



**Wells-next-the-Sea Primary & Nursery School**  
**& Alderman Peel High School**  
A Specialist Sports College



**Headteacher: Mr Alastair Ogle**

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# Pupil Premium Plans for April 2016-April 2017

## Bal Tawana



## **Pupil Premium Grant Expenditure: Financial Year 2016/17**

### **Overview of the school**

<b>Number of students and pupil premium grant (PPG) received in financial year 2016/17</b>	
Total number of students on roll	<b>454</b>
Total number of students eligible for PPG	<b>144 (32%)</b>
Amount of PPG Received per student @£935	
Additional PPG for service student @£300	<b>£2100</b>
Additional PPG for LAC Students @£1900	<b>£3800</b>
<b>Total amount of PPG received</b>	<b>£135,025</b>

\*Correct as of 1st October 2016

#### **Objectives in Spending PPG:**

Our key objective in using the Pupil Premium Grant is to close the gap between pupil groups altogether. Historically levels of attainment are lower for FSM students (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. Many children start the school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

In order to achieve our aims we will continue to strive to ensure that Outstanding teaching and learning is a consistent and relentless focus, which is paramount to the progress of all of our students and through this, we will be well placed to further improve outcomes for students from disadvantaged backgrounds.

The Sutton Trust Report summarises research evidence on improving learning and we have used this to make more informed choices about which interventions will be most effective. Our plan is to provide interventions that predominantly focus on improving feedback, developing metacognition and self-regulation and providing timely interventions in English, Maths and Science lessons to accelerate progress of students. We will focus on earlier intervention, increasing interventions on offer in KS3. We will also embed our Assertive Mentoring System.

We also believe that access to broader learning opportunities is vital to create a “well rounded” and articulate students and with this in mind we have created a “Pledge” to all our pupil premium students. This will allow them to access opportunities such as free extra-curricular clubs, free curriculum visits, free music tuition and additional learning resources e.g. free revision aids at KS4.



**Key Objective 1: Raising the attainment and rate of progress of all Pupil Premium students and to close the gap between Pupil Premium and Non Pupil Premium students.**

- Close the gap in yr11 in Mathematics
- Close the gap in yr11 in English
- Close the gap in all PP versus non-PP indicators in all years

**Rationale:** Tracking throughout the school is key to driving interventions and reducing in-school variation where possible. Associate Head (responsible for data) and Assistant Head (responsible for PP) will drive expectations of engagement, effort and achievement with each year cohort. They will liaise with other senior leaders to target actions to ensure success and high levels of progress for the PP cohort.

Action	Dates	Person responsible	Monitoring & Evaluation	Cost	Success Criteria
1 Greater tracking and reducing in-school variation of PP students	April 2016- April 2017	MHA/BTA/LT	1 Half-termly tracking reports for all years 2 Fortnightly meeting between MHA/BTA to discuss PP Tracking and plans.	Existing school budget  BTA Inset =£1000	Closing of gaps in PP versus NPP for all programmes of study
2 Small group intervention in English, Maths, Science Faculties with specialist Learning Assistant	April 2016- April 2017	DOL for English, Maths & Science.	1 half-termly intervention /Progress reports from DOL. 2 Student questionnaires	£60,633 LSA Salary (including On-costs)	Closing of gaps in PP versus NPP in English, Maths & Science. Rates of progress increased.
3 Create more able PP groups in all years with a greater focus on attainment and earlier intervention.	April 2016- April 2017	BTA/Data Manager	1 Half-termly tracking reports for all years 2 Fortnightly meeting between MHA/BTA to discuss PP attainment of these groups.	Existing school budget	1 Student's meet their own attainment/progress targets.  2 No gaps between PP students and similar NPP students.
4 Sharing data on the various student groups by using class charts	April 2016- April 2017	Data Manager/all staff	All staff	£1000	All staff aware of student groups in their classes including PP students.



**Key Objective 2: Good Teaching and Learning for all students**

**Rationale:** Outstanding teaching and learning is a consistent and relentless focus, which is paramount to the progress and attainment of all of our students. This will lead to further improvement in outcomes for our students from disadvantaged backgrounds. Providing students with strong feedback which is timely, specific, actionable (pointing students in the direction of more information), that lead to greater student progress/attainment (**Sutton Trust Toolkit 9+**). Teachers using Marginal Gains based on the winning strategy of Team GB Cycling Performance Director, David Brailsford, it seems clear that there is huge potential in the idea of making lots of tiny “tweaks” in our teaching which can result in massive improvements in students’ learning. From research, the impact of Home Learning on learning is consistently positive (**Sutton Trust Toolkit 5+**). However, how Home Learning is set is very important.

Action	Dates	Person responsible	Monitoring & Evaluation	Cost	Success Criteria
1 Providing feedback to students as stated in the school policy	April 2016-2017	Teaching staff	DOL and Assistant Head (T&L)	Existing school budget	1 Internal school data showing students making progress. 2 Evidence in exercise books 3 Feedback from students/parent/carers
2 Marginal Gains Policy adopted by all teaching staff	April 2016-2017	Teaching staff/ DOL	DOL and Assistant Head (T&L)	Existing school budget	1 Faculty reviews of Marginal gains 2 Lesson observations 3 PM targets
3 Home Learning is set as stated in the Home Learning Policy	April 2016-2017	DOL/Teaching staff	DOL and Assistant Head (T&L)	Existing school budget	1 Student planners and exercise books 2 Teacher home Learning logs 3 Feedback from audits are positive 4 Online usage data e.g. Sam Learning
4 Adjusting Curriculum to support individual needs (Easton College/Holkham)	April 2016-2017	SENCO	SENCO/Curriculum Lead	£12,0000	1 Students passing NVQ qualifications 2 Greater engagement and development of self-esteem 3 Greater engagement in learning across school subjects.



**Key Objective 3: Metacognition (Learning to Learn)**

**Rationale:** Meta-cognition and self-regulation approaches have consistently high levels of impact, with students making an average of eight months' additional progress (Sutton Trust Toolkit 8+). The evidence indicates that teaching these strategies can be particularly effective for low achieving and older students. This is vital in the new curriculum at both KS3 and KS4 where students will need to deal with more complex information and convey this in examinations.

Our aim as a school has to be to build the growth mindset in our young people, and avoid the fixed mindset that can trap them into a premature plateau and cause them to fall short of their unknowable potential. We feel targeting students at KS3 for Growth Mindset training will unleash their potential and allow them to make excellent rates of progress and attainment.

Access to online support packages to ensure learning is accessible 24/7

Action	Dates	Person responsible	Monitoring & Evaluation	Cost	Success Criteria
How to Prepare for GCSE examinations training for all students in Years 10 and 11 (Metacognition)	April 2016- April 2017	MHA	MHA	£3500	1 Student feedback 2 Internal school data on progress 3 end of year and Trial Exam data
2 Growth Mindset workshops for PP students in KS3	April 2016- April 2017	BTA	BTA	£3000	1 Student feedback 2 Internal school data on progress 3 end of year exam data
3 Access to online support packages e.g Sam Learning, Mymaths, Kudos, Helpyouchoose	April 2016- April 2017	BTA	BTA	Sam Learning=£2500 per year, Kudos= £600	1 Usage data 2 Student Focus Group Feedback



**Key Objective 4: Attendance**

**Rationale:** Regular school attendance and good punctuality means students can make the most of their education, this will improve their choices in adult life and it will also help them when they enter the world of work. School helps students with their social skills, making and maintaining friendships, building confidence and self-esteem. If students do not attend school regularly it could affect their attainment grades in exams, tests and assignments because of missed work. Other Pupil Premium interventions are supported by good attendance and early intervention with attendance issue is more likely to lead to successful outcomes.

Action	Dates	Person responsible	Monitoring & Evaluation	Cost	Success Criteria
Regular tracking of Pupil Premium student attendance and early intervention	April 2016- April 2017	TBI/Data Manager	TBI	1 day of TBI salary =£5,300 (including on-costs)	Pupil Premium attendance being higher than 2015/16. PA is lower than 2015/16. NO gap between PP and NPP students.
Rewards for good attendance e.g. 95%+, 100% per term - certificates	April 2016- April 2017	TBI	TBI	£1927	Pupil Premium attendance being higher than 2015/16. PA is lower than 2015/16. NO gap between PP and NPP students.
Regular timetabled meetings to discuss attendance plans between Attendance Lead and Assistant Head (Lead for PP)	April 2016- April 2017	BTA/TBI	BTA	Existing school budget	Pupil Premium attendance being higher than 2015/16. PA is lower than 2015/16. NO gap between PP and NPP students.



**Key Objective 5: Personal Student Development**

**Rationale:** Our aspiration is for all students to thrive in an environment that promotes enthusiasm for learning, the expression of individual talent and the development of strong personal skills. Each PP student is different and we accept they will require personalised intervention in order to move forward. We believe that each PP student has access to extra-curricular opportunities (see Pledges) that ensure they are “rounded” individuals and can successfully make the transition into college/apprenticeships or employment.

Action	Dates	Person responsible	Monitoring & Evaluation	Cost	Success Criteria
1 Each student in the school receives termly Assertive Mentoring by Form Tutors	April 2016- April 2017	Form Tutor	HOH/Pastoral Manager	Existing school budget	1 Targets for improvement set each term. 2 Review of termly targets 3 Internal school data
2 Core Pledges	April 2016- April 2017	BTA	BTA	£15,000	1 Greater numbers of students learning a musical instrument. 2 Greater numbers of students attending curricular visits 3 Transport home after revision classes 4 1:1 Careers Interviews for all Yr11 PP students 5 Access to apprenticeship/FE/HE visits 6 Greater confidence and resilience in PP students 7 KS4 Revision aids
3 Individual student focused interventions to remove barriers to learning	April 2016- April 2017	BTA	BTA	£5565 £1000	As needed Food Technology ingredients budget
4 Pixel Edge	April 2016- April 2017	MHA	MHA	£1000	Core Programme - Certificates



**Key Objective 6: Faculty Pupil Premium Plans**

**Rationale:** The school has delegated a proportion of the Pupil Premium budget to each faculty/department in order to raise the attainment of their PP students in their subjects. This will give Directors of Learning (DOL) greater control over intervention strategy spending in their subject area but also lead to greater accountability. Each DOL will review their PP plans and the impact on PP student progress/attainment with their Link-LT member at each fortnightly (time-tabled meetings).

Budget to be delegated to Faculties to raise attainment of Pupil Premium students and using the PP Faculty Planning template. This will give the Directors of Learning greater responsibility to raise standards of attainment of Pupil Premium students in their faculties (also utilising the newly appointed faculty Learning Support Assistants).

**Allocations to be delegated:**

Faculty	Budget Allocation
English	£4,000
Mathematics	£5000
Science (including Child Development)	£3000
Languages and Humanities	£2000
Business and Computing	£2000
PE	£2000
Music, Drama, Art and Technology	£2000
MAGT (Pupil Premium in addition to MAGT budget)	£1000





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**Faculty Pupil Premium Plans April 2016 to April 2017**

<b>Key Objectives</b>					
<b>Rationale:</b>					
<b>Actions</b>	<b>Dates</b>	<b>Person responsible</b>	<b>Monitoring &amp; Evaluation</b>	<b>Cost</b>	<b>Success Criteria</b>

**Once completed please pass a copy of the Faculty PP plans to BTA and place a copy in your Faculty Development Plans**