

# PUPIL PREMIUM PLAYBOOK

## The Highest Standards

Always set and deliver the highest standards:  
never settle for less.

## Never Give Up

Resilience is essential: self-belief drives  
improvement.

## Everyone is Valued

We are unique individuals: we work together to  
achieve success.

## No Excuses

Create solutions not excuses.

## Invest to Achieve

Care about the now: create the very best chances  
for your future.

## Cultivate your Character

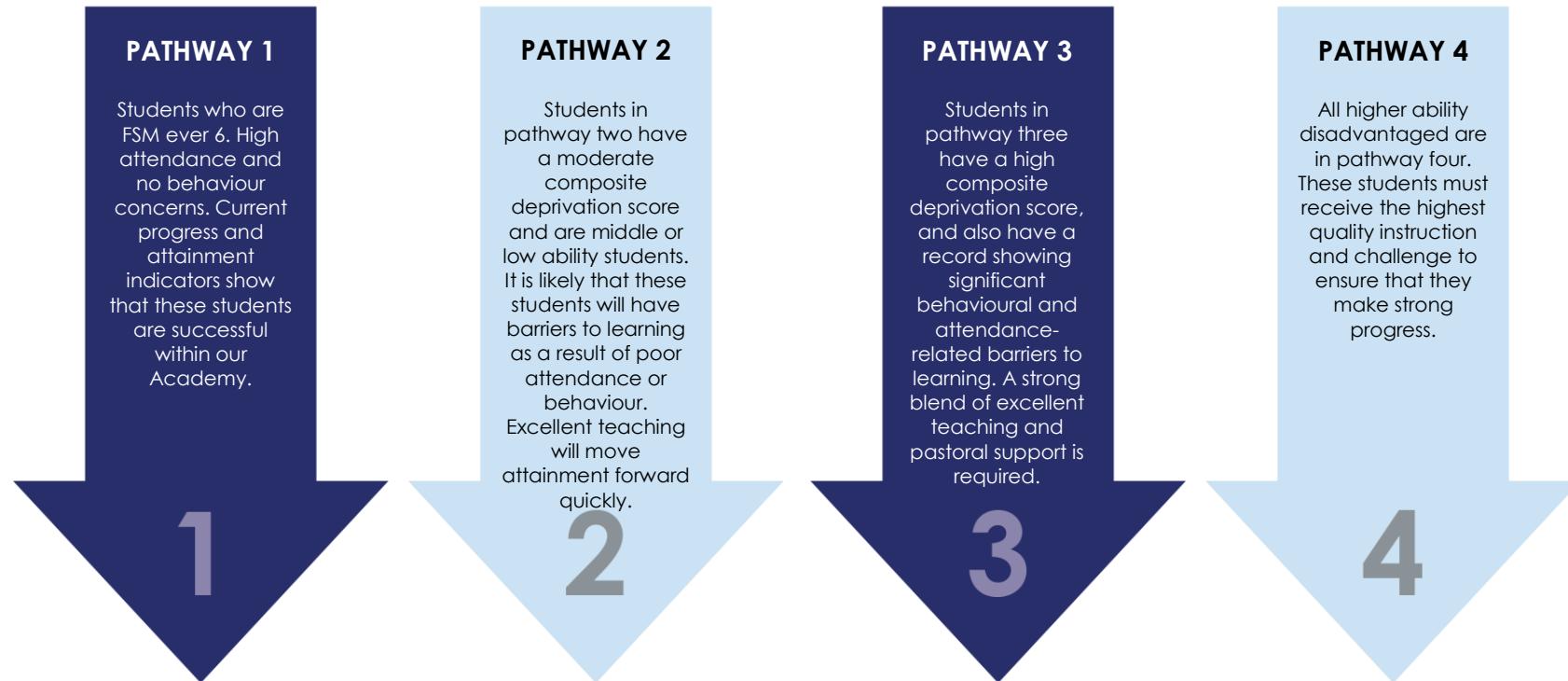
Qualifications open doors: your character gets  
you through them.

# Introduction

We have a relatively large number of pupil premium students, which presents a number of challenges. The most pressing of which are:

1. How do we effectively identify and target the wide range of barriers faced by our pupil premium cohort?
2. When we have identified the barriers, how do we sustainably and efficiently overcome them?

The first question can be answered thus: our pupil premium cohort is grouped into four pathways dependent upon the needs of the student. The pathways are detailed below:



The underlying data that streams students into pathways is available on OneDrive and is constantly under review. Students will receive a structured system of support in order to help them through the pathways in order to reach pathway one. MST, with the team of Student Welfare Managers, Student Achievement Leaders and Subject Leaders, will drive forward this progression with each year group.

The second question requires a strategic, focused and efficient response in order for it to be effective. Each pathway has a strategic playbook, followed by MST, the pastoral team, and subject leaders, to support the progress of pupil premium students.

# Pupil Premium Playbook: Pathway 1

## **CLASSROOM PLAYS**

- Pupil premium students are identified on class maps and are seated with an appropriate model of strong progress and behaviour.
- STWA pupil premium pathways are used to identify likely barriers to learning.
- STWA pupil premium pathways are used to plan for likely barriers to learning.
- High standards of teaching and learning ensure that all students make good progress in every lesson. Excellent exposition, high-quality models and scaffolds, clear use of iZones and feedback, and the routine use of high-level terminology are the foundation for good progress for all students—but these strategies have a huge impact on disadvantaged students.
- Regular knowledge retrieval embeds the use of high level technical terminology. Questioning of students as part of the sharp start self-assessment is focused upon pupil premium students.
- Every pupil premium student answers one question in every lesson. This is differentiated by allocating a question of desirable difficulty.

If the student receives two grade 3 attitude to learning scores in interim reports they will move to pathway 2.

## **PASTORAL / CHARACTERISTICS OF A PATHWAY 1 STUDENT**

- Attendance above 97%.
- Very rarely receives C3 and C4 sanctions.
- Excellent punctuality.

If any of the above targets are not met the student moves to pathway 2.

## **ENRICH AND INSPIRE**

- Attends all enrich and inspire sessions in school.
- Invited to all extra- and super-curricular events (including open evenings).

## **REWARDS**

- Follow whole-school points system (see page 3)

# Pupil Premium Playbook: Pathway 2

## CLASSROOM

- Pupil premium students are identified on class maps and are seated with an appropriate model of strong progress and behaviour.
- STWA pupil premium pathways are used to identify likely barriers to learning.
- STWA pupil premium pathways are used to plan for likely barriers to learning.
- High standards of teaching and learning ensure that all students make good progress in every lesson. Excellent exposition, high-quality models and scaffolds, clear use of iZones and feedback, and the routine use of high-level terminology are the foundation for good progress for all students—but these strategies have a huge impact on disadvantaged students.
- Regular knowledge retrieval embeds the use of high level technical terminology. Questioning of students as part of the sharp start self-assessment is focused upon pupil premium students.
- Every pupil premium student answers one question in every lesson. This is differentiated by allocating a question of desirable difficulty.

## PASTORAL

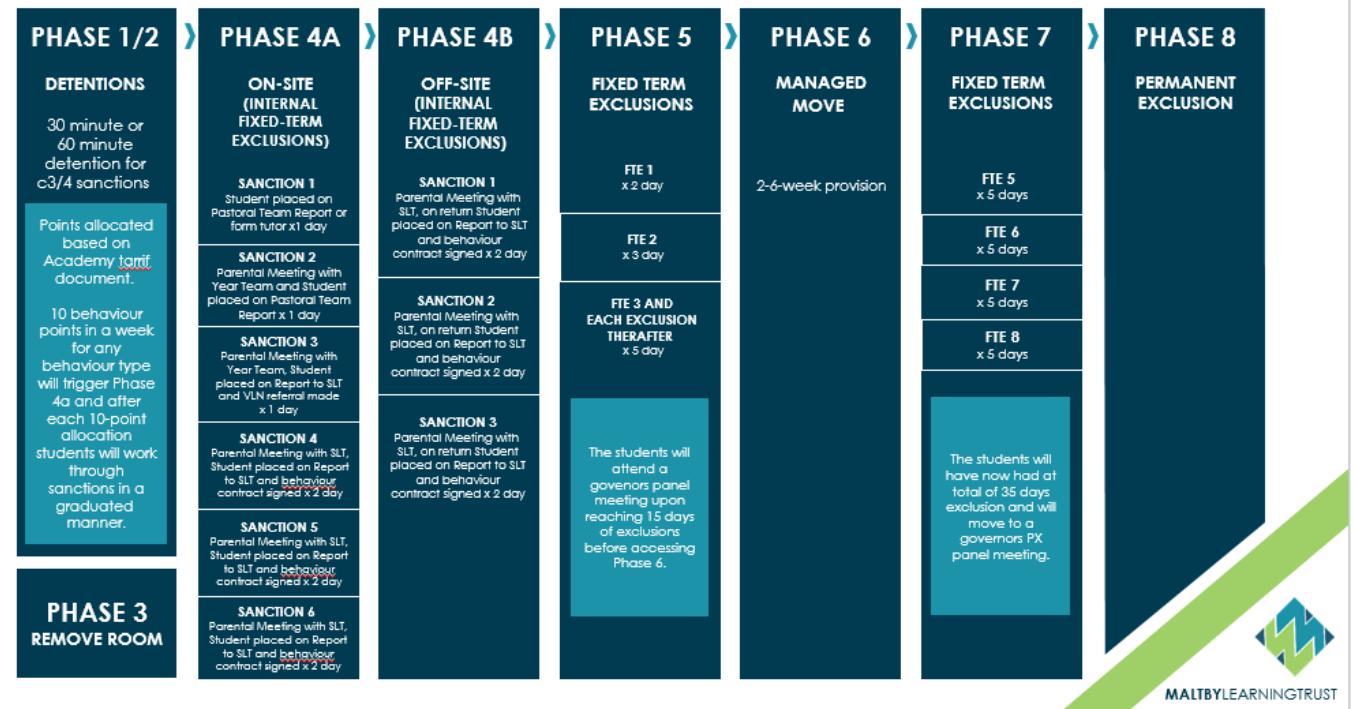


Targets to move to pathway 1:

- Attendance above 97%.
  - Very rarely receives C3 and C4 sanctions.
  - Good punctuality.
1. Attendance and punctuality improvements follow the pathways set out by ACO
  2. Behaviour playbook

Students follow the school sanction system in order to improve their behaviour or face further sanctions (see image to the right)

## BEHAVIOUR AND STANDARDS | THE SANCTIONS PROCESS



## ENRICH AND INSPIRE

- Attends all enrich and inspire sessions in school.
- Attends all enrich and inspire sessions in school.
- Invited to all extra- and super-curricular events (including open evenings).

## REWARDS

### STWA Reward System

- **P (Prepared Learner)** awarded each week by form tutor for 100% attendance, current uniform, no late marks, planner. **10 House Points (per week)**
- **R (Responsible Learner)** awarded by all staff during the week for acts such as positive conduct, helping others. **2 House Points - Acting as a positive role model, demonstrates self-help before seeking assistance, accepts responsibility for their choices.**
- **I (Invested Learner)** awarded by all staff during the week for effort, reading, answering questions and effective engagement in learning. **2 House Points - High levels of effort, responding well to feedback, positive contribution in lesson.**
- **D (Determined Learner)** awarded by all staff during the week for acts of resilience, seeking a new challenge, responding well to a setback. **2 House Points – Show of resilience/self-discipline, responded well to new challenge/experience,**
- **E (Emotionally Aware Learner)** awarded by all staff during the week for being polite, showing positivity, supporting others. **2 House Points – Positive, enthusiastic or well mannered, worked well with others, proved support to classmate.**
- **House activities:** Attending (**10HP**), Achieving (**1<sup>st</sup> place 20 House Points, 2<sup>nd</sup> place 10 House Points, 3<sup>rd</sup> place 5 House Points**), Representing the academy (**10 House Points**)
- **Student Welfare Manager Award:** Each week the student welfare manager will select 3 pupils who have gone above and beyond with their contributions to Sir Thomas Wharton Academy (**10 House Points**)
- **PLEGES (Gold 75 House Points, Silver 50 House points, Bronze 25 House points)**
- **Conduct Card Complete (5 House Points)**
- **Attendance at Achieve session (3 House points)**

# Pupil Premium Playbook: Pathway 3

## CLASSROOM

- Pupil premium students are identified on class maps and are seated with an appropriate model of strong progress and behaviour.
- STWA pupil premium pathways are used to identify likely barriers to learning.
- STWA pupil premium pathways are used to plan for likely barriers to learning.
- High standards of teaching and learning ensure that all students make good progress in every lesson. Excellent exposition, high-quality models and scaffolds, clear use of iZones and feedback, and the routine use of high-level terminology are the foundation for good progress for all students—but these strategies have a huge impact on disadvantaged students.
- Regular knowledge retrieval embeds the use of high level technical terminology. Questioning of students as part of the sharp start self-assessment is focused upon pupil premium students.
- Every pupil premium student answers one question in every lesson. This is differentiated by allocating a question of desirable difficulty.

## PASTORAL

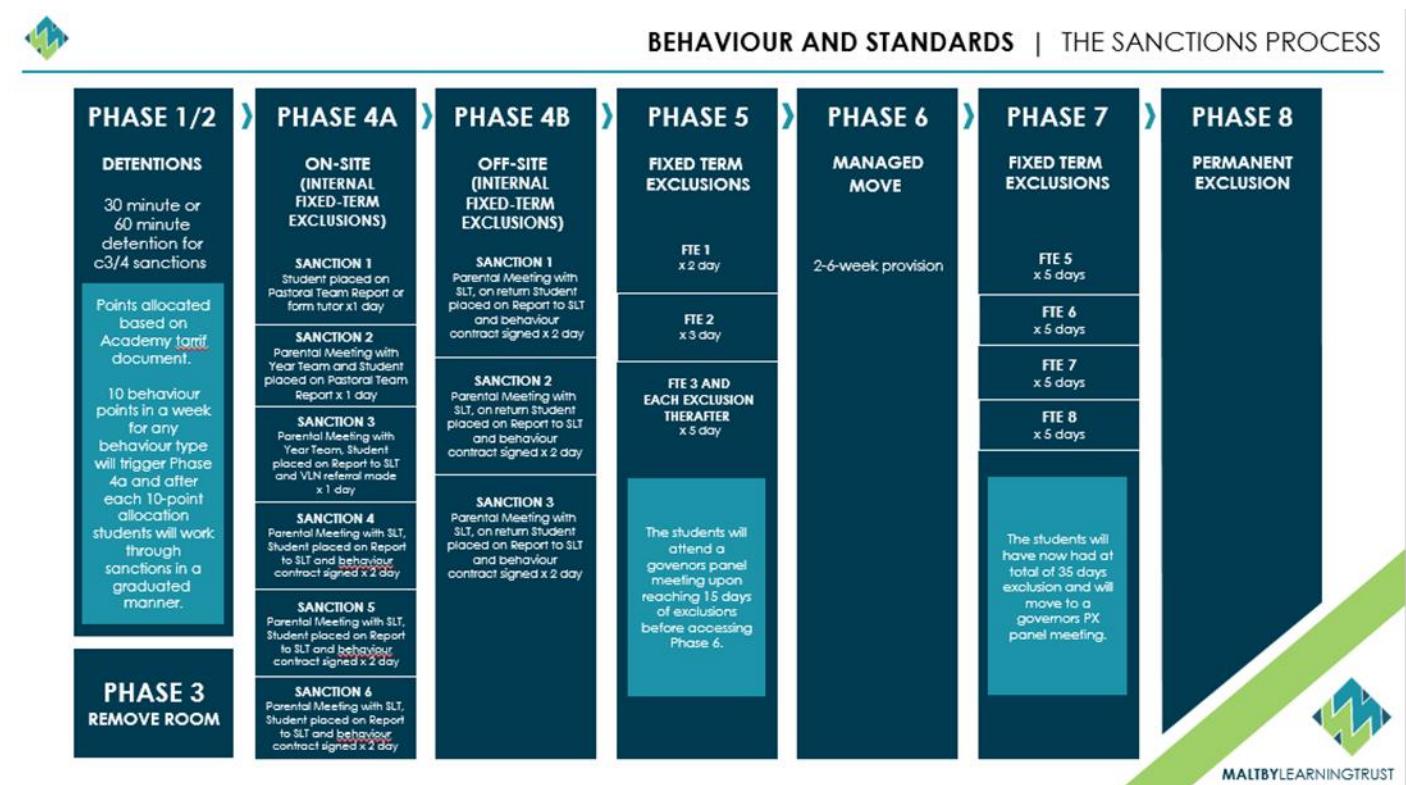
Targets to move to pathway 2:

- Attendance above 94%.
- Receives one C3 / C4 sanction per week.
- Good punctuality—no more than one late mark every two weeks.

1. Attendance and punctuality improvements follow the pathways set out by ACO

2. Behaviour plays

Students follow the school sanction system in order to improve their behaviour or face further sanctions (see image to the right)



# Pupil Premium Playbook: Pathway 4

## CLASSROOM

- Pupil premium students are identified on class maps and are seated with an appropriate model of strong progress and behaviour.
- STWA pupil premium pathways are used to identify likely barriers to learning.
- STWA pupil premium pathways are used to plan for likely barriers to learning.
- High standards of teaching and learning ensure that all students make good progress in every lesson. Excellent exposition, high-quality models and scaffolds, clear use of iZones and feedback, and the routine use of high-level terminology are the foundation for good progress for all students—but these strategies have a huge impact on disadvantaged students.
- Regular knowledge retrieval embeds the use of high level technical terminology. Questioning of students as part of the sharp start self-assessment is focused upon pupil premium students.
- Every pupil premium student answers one question in every lesson. This is differentiated by allocating a question of desirable difficulty.

## PASTORAL

Targets to move to pathway 1:

- Attendance above 97%.
  - Very rarely receives C3 and C4 sanctions.
  - Excellent punctuality.
1. Attendance and punctuality improvements follow the pathways set out by ACO
  2. Behaviour plays

Students follow the school sanction system in order to improve their behaviour or face further sanctions (see image to the right)

