



Pupil Premium Strategy Statement

Policy & Procedure Number: 9

Date of Board of Governors Review: Autumn 2024

Next Review Due: Autumn 2025

School Link: Mrs J Gallagher

Revision Number: v01



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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	Wade Deacon High School
Number of pupils in school	1629
Proportion (%) of pupil premium eligible pupils	27.99% (456)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	23.10.24
Date on which it will be reviewed	October 2025
Statement authorised by	Matthew Deeney (Head of School)
Pupil premium lead	Josie Gallagher (Vice Principal)
Governor/ Trustee lead	Mrs C Fone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£594,620
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£594,620

Part A: Pupil premium strategy plan

Statement of intent

At Wade Deacon High school, we are committed to providing all pupils with a first-class education, particularly for socio-economically disadvantaged pupils. The grant also provides support for pupils with parents/carers in the regular armed forces and those pupils whom are looked after. We strive to help pupils achieve regardless of their circumstances or background.

This Pupil Premium Strategy targets academic intervention, experiences and opportunities that go beyond the classroom. The strategy is regularly reviewed, evaluated and adaptations made throughout the year to support pupil to improve. Leaders at Wade Deacon High School are highly aspirational in their aims for pupil whom are at a disadvantage. We want all pupils to be successful during their time at Wade Deacon High School and to reach levels of attainment that are in line with all pupils nationally.

Challenges

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

Challenge number	Detail of challenge
1 – High Quality Teaching and support	<p>(a) Achievement: Disadvantaged pupils on average attain lower and typically make less academic progress in school than their peers.</p> <p>(b) Targeted support: Some disadvantage pupils require intensive support—either one to one or as part of a small group to ensure they have bespoke curriculums to support them to improve. Disadvantage pupils on average need help boost language development, literacy, or numeracy as well as other subject areas. Disadvantaged pupils with SEND have the greatest need for excellent teaching.</p>
2 – Wider Opportunities	<p>(a) Aspirations: Some disadvantaged pupils do not benefit from rich and diverse experiences or opportunities to help them have high aspirations for their future careers.</p> <p>(b) Attendance: Average attendance rates for disadvantaged pupils is lower than that of other students, and school target for all children of 97%. This reduces their learning time and diminishes progress.</p> <p>(c) Parental engagement: Some parents/carers need additional information, support and guidance to help their child to learn and make progress.</p> <p>(d) Personal Development: Some disadvantaged pupils need additional support to address barriers to progress and ensure their personal development, attitudes and behaviour are conducive to success.</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
Improve achievement	
Through effective planning, bespoke coaching for teachers, adaptive teaching, high quality feedback, consistently high standards in every classroom and appropriate challenge; together with targeted academic interventions that address core knowledge gaps and improve confidence, attainment and progress.	GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of all pupils nationally. School GCSE targets for key thresholds are met (A8: 55; Basics 4+: 85%; Basics 5: 70%). Disadvantaged pupils' attainment is improving in each year group, with additional interventions showing positive impact. 100% disadvantaged pupils enter further education, training or employment post-16.
Through the use of Steplab, provide bespoke coaching for teachers. Coaches use appropriate challenge to ensure that teachers are addressing core knowledge gaps and improve attainment and progress.	100% of teachers receive 9 coaching visits throughout the year. Evidence shows improvements in the quality of teaching and learning of all pupils. Coaching supports GCSE outcomes. Outcomes show an increase in attainment for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of all pupils nationally. School GCSE targets for key thresholds are met (A8: 55; Basics 4+: 85%; Basics 5: 70%). Disadvantaged pupils' attainment is improving in each year group,
Improve wider opportunities	
By embedding strategies to improve PP attendance and punctuality and address the attendance gap between PP and non-PP pupils.	Attendance figures for show that the difference between PP and non-PP pupils is decreasing. Disadvantaged pupils' attendance is at least in line with the national average meets the school target of 97%.
By providing a range of opportunities for students to access learning opportunities outside the classroom, build cultural capital and provide appropriate careers guidance.	Pupils speak positively about the school and feel safe and happy at Wade Deacon. There is a very high level of engagement in wider curriculum opportunities by disadvantaged children and effective careers provision ensures they are well prepared for post-16 pathways.
Embed strategies to promote and support positive attitudes to learning and behaviours which remove social and emotional barriers to progress.	The behaviour and attitude to learning of disadvantaged students is in line with non-PP pupils, or shows an improving trend across all year groups. The proportion of disadvantaged pupils who are suspended is below the national average for secondary schools and is reducing year on year.
Build positive relationships that provide parents/carers with the opportunity to be more effective in supporting their child's learning journey.	Parents/carers voice is positive regarding their child's education and they feel that they are more able to help/support their child/ren to achieve. Attendance and engagement by the parents/carers of disadvantaged pupils at school events is in line with that of non-PP pupils. 100% of PP parents/carers engage with school platforms of communication. 50% of parents who complete Triple Parenting course are PP families.

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

Budgeted cost: £29,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development to support the implementation of evidence-based approaches.	EEF suggests supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches; one such approach we have identified is responsive coaching.	1a
Coaching for teachers.	It is suggested in the EEF toolkit, that coaching can be an important source of support, particularly for early career teachers. Schools should carefully consider the core components that make these strategies effective when developing their approach.	1a
Implement and embed 'Our Classroom Culture' (I do, We do, You do) and PRIME model to continue to develop high quality teaching, assessment and a broad and balanced, knowledge based curriculum that responds to the needs of pupils.	Evidence from EEF indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, particularly for socio-economically disadvantaged students. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. This will be done through the coaching programme implemented within the school Sept. 2024 and a selection of high-quality curriculum materials or investment in the use of standardised assessments across each subject area and across the Trust implemented by the CEL's.	1a
Support pupils to develop learning and self-regulation strategies to improve core knowledge retention, revision strategies and home-learning.	Evidence at Wade Deacon shows catch up supports pupils to decrease gaps in knowledge when absent from school. EEF suggests homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Through the bespoke coaching programme, coaches are able to support teachers to use metacognition and self-regulation approaches to teaching to support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning, with EEF stating average impact of +7 months. The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) and evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. A focus on LIFELines and the development of students' vocabulary is supported by evidence from the EEF showing that language approaches have a high impact on pupil outcomes of 6 months' additional progress.	1b,2a

Targeted support

Budgeted cost: £419,687

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional staffing capacity across the school used strategically for Pupil Premium Intervention. This capacity can be used to provide 1:1 and small group tuition, in-class support and team-teaching, additional teaching groups, enhance feedback and enable academic mentoring support.	The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year. Through PPI time, targeted tuition to take place in all of the core subjects.	1b
Additional teaching and targeted support through early morning intervention, Period 6 and Saturday sessions.	The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year. Student feedback indicates that these additional interventions are valued and build confidence.	1b & 2a
Promote effective literacy through whole school strategies and individual reading support.	Reading programmes such as Lexia Power Up, Accelerated Reader, STAR reading tests And Docs Plus, are high impact on average (+6 months). Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.	1a
Deployment of TA provision to support SEND pupils who are disadvantaged	EEF research indicates that Teaching Assistants can provide a large positive impact on learner outcomes when deployed effectively (+4 months).	1a
Use of digital resources to support knowledge retention and retrieval and to enable effective independent study and revision.	There is evidence that digital technology such as Docs Plus, can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology.	1a & 2a

Wider strategies

Budgeted cost: £145,733

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Welfare Officer employed to support with home visits, attendance surgeries, meetings and support for school in addressing pupils with poor attendance.	There is a direct correlation between attendance and achievement.	2b
Additional leadership capacity through APLs for each year group, focused on improving PP attendance and punctuality.	The school has maintained attendance well above the national average by maintaining a high-profile focus on addressing absence and ensuring clear lines of leadership and accountability.	2b
Uniform, transport funding and provision of curriculum supplies for pupils to ensure positive engagement in school life.	Case studies demonstrate the positive impact of supporting students and families to overcome barriers to engagement, attendance and progress.	2a
Subsidised school trips and experiential learning opportunities to ensure access to wider opportunities and extra-curricular activities.	Engagement in wider curriculum opportunities promotes positive relationships, builds self-esteem and fosters greater engagement.	2a
ICT provision to support the learning of disadvantaged pupils to reduce the digital divide and associated barriers to learning.	Some students require access to digital resources that cannot be provided by families in order to engage with learning at home.	2a
Free peripatetic music tuition for all disadvantaged pupils who choose to learn an instrument in school.	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress according to the EEF. Improved outcomes have been identified in English, mathematics and science.	2a
Additional leadership time and capacity focused on providing support for disadvantaged pupils	The school has improved outcomes for disadvantaged students by ensuring clear and distributed leadership roles and accountability at different levels.	1a, 2a & 2d
High quality, regular and aspirational careers guidance and targeted support to ensure all disadvantaged pupils are	Evidence over many years in school suggests that pupils who have a clear focus and have identified their next steps are more likely to be motivated and confident in their learning. Additional early interventions for PP pupils help to	2a

supported in making choices for future employment, education or training.	identify and address barriers as part of wider support strategies.	
Specialist pastoral support through team of Learning Mentors	Provision of pastoral care is pivotal within school. This enables non-educational barriers to be identified and tackled and builds relationships between school and home. EEF states that evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for PP pupils, as the development of trusting relationships with an adult can provide a different source of support.	2a & d
School Counsellor	Engagement with counselling services helps to improve attendance and engagement with school.	2d
Leader of Inclusion to provide specialist support for all vulnerable pupils.	Specialist provision for most vulnerable students through personalised curriculums support achievement and diminishes disruption to learning.	1b,2a
Rewards and recognition to positively reinforce and incentivise good behaviour	Through the WDE, positive feedback strengthens relationships and engagement and reinforces positive behaviours.	2d
Parental engagement technology, activities and communication.	According to the EEF, the average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. Programmes such as Triple P have improved outcomes for pupils. Parental engagement shows higher impact for pupils with low prior attainment.	2c

Total budgeted cost: £595,620

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 2023 to 2024 academic year.

GCSE outcomes 2023-2024 indicate disadvantaged pupils at Wade Deacon achieved similar progress to that of disadvantage pupils in 2022-2023. However, there is a decrease in attainment and progress 8 for disadvantaged pupils in comparison to non-disadvantaged students nationally. In year 11, 91% of disadvantage pupils improved in their overall average progress from P2S1 to GCSE exams across all subjects. Most subjects average grade increased from P2S1 to GCSE exams for disadvantaged pupils. The data also shows disadvantaged pupils' have achieved extremely well in subjects such as; Dance, Creative iMedia, IT, Sports Studies, Drama, Art, Computer Science, and R.E. The overall pupil premium SEND P8 was positive at 0.37 and pupil premium SEND pupils performed well in most subjects, for progress the SPI score for Computer Science, Geography, Art, Dance and Creative iMedia was exceptional at above 1 and DT, English Language, French, History, Maths and Science had a progress SPI above 0.3 which is above the expected whole school target. This shows with additional interventions such as in-class provisions and examination resources provided, specific adjustments being made, have followed a national trend.

The RAP and its strategies were implemented according to the plan. The RSL and Subject leaders ensure effective strategies are put in place to improve the progress of targeted students moving forward. As a result of Level 1 strategies are effectively implemented by staff.

Last year's data across all year groups shows improvement for disadvantaged pupils. In Year 7, 95% of disadvantaged pupils improved in their overall average progress from P2S1 to P2S3 across all subjects. History and French made the most improvements with disadvantaged pupils, French making an overall improvement of 0.46 and History 0.38 in terms of average grade. In year 8, 86% of disadvantaged pupils improved in their overall average progress from P2S1 to P2S3 across all subjects. Drama, French, History, Geography and Music made the most improvements with disadvantaged pupils. Drama making an overall improvement of 0.48, French 0.50, History 0.48, Geography 0.48 and Music 0.49 in terms of average grade. In Year 9, 95% of disadvantaged pupils improved in their overall average progress from P2S1 to P2S3 across all subjects. English, French, Geography, History and Maths made the most improvements with disadvantaged pupils. English making an overall improvement of 0.57, French 0.50, Geography 0.37, History 0.45 and Maths 0.73 in terms of average grade.

In year 10, 83% of disadvantaged pupils improved in their overall average progress from P2S1 to P2S3 across all subjects. Computer Science, English Language, English Literature, French, History, IT, Maths, PE, RE and Spanish made the most improvements with disadvantaged pupils. Computer Science making an overall improvement of 0.47, English Language 0.32, English Literature 0.28, French 0.28, History 0.34, IT 1.02, Maths 0.55, PE 0.50, RE 0.60 and Spanish 0.50 in terms of average grade.

Attendance for disadvantaged pupils in 2023-24 was 88%, which is 2% below 2022-23 academic year. The national average attendance for FSM cohort in 2023-2024 cohort was 85.4% which shows we are slightly higher than national average. A variety of intervention strategies alongside robust monitoring process ensure that our disadvantaged cohort were above national average. Persistent Absence (PA) for disadvantaged pupils for 2023-2024 was 32.7% which is 2.3% lower than 2022-2023 of 35% and the national average of 45.3% (based on DfE FSM data). 2023-2024 DfE FSM data indicates PA was 44.8%, this shows that we are significant below national average for PP PA by 12.1%. As a result of interventions, PA for disadvantaged pupils decreased from 36% in half term 31% in half term 4 and from 35% in half term 5 to 29% in half term 6. Whilst we are committed to improving the attendance of the disadvantaged cohort and have the highest aspirations of attendance, we are still in a strong position compared to local, regional, and national average.

Pupil Premium funding has been spent on a variety of reading packages. Lexonik is an intensive, six week reading intervention and has been implemented by two staff in the last academic year. It focusses on the morphology of words and breaking them down into their suffixes, roots and prefixes, this supports both decoding and reading for meaning. The intervention empowered 41 students to increase their reading age by 1,528 months, an average gain of 37.3 months. Disadvantaged pupils that took part in this intervention experienced an average gain of 37.7 months, with one student increasing their reading age by 75 months. The broader impact of this has seen an increase in overall progress between P2S data capture points. For example, one Year 7 student that had gained 75 months in reading age made progress of one sub level in four of her subjects between P2S1 and P2S2. Whilst one Year 9 disadvantaged pupil gained 27 months in the second cohort this academic year and made progress of one sub level in six subjects from P2S1 to P2S2.

Pupil Premium funding has also been spent on our digital reading software of Docs Plus that Year 11 utilised this summer for their reading access arrangements. A bespoke room of laptops were established with individual headphones in order for our GCSE cohort to use the digital reader package. The impact of this saw a range of individual successes such as, one child increasing her attainment by two grades in English Literature from P2S3 to GCSE outcomes and one grade in her English Language. This child also increased in four subject areas between these two assessment points.



The funding has also supported 455 students in attending a wide range of Wade Deacon experiences such as trips as far afield as Sicily, New York, the Lake District and a whole host of more localised reward events. This has enabled student to become well rounded global citizens, that have not only made memories for life but also been able to experience key elements of their curriculum in the field.

Externally provided programmes - Please include the names of any non-Ofsted 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
Lexonik Advance	Lexonik
Lexia Power Up	Lexia Reader
Accelerated Reader	Renaissance Learning
STAR reading tests	Renaissance Learning
Docs Plus	Crick Software