**Wade1Deacon High School**

**Pupil Premium Planned Expenditure 2018-19**

This strategy statement is produced to outline the barriers to achievement for those pupils entitled to Pupil Premium funding at Wade Deacon. The strategy focuses on the actions that will be taken to ensure that PP students at Wade Deacon achieve well and are prepared for the next stages of their education and career. Furthermore, it will look to diminish the difference in progress between PP and Non PP pupils.

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| **Summary Information** | | | | | |
| **School** | Wade Deacon High School | | | | |
| **Academic Year** | 2018-19 | **Total PP Budget** | £415,000 (tbc) | **Date of most recent PP review** | Sep 2018 |
| **Total No on Roll** | 1600 | **No of PP students & %** | 462 & 28.88% | **Date for internal review of strategy** | Dec 2018 |

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| **Barriers to future achievement for PP students** | |
| **In-school barriers** | |
| **A** | **Teaching and Learning**: to further improve teaching and learning across school and embed enhanced classroom practice consistently in every lesson and for PP students ensuring consistently high standards in every classroom, effective feedback and stretch and challenge in every lesson. Through an effective use of intervention (PPI), subject differences and class by class variation will reduce. |
| **B** | **Attendance**: AAVP/APLs/PLs/Pastoral teams to embed strategies to improve PP attendance and punctuality and address the attendance gap between PP and non PP students. |
| **C** | **Aspirations**: to raise aspirations through career guidance and promote PP students’ positive approach to education and a growth mind-set. |
| **D** | **Behaviour and Attitude to Learning:** to embed strategies to further reduce exclusion rates for PP students and improve the attitude to learning of the PP cohort (reducing the gap with non PP students). |
| **E** | **Wider Outcomes**: to provide a range of opportunities for students, no matter what their background to access learning opportunities outside the classroom and further raise awareness of opportunities available. Offer the best possible care, guidance and support for emotional well-being for students. To improve parental engagement and provide parents/carers with the opportunity to be involved more in their child’s learning journey. |

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| **Desired Outcomes** | |
| **Focus** | **Success Criteria** |
| **A. Teaching and Learning**: to further improve teaching and learning across school and for PP students ensuring consistent high standards in every classroom, effective feedback and stretch and challenge in every lessons. Learning is personalised (where necessary) to ensure PP progress is sustained. Through an effective use of intervention (PPI), subject differences and class-by-class variation will reduce. | PP students will continue to diminish the difference in their outcomes in relation to their non-PP peers. PP students’ progress will be significantly higher. Subject specific intervention will ensure that subject outcomes for PP students improve and that specific PP classes achieve more than their non-PP peers. All staff will have a range of strategies to improve PP progress as a result of the active research of the PP CPD-Ship, which they effectively use. |
| **B. Attendance**: AAVP/APLs/PLs/Pastoral teams to embed strategies to improve PP attendance and punctuality and address the attendance gap between PP and non PP students. | Attendance figures for 2018-19 will improve for those entitled to the Pupil Premium and the difference between their attendance and that of others will decrease. |
| **C. Aspirations**: to raise aspirations through career guidance and promote PP students’ positive approach to education and a growth mind-set. | Student outcomes will improve in terms of attainment, progress, attendance, behaviour and attitude to learning. Students will talk positively about the school and feel safe and happy at Wade Deacon. Students will receive helpful careers advice that leads to excellent NEET figures. |
| **D. Behaviour and Attitude to Learning:** to embed strategies to further reduce exclusion rates for PP students and improve the attitude to learning of the PP cohort (reducing the gap with non PP students). | There will be a reduction in the number of PP students that receive a fixed term exclusion and the percentage of PP students with a positive attitude to learning will improve as the academic year progresses. |
| **E. Wider Outcomes**: to provide a range of opportunities for students, no matter what their background to access learning opportunities outside the classroom and further raise awareness of opportunities available. Offer the best possible care, guidance and support for emotional well-being for students. To improve parental engagement and provide parents/carers with the opportunity to be involved more in their child’s learning journey. | Student voice will be positive regarding the opportunities that students are afforded and no students will be disadvantaged in any way that relates to their socioeconomic status. Parents/carer voice will be positive regarding their child’s education and they will feel that they are more able to help/support their child to achieve. As a result, PP students will continue to diminish the difference in their outcomes in relation to their non-PP peers. |

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| **Planned Expenditure 2017-18** | | | | | |
| **Desired Outcome** | **Cost** | **Chosen Action / Approach** | **Evidence for the choice**  **(EEF Toolkit & School Evidence)** | **Staff Responsible** | **Review** |
| **A. Teaching and Learning**: to further improve teaching and learning across school and for PP students ensuring consistent high standards in every classroom, effective feedback and stretch and challenge in every lessons. Through an effective use of intervention (PPI), subject differences and class by class variation will reduce. | 103,000  6,000  60,000  6,000    80,000 | Additional staffing capacity across the school used specifically for Pupil Premium Intervention. This capacity will be used to provide academic mentoring support and support catch up if work has been missed.  AAVP role to focus on the leadership of PP to improve outcomes/T&L of PP students.  Additional capacity in English and Maths to adapt the curriculum of key PP students to improve their life chances.  English & Maths residential for Year 11 PP students.  Classrooms assistants to provide in-class support and interventions for PP SEND students. | Evidence of impact: In 2017-2018, Year 11 students were targeted over the year in individual subjects. The largest impacts from P2S1 to the GCSE results being in Drama (1.25), Business Studies (0.85) and Separates (Biology 0.17, Chemistry 0.67 and Physics 0.73).  Feedback is high impact for low cost, based on moderate evidence. A whole-school approach promoting learning which sets high aspirations for all pupils “Supporting the attainment of disadvantaged pupils, Sharp et al. National Foundation for Educational Research  Evidence of impact: In 2017-2018, SEND PP students had a P8 score which was 0.25 higher than non-SEND PP students. In addition students on an EHCP achieved a progress score of 0.69. | Subject Leaders & WHI  WHI  HNN & NOO  HNN & NOO  HAL | P2S Rounds  Results  SIMS data  As above  As above  As above  As above |
| **B. Attendance**: AAVP/APLs/PLs/ Pastoral teams to embed strategies to improve PP attendance and punctuality and address the attendance gap between PP and non PP students. | 14,000  6,000  18,000 | Education Welfare Officer employed to support with home visits, attendance surgeries, meetings and support for school in addressing students with poor attendance.  AAVP role to focus on the leadership of PP attendance/whole school attendance.  APLs for each year group focused on improving PP attendance and punctuality to reduce the gap between PP and non PP students. | Evidence of impact: Year 7 PP students compared to last year diminished the difference between PP and Non PP by 0.91%. The difference changed from -2.23% to -1.32%. Year 10s authorised illness difference between PP and Non PP students has diminished by 0.65% and the attendance gap closed by 0.15%.  Evidence of impact: In 2018, there is a 0.4% increase in the attendance of PP students compared to this time last year; with increases in some year groups (Year 11 = +1.4%, Year 9 = +0.6%). | DEE/WHI  DEE  Progress Leaders | Weekly Attendance Data |
| **C. Aspirations**: to raise aspirations through career guidance and promote PP students’ positive approach to education and a growth mind-set. | 50,000  6,000 | Additional capacity at tutor time for support staff to work with PP students to raise aspirations. This will also help provide additional academic mentoring for key students.  Transition Summer school for PP Yr6 students that will start at Wade Deacon in September 2019. | Evidence of impact: Tutor intervention has been responsible for a decrease in ATL (Attitude to Learning) incidents and lates to lesson. For example, Year 10 PP students’ first term ATL incidents fell from 20.7 to 12 for the final term. This is a positive improvement of 42%. In this time period Year 8 Pupil Premium students improved their ATL by 20%. | Progress Leaders  DEE | P2S Rounds  2019-20 |
| **D. Behaviour and Attitude to Learning:** to embed strategies to further reduce exclusion rates for PP students and improve the attitude to learning of the PP cohort (reducing the gap with non PP students). | 7,000  26,000  6,000 | Specialist SEND support and anger management.  Assistant Designated Teacher for CiC  AAVP role to focus on the leadership of CIC. | Evidence of impact: In 2016-17; 20 Pupil Premium students had Fixed Term Exclusions (FTE) totalling 29 incidents resulting in 65.5 total number of days. In 2017-18 only 14 Pupil Premium students had an FTE for 20 incidents resulting in 45.5 total number of days. This indicates that PP student’s behaviour is getting better over time and the number of behavioural incidents is reducing.  Expected Progress has increased in Year 11; with the gap narrowing by 4% to non-CIC. Exceptional Progress across all subjects has increased by +6% from P2S1 to the GCSE results with the gap between non-CIC students diminishing by 6%.  Expected Progress and Exceptional Progress gaps are closest in Year 9. At P2S3, Expected Progress was equal at 68% and there was a 3% gap for Exceptional Progress. | HAL  ALD  ALD | On-going  Termly CiC Report  Termly CiC Report |
| **E. Wider Outcomes**: to provide a range of opportunities for students, no matter what their background to access learning opportunities outside the classroom and further raise awareness of opportunities available. Offer the best possible care, guidance and support for emotional well-being for students. | 13,000  4,000  10,000 | School Counsellor  Uniform, transport and curriculum supplies for students  School trips and experiential learning opportunities. | Evidence of impact: 100% of pupils/parents involved with the school counsellor found the process useful/helpful.  Evidence of impact: Supplies for students has enabled PP students to make progress. For example, in Year 11 55% of PP students made exceptional progress Food Technology with the purchase of equipment. In addition, the gap between PP and non-PP students was reduced by 5%.  Evidence of impact: Funding for experiential learning opportunities has enabled PP students to make progress. In Drama PP students outperformed non-PP students. In addition, the percentage of PP students making exceptional progress increased by 50% from P2S1; with the attainment average improving by 1.25 from P2S1. | MIT  WHI  WHI | On-going  On-going  On-going |
| **Total Planned Expenditure** | £415,000 | The distribution of PP funds may change following on from data capture points and when additional support is required. | | | |