Pupil Premium Strategy Wellfield 20-21

Barriers	
Internal	a) PP students are disproportionately disadvantaged when the quality of teaching is not deemed to be good. Therefore, QFT is the main focus to ensure accelerated progress for disadvantaged students. b) Students eligible for PP often have low level literacy skills and vocabulary. c) Student learning habits have been affected by the periods of remote learning
External	a) There are instances of low attendance rates in PP students. b) Students eligible for PP often have lower aspirations regarding going on into Further and Higher Education. c) In some cases, parents do not work alongside the school in supporting their children.

Quality of Teaching		
Chosen action / approach	**What we want the impact to be?**	**How will you ensure it is implemented well?**
To utilise nurture groups to allow class sizes to be smaller	Smaller class sizes allow teaching staff to be more aware of all individual students within their class and provide fast, effective and targeted intervention. Progress of disadvantaged students improves as a result of increased teacher understanding of their needs as an individual.	Timetabling and staffing arrangements ensure class sizes remain smaller. Increase profile of disadvantaged students across the school. Teaching staff and tutors contribute to the creation of PP Pupil Passports, which identify gaps and strategies to support student progress.
To develop the school's CPD focus to ensure this supports with an improvement revision, retention and recall	Effective utilisation of retention and recall strategies ensures students develop their overall subject knowledge and understanding. Student surveys and focus groups demonstrate an increased focus within lessons upon revision, recall and retention techniques.	CPD sessions for teaching staff are timely and effectively planned. Academic intervention and support for students includes a focus upon retention and revision strategies. Parents are also provided with knowledge of revision and recall strategies to support their child at home.

To develop student vocabulary, both within lessons and during tutor time	There is evidence of an improvement in the overall use and confidence with subject specific vocabulary, both spoken and written.	Tutor time slots provided for vocabulary focus, along with high quality resources. Timely, effective and high quality CPD sessions for staff. Faculty time provided with a focus upon Closing the Vocabulary Gap.
Recruitment, training and retention of quality staff - Teaching School CPD	The standard of quality first teaching with high levels of challenge is consistent across all subject and all year groups	Staff have time to collaborate and plan learning to stretch and challenge all students Staff will utilise the training and development offered by the Teaching School Alliance and other providers Leaders at all levels with be reflective practitioners and continually develop their practice and sharing with colleagues

Pastoral		
Chosen action / approach	**What we want the impact to be?**	**How will you ensure it is implemented well?**
To further embed the attendance procedures, targeting students eligible for PA in particular	Evidence of an overall improvement in the whole school attendance figures for disadvantaged students. Evidence of a reduction in persistent absenteeism amongst those students eligible for PP.	Further embed current attendance policies and procedures. Utilise the Partnership and the Executive Attendance Manager to support with further enhancing procedures. Increase tutor understanding of their role in intervening when attendance is a concern. Attendance data to be communicated regularly to all staff.
To develop the role of the Family Support Worker	Those students and families who require additional support are identified and provided with appropriate intervention and support from the Family Support Worker, as well as a range of outside agencies.	Weekly Student Support meetings to be used to discuss students of concern, with minutes/notes communicated to staff. Safeguarding training to be provided to staff, as well as use of CPOMS.
To further enhance the role of the Personal Tutor, particularly when focussing upon attendance & readiness to learn	Evidence that the tutors use all available data, particularly weekly pastoral data and all other information to identify high profile students. The tutor intervention supports the students in making appropriate improvements. Review days are used to identify areas of concern and to provide SMART targets for all students.	Staff CPD is focussed upon ensuring accuracy and support with how to analyse data. A range of data provided to staff, including progress, engagement, attendance and behaviour. Clear understanding of roles and expectations with regards to the role of the tutor is developed during teaching staff CPD Students to be provided with folders for recording key documents, such as attendance certificates, Passports, PSPs.

| | | Progress briefings are effectively utilised for data analysis, as well as communication of students causing concern.

Continue to develop and effectively implement the Review Days. |
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| To effectively utilise staff in Pastoral Team Roles | PBMs and other support staff identify students of concern, intervene and create targets that help the individual to improve. | Ensure clarity in the roles of pastoral staff.

Student Support meetings used for effective communication of students causing concern. |

Use of Data		
Chosen action / approach	**What we want the impact to be?**	**How will you ensure it is implemented well?**
To develop the use of data and analysis	All staff analyse data to provide fast, effective intervention and support to students. Data is used to identify common issues/concerns with an individual to allow appropriate discussions and targets to be created.	Staff CPD is focussed upon ensuring accuracy and support with how to analyse data. A range of data provided to staff, including progress, engagement, attendance and behaviour. Clear understanding of roles and expectations with regards to data analysis.
To further develop the Progress Leader Role	Underachieving and disengaged students within each House are identified and targeted intervention supports an overall improvement.	Progress Leaders are provided with appropriate data on a regular basis. Develop the focus upon Thursday Progress briefings to ensure an improvement in communication of students. A range of intervention strategies are utilised by Progress Leaders.
To further develop the role of the Personal Tutor, particularly in relation to data analysis	Tutor intervention and support ensures that tutees are fully aware of current data and appropriate targets allow the student to make improvements. Tutors play an effective role in providing a stage of intervention with their tutees.	Appropriate data is provided in an accessible format on a regular basis to tutors. Support and training provided to tutors in how to analyse data, with a particular focus upon disadvantaged students. Clear and concise job description to be communicated and understood by tutors with regards to their role in rata analysis.

Aspirations		
Chosen action / approach	**What we want the impact to be?**	**How will you ensure it is implemented well?**
To ensure an increased whole school CIEAG Focus	Student discussions and surveys demonstrate an improvement in aspirations of students eligible for PP. Evidence of significantly improved understanding of all Post 16 options. Students make appropriate and well informed decisions, such as Post 16, work experience and Y9 options.	Develop work with Enterprise Advise to create a stable CEIAG programme across the school. Tutors and PLs provide one to one advice to all students, particularly with regards to Y10 work experience and Y11 post 16 options. Weekly CEIAG focus within tutor time. Staff CPD sessions with CEIAG focus.
To ensure PHSCE programmes develop students wellbeing and self esteem	Advice, guidance and support relating to health and wellbeing support an improvement in student self-esteem, resilience and independence. Student feedback and attitudinal surveys reflect positive impact of PSHCE days, particularly in relation to wellbeing and self-esteem.	Develop an appropriate annual PSHCE programme with all staff that addresses the needs of our disadvantaged students. All staff contribute to the planning and delivery of the programme. External visitors are organised to support with delivery of sessions. Complete student questionnaires/attitudinal surveys .
To focus upon an improvement in Parental Engagement with the school	Attendance at parents' evenings for the parents of disadvantaged students is increased. There is an overall improvement in parental engagement with school events. There is evidence of increased engagement from parents deemed to be hard to reach.	All school events are communicated with parents in a range of ways, such as letters, emails and social media. Individual students are targeted, with staff making contact with parents in advance. Where appropriate, there is a follow up from events with parents to increase engagement further.