	<ul style="list-style-type: none"> <li>• Baseline testing in year 7-9 at KS3 to identify gaps in knowledge.</li> <li>• Targeted intervention and personalised tuition will be utilised to close the in-school gap and Covid-19 related gap – attendance to these is high.</li> <li>• Appointment of a literacy and a numeracy coordinator to promote literacy and numeracy across the curriculum.</li> <li>• Decrease the gap in pupil progress for disadvantaged students compared to their non-disadvantaged peers in both English and maths.</li> </ul>
3. Improved attainment & progress for disadvantaged students across the curriculum at the end of KS4	<ul style="list-style-type: none"> <li>• By the end of our current plan in 2023/24 KS4 outcomes demonstrate that disadvantaged students achieve:</li> </ul>

	<ul style="list-style-type: none"> <li>• Attainment &amp; Progress 8 scores for disadvantaged students are in line with non-disadvantaged students</li> <li>• % In English and Maths at 4+ = to non-disadvantaged students</li> </ul>
4. Improving attendance	<ul style="list-style-type: none"> <li>• A new attendance officer is in place, reviews of attendance, letters, referrals, home visits and improving attendance figures.</li> <li>• Any student self-isolating has IT access.</li> <li>• 5 Year Team Leaders chasing attendance to 96% excluding attendance based on Covid19. By 2024/25 attendance for all is above national average.</li> </ul>
5. Students are ready to learn and wear full school uniform and are equipped for all lessons.	<ul style="list-style-type: none"> <li>• Logged consequences for uniform, equipment and homework are reduced and in line with non-disadvantaged peers.</li> <li>• Personalised support for resolving these issues.</li> </ul>
6. To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	<ul style="list-style-type: none"> <li>• Sustained high levels of wellbeing from 2024/25 demonstrated by:</li> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• high behavioural standards across the school as evidenced in learning walks, lesson observations and behaviour records.</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: £41733.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Purchase CATs testing for year 7 &amp; 9</i> <i>Purchase GL reading assessments</i></p>	<ul style="list-style-type: none"> <li>The EEF report highlights Year 6 Pupil Premium group could now be around 7 months behind the non-Pupil Premium group.</li> <li>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</li> </ul>	1
<p>Creation in year 7 of an additional and small English group to support low levels of literacy through lost learning</p>	<ul style="list-style-type: none"> <li>Evidence shows that students of low ability will make much slower progress than their peers. In order to support them to close the gap they require a higher level of support and intervention.</li> </ul>	3
<p>SLT and pastoral team mentoring of PP students in year 10 and 11.</p>	<ul style="list-style-type: none"> <li>Each SLT and governors as appropriate to mentor 2 Year 10-11 throughout the year, helping direct them towards their GCSE examinations, prepare them for KS5 and ensure they are equipped.</li> </ul>	2
<p>Use afterschool Homework lead</p>	<ul style="list-style-type: none"> <li>Research demonstrates that one of the most effective ways to improve progress for disadvantaged students is to enable them to complete homework. This will provide an opportunity for a supportive homework programme to be run after school.</li> </ul>	2, 5
<p>Embed Metacognition in curriculum and pastoral areas</p>	<ul style="list-style-type: none"> <li>EEF research suggests the average impact of metacognition and self-regulation strategies is an additional seven months progress over the course of a year.</li> </ul>	1,2

<p>Use LASS tests to establish need for intervention in reasoning, reading, phonic decoding, spelling, visual and auditory-verbal memory and phonological awareness.</p>	<ul style="list-style-type: none"> <li>• LASS has British dyslexia Association Assured status and is the outcome of research and analysis at the University of Hull.</li> <li>• Tests are standardised.</li> <li>• EEF research suggests that</li> </ul>	<p>3</p>
<p>Train members of staff to deliver secondary phonic interventions</p>	<ul style="list-style-type: none"> <li>• EEF research suggests that phonics interventions can help students to make an additional 5 months progress over the course of a year. Whilst the majority of studies have been conducted in primary schools there are now a number of successful studies undertaken with secondary age pupils with a similar overall impact (+5 months).</li> </ul>	<p>3</p>
<p>To use PASS survey to establish need for intervention /teaching around self-efficacy and social issues.</p>	<ul style="list-style-type: none"> <li>• The EEF state that social and emotional learning (SEL) can add an additional 4 months additional progress over the course of a year however it also states that the efficacy has low security and needs to be monitored carefully to ensure impact on academic outcomes.</li> </ul>	<p>4</p>
<p>To use Progress Tests for Year 8 to provide robust data benchmarked data following lockdown.</p>	<ul style="list-style-type: none"> <li>• Tests will allow gaps in knowledge to be identified and lead to intervention.</li> </ul>	<p>1</p>

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

Budgeted cost: £139832

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use a Maths HLTA to work with small groups of students with a focus on disadvantaged students.	<ul style="list-style-type: none"> <li>• Due to the impacts of COVID-19 we have more students requiring additional support. The existing Maths HLTA funded by Pupil Premium will provide support for disadvantaged students.</li> <li>• EEF evidence on small group tuition can add an additional 4 months progress on average.</li> </ul>	3
Engage with the National Tutoring Programme to provide a blend of tuition and school-led tutoring for pupils whose education has been most impacted by the pandemic.	<ul style="list-style-type: none"> <li>• Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind in small groups: EEF evidence and can provide approximately five additional months' progress on average.</li> </ul>	1, 3
Use an academic mentor and The Brilliant Club to inspire and develop learning skills for disadvantaged students.	<ul style="list-style-type: none"> <li>• EEF research suggests that one to one tuition can be effective, providing approximately five additional months' progress on average.</li> </ul>	2,5
Use educational resources to ensure all students have full access to the curriculum.	<ul style="list-style-type: none"> <li>• Supporting the revision space after school allows disadvantaged students to ensure they are revising correctly. This will also support students who are struggling due to a Covid-19 gap appearing.</li> </ul>	2
Use the summer School to prepare our disadvantaged students (2022 cohort) are prepared to start Wollaston School.	<ul style="list-style-type: none"> <li>• EEF evidence suggests that summer schools make a moderate impact for a moderate outlay and can provide approximately three additional months' progress on average.</li> </ul>	5

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

Budgeted cost: £73619

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use the well-being student support officer to work with students showing early signs of decreased mental health.	<ul style="list-style-type: none"> <li>• EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</li> <li>• Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</li> </ul>	4, 6
Use of counselling for students in need of intervention for mental health issues, ACEs.	<ul style="list-style-type: none"> <li>• In the last two years there has been a substantial increase in the number of students having mental health difficulties. There has been an increase in SEND SEMH. Providing a counsellor will help to remove barriers to learning.</li> <li>• <a href="#">DfE 2016, Counselling in schools: a blueprint for the future</a></li> </ul>	4, 6
Use Behaviour student support officers to support positive behaviour for disadvantaged students.	<ul style="list-style-type: none"> <li>• <a href="#">DfE, 2014: Mental Health and Behaviour in Schools</a></li> </ul>	4,5
Support provided for disadvantaged students to be involved in extracurricular activities, music lessons, trips, visits and sporting events.	<ul style="list-style-type: none"> <li>• This enriches student opportunities and is proven to support students who make more progress. Opportunities to extend and expand their exposure to cultural opportunities enhances their progress.</li> <li>• EEF research suggests that arts participation can add an additional 3 months progress on average.</li> </ul>	5

Co-curricular rite of passage: all students to engage in at least one cultural experience per year.	<ul style="list-style-type: none"> <li>This enables all disadvantaged students at Wollaston School have at least one cultural experience per academic year.</li> </ul>	5
Funding provided for uniform, specialist curriculum equipment	<ul style="list-style-type: none"> <li>Disadvantaged students can feel they are excluded and isolated from their peers.</li> <li>Provision to ensure these students are fully included in the community, removing isolating barriers which can affect well-being, aspiration, and confidence.</li> </ul>	2, 4
Use the parental Engagement strategy to increase efficacy of parental engagement for disadvantaged students.	<ul style="list-style-type: none"> <li>EEF research suggests that this strategy can add an additional 4 months progress on average.</li> </ul>	6

**Total budgeted cost: £255184**

## 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.

*Attainment 8: 4.7 against 5.2 for non-pupil premium students*

<i>Basket</i>	<i>Pupil Premium</i>	<i>Non-Pupil Premium</i>	<i>North Northamptonshire Pupil Premium</i>	<i>North Northamptonshire Non Pupil Premium</i>	<i>National Pupil Premium</i>	<i>National Non-pupil premium</i>
<i>A8</i>	<i>47</i>	<i>52</i>	<i>36.8</i>	<i>51</i>	<i>38.8</i>	<i>54</i>
<i>Maths</i>	<i>5.0</i>	<i>5.3</i>				
<i>English</i>	<i>4.8</i>	<i>5.2</i>				
<i>EBACC</i>	<i>4.5</i>	<i>5</i>				
<i>Open</i>	<i>4.6</i>	<i>5.2</i>				
<i>Basics 5+</i>	<i>44%</i>	<i>58%</i>				
<i>Basics 4+</i>	<i>74%</i>	<i>78%</i>				

Attendance data:

<b>Overall</b>	94.5
<b>Pupil Premium</b>	89.2%
<b>Non-Pupil Premium</b>	95.1

- Our internal assessments during 2020/21 indicated that disadvantaged students academic and wider development outcomes were in general below that of non - disadvantaged students and however above pupil premium students locally and nationally.
- Our assessment of the reasons for these outcomes points primarily to Covid-19 impact.
- This disrupted the teaching of all subject areas and had a negative impact on most students' development to varying degrees, particularly in limiting opportunities to progress social and communication skills and independence.
- Some Disadvantaged students suffered from crowded homes and lack of IT equipment.
- Support with their learning at home varied.
- We mitigated the impact on academic outcomes by our resolution to maintain a high-quality curriculum, even when students were not in school, The school maintained it's timetable by using Zoom to facilitate live learning. Attendance to these sessions was high although not all students engaged in a successful manner. We also had staff deliver live learning on site to support SEND, disadvantaged students, and other vulnerable learners.
- Our assessments and observations suggested that for many students, being out of school, uncertainty and concern over their future and challenges around access to support were detrimental to behaviour, well-being, and mental health to varying degrees. We used pupil premium funding to help provide wellbeing support and targeted interventions where required.
- Every student that required it was given a laptop and internet access.
- The impact of all these challenges was greatest on our disadvantaged students, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.

## 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
N/A	

## 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?	In the academic year 21-22 Wollaston School has 2 pupils eligible for SPP. The funding has been utilised across the academy to support the provision of our pastoral department where we have 5 non-teaching heads of year along with our safeguarding and pastoral support team. This ensures that additional support when required is available to all children of service personal. The funding is also used to support counselling provision where required.
What was the impact of that spending on service pupil premium eligible pupils?	The progress of students of service personal is in line with the academies outstanding progress and this is expected to be maintained. Behaviour and attitude of this cohort of students is also very strong because of the support and the strong teaching they receive.