

Pupil Premium – Evaluation Report 2018-19

Desired Outcomes	
Focus	Success Criteria
<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>C. Aspirations: to raise aspirations through career guidance and promote PP students' positive approach to education and a growth mind-set.</p>	<p>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.</p>
<p>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).</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>

Chosen Action/Approach	Funding spent (academic year)	Evaluation of Impact	Lessons Learned																																										
Additional staffing capacity across the school used specifically for Pupil Premium Intervention.	103,000	<p>Subject timetables had PPI incorporated into teacher's timetables to provide additional support and bespoke intervention. The majority of PPI time was directed at targeted groups and individuals across different subjects and focused primarily on Year 11.</p> <p>In 2018, the P8 gap between PP and non-PP pupils was -0.75. Unvalidated P8 for disadvantaged pupils in 2019 is -0.45, in line with validated P8 for 2018. This indicates progress in line with the national average for disadvantaged learners but still well below that of non-disadvantaged pupils nationally (-0.02 in 2018). The provisional P8 of non-disadvantaged pupils at WDHS was $+0.49$ in 2019, indicating a potential widening of the progress gap to -1.0. <u>However, when outliers are removed (9 students), the overall disadvantaged P8 for 2019 increases to -0.18 and the gap narrows to -0.53.</u></p> <table border="1" data-bbox="734 694 1487 922"> <thead> <tr> <th></th> <th>2019 (exc. Outliers)</th> <th>2019 unvalidated</th> <th>2018 validated</th> </tr> </thead> <tbody> <tr> <td>P8</td> <td>-0.18</td> <td>-0.4</td> <td>-0.4</td> </tr> <tr> <td>English</td> <td>-0.2</td> <td>-0.5</td> <td>-0.5</td> </tr> <tr> <td>Maths</td> <td>-0.2</td> <td>-0.4</td> <td>-0.5</td> </tr> <tr> <td>EBacc</td> <td>-0.4</td> <td>-0.4</td> <td>-0.5</td> </tr> <tr> <td>Open</td> <td>0.15</td> <td>-0.2</td> <td>-0.17</td> </tr> </tbody> </table> <p>The progress of disadvantaged pupils in some subjects was very strong in 2019:</p> <table border="1" data-bbox="683 1015 1538 1307"> <thead> <tr> <th>Subject</th> <th>PI (VA) score (inc. outliers)</th> </tr> </thead> <tbody> <tr> <td>Biology</td> <td>0.73</td> </tr> <tr> <td>Chemistry</td> <td>0.73</td> </tr> <tr> <td>Physics</td> <td>0.23</td> </tr> <tr> <td>Computer Science</td> <td>0.38</td> </tr> <tr> <td>Art</td> <td>1.50</td> </tr> <tr> <td>Drama</td> <td>0.60</td> </tr> <tr> <td>PE</td> <td>0.97</td> </tr> <tr> <td>ICT</td> <td>0.32</td> </tr> </tbody> </table> <p>The continued pilot strategy used in English, whereby highly experienced teachers are directed to teach classes containing relatively large cohorts of disadvantaged pupils resulted in varied impact, with one class achieving a PI score of $+0.9$ and another of -0.9 in English Language.</p>		2019 (exc. Outliers)	2019 unvalidated	2018 validated	P8	-0.18	-0.4	-0.4	English	-0.2	-0.5	-0.5	Maths	-0.2	-0.4	-0.5	EBacc	-0.4	-0.4	-0.5	Open	0.15	-0.2	-0.17	Subject	PI (VA) score (inc. outliers)	Biology	0.73	Chemistry	0.73	Physics	0.23	Computer Science	0.38	Art	1.50	Drama	0.60	PE	0.97	ICT	0.32	<p>PPI is a valuable and powerful resource when used effectively to target pupils' specific needs. It is important that the school carefully identifies the pupils in need of further support and quality assures the provision across the curriculum and across year groups, tracking the impact of support activities more carefully to maximise the benefit gained.</p> <p>A greater focus of PPI in the earlier year groups would be beneficial in ensuring attainment gaps do not widen as children progress through school.</p> <p>The benefits of grouping by Pupil Premium are unclear. Strong outcomes are more likely to be a consequence of consistently good teaching and learning rather than any other strategy.</p>
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AAVP role to focus on the leadership of PP to improve outcomes/T&L of PP students.	6,000	Leadership of provision for disadvantaged learners benefited from the higher profile achieved. Strategies for supporting the progress of disadvantaged pupils were embedded through CPD activities during the academic year, resulting in greater consistency across the school.	Leadership of Pupil Premium must continue to hold high status and importance to ensure it is a key focus for improvement across the school. Some elements of CPD and a number of focused strategies showed promise and will be developed further over the next academic year.																																										
Additional capacity in English and Maths to adapt the curriculum of key PP students to improve their life chances.	66,000	<p>Focused provision and additional support for Year 11 pupils resulted in a significant 14% increase in the achievement of 'strong' basics and notably higher attainment by disadvantaged pupils in English and maths.</p> <table border="1" data-bbox="824 472 1395 762"> <thead> <tr> <th>Disadvantaged pupils</th> <th>2019 (vs 2018)</th> </tr> </thead> <tbody> <tr> <td>Basics 4+</td> <td>55% (+0%)</td> </tr> <tr> <td>Basics 5+</td> <td>37% (+14%)</td> </tr> <tr> <td>English 4+</td> <td>70% (+4%)</td> </tr> <tr> <td>English 5+</td> <td>53% (+6%)</td> </tr> <tr> <td>English 7+</td> <td>21% (+8%)</td> </tr> <tr> <td>Maths 4+</td> <td>61% (+3%)</td> </tr> <tr> <td>Maths 5+</td> <td>41% (+12%)</td> </tr> <tr> <td>Maths 7+</td> <td>12% (+4%)</td> </tr> </tbody> </table> <p>During the 2018-19 P2S rounds, there was no clear reduction in the PP progress gap in English and maths. Between P2S1 and P2S3, the gap in terms of % pupils 1 below, on or above MEG widened in each year group other than Year 8.</p>	Disadvantaged pupils	2019 (vs 2018)	Basics 4+	55% (+0%)	Basics 5+	37% (+14%)	English 4+	70% (+4%)	English 5+	53% (+6%)	English 7+	21% (+8%)	Maths 4+	61% (+3%)	Maths 5+	41% (+12%)	Maths 7+	12% (+4%)	<p>Additional staff capacity has benefited disadvantaged pupils in these subjects in Year 11. Reflection on how improvements were achieved must ensure that effective strategies are embedded and applied across the school.</p> <p>However, it is crucial that support needs are identified, and strategies implemented, much earlier in the curriculum. A focus on 'keep up, not catch up' interventions is needed from Year 7 onwards.</p>																								
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SLT Targeted Mentoring		Members of SLT interviewed all Y11 PP students who were underperforming. SLT provided academic mentoring and focusing on the students' progress in English, Maths and one other subject. Strategies included arranging meetings with parents/carers, the use of an SLT card to monitor targeted revision and the students' progress. Outcomes in 2018-19 indicate stronger attainment for disadvantaged pupils, with an increase in A8 from 40.53 to 41.84 and a strong rise in the % disadvantaged pupils achieving Basics 4+ and 5+.	SLT interviews were a powerful exercise and should be repeated. Mentoring provision should be logged to evaluate impact.																																										
Classrooms assistants to provide in-class support and interventions for PP SEND students	80,000	<p>During the year 2018-2019, the SEND department used funding for classroom assistants to increase the support provided across the curriculum for our PP pupils with SEND.</p> <table border="1" data-bbox="548 1225 1671 1477"> <thead> <tr> <th>Yr Group</th> <th>EHCP</th> <th>SEN SUPPORT</th> <th>Monitoring</th> <th>Total</th> <th>% PP</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>4 (2)</td> <td>16 (7)</td> <td>41 (13)</td> <td>61 (22)</td> <td>36%</td> </tr> <tr> <td>8</td> <td>2(1)</td> <td>10 (5)</td> <td>22 (7)</td> <td>34 (13)</td> <td>38%</td> </tr> <tr> <td>9</td> <td>4 (4)</td> <td>19 (9)</td> <td>15 (4)</td> <td>38 (17)</td> <td>45%</td> </tr> <tr> <td>10</td> <td>1 (1)</td> <td>9(5)</td> <td>9 (4)</td> <td>19 (10)</td> <td>53%</td> </tr> <tr> <td>11</td> <td>3 (3)</td> <td>14 (7)</td> <td>14 (7)</td> <td>31 (17)</td> <td>55%</td> </tr> <tr> <td>Total</td> <td>14 (11)</td> <td>68 (33)</td> <td>101 (35)</td> <td>183 (79)</td> <td>43%</td> </tr> </tbody> </table>	Yr Group	EHCP	SEN SUPPORT	Monitoring	Total	% PP	7	4 (2)	16 (7)	41 (13)	61 (22)	36%	8	2(1)	10 (5)	22 (7)	34 (13)	38%	9	4 (4)	19 (9)	15 (4)	38 (17)	45%	10	1 (1)	9(5)	9 (4)	19 (10)	53%	11	3 (3)	14 (7)	14 (7)	31 (17)	55%	Total	14 (11)	68 (33)	101 (35)	183 (79)	43%	Almost half of SEND pupils in the school are disadvantaged. Targeted in-class support is an effective provision, and the school should identify how it can be even better utilised through CPT and professional discussions.
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		<p><u>Early Morning Intervention</u></p> <p>Literacy and Numeracy intervention was led by the SEND classroom assistants throughout the year. 70 year 7 pupils were identified and a further 40 year 8 pupils attended two mornings a week for a block of intervention over a term.</p> <p>Year 7 Reading- average progress made in 10 months for this cohort was 16 months (3.4ss) Year 7 Numeracy- average progress made in 10 months for this cohort was 19 months (8ss) Year 8 Reading- average progress made in 12 months for this cohort was 30 months (9ss) Year 8 Numeracy- average progress made in 12 months for this cohort was 19 months (6ss)</p>																																																																
<p>AAVP role to focus on the leadership of PP attendance/whole school attendance.</p> <p>APLs for each year group focused on improving PP attendance and punctuality to reduce the gap between PP and non PP students</p>	<p>6,000</p> <p>18,000</p>	<p>Significant emphasis has been placed on improving the attendance of disadvantaged pupils, supported by high profile leadership and the distribution of accountability across the organisation. Responsibilities and systems were clarified and embedded, with attendance carefully tracked and absences rigorously monitored and relentlessly followed up. Additional capacity was created to enable attendance interventions to take place during tutor time.</p> <p>As a consequence Pupil Premium attendance has improved by 0.5% compared with last year to 93.5% compared to 97.4% Non PP. Due to the work carried out by Progress Leaders and Assistant Progress with PP students, there have been significant improvements in Year 8 and Year 11 in particular.</p> <p>The attendance of disadvantaged pupils has now improved to within 1% of the national average for all pupils (based on 2018 DfE data).</p> <table border="1" data-bbox="548 874 1671 1161"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2019</th> <th colspan="2">2018</th> <th colspan="3">Gap</th> </tr> <tr> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> <th>2019</th> <th>2018</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>Yr 7</td> <td>95.3%</td> <td>97.7%</td> <td>95.8%</td> <td>96.7%</td> <td>-2.4%</td> <td>-0.9%</td> <td>+1.5%</td> </tr> <tr> <td>Yr 8</td> <td>95.5%</td> <td>97.2%</td> <td>94.0%</td> <td>96.9%</td> <td>-1.7%</td> <td>-2.9%</td> <td>-1.2%</td> </tr> <tr> <td>Yr 9</td> <td>90.9%</td> <td>97.7%</td> <td>92.7%</td> <td>96.5%</td> <td>-6.8%</td> <td>-3.8%</td> <td>+3.0%</td> </tr> <tr> <td>Yr 10</td> <td>92.9%</td> <td>97.0%</td> <td>92.2%</td> <td>95.8%</td> <td>-4.1%</td> <td>-3.6%</td> <td>+0.5%</td> </tr> <tr> <td>Yr 11</td> <td>92.7%</td> <td>97.2%</td> <td>90.2%</td> <td>96.4%</td> <td>-4.5%</td> <td>-6.2%</td> <td>-1.7%</td> </tr> <tr> <td>Total</td> <td>93.5%</td> <td>97.4%</td> <td>93.0%</td> <td>96.5%</td> <td>-3.9%</td> <td>-3.5%</td> <td>+0.4%</td> </tr> </tbody> </table>		2019		2018		Gap			PP	Non PP	PP	Non PP	2019	2018	Diff	Yr 7	95.3%	97.7%	95.8%	96.7%	-2.4%	-0.9%	+1.5%	Yr 8	95.5%	97.2%	94.0%	96.9%	-1.7%	-2.9%	-1.2%	Yr 9	90.9%	97.7%	92.7%	96.5%	-6.8%	-3.8%	+3.0%	Yr 10	92.9%	97.0%	92.2%	95.8%	-4.1%	-3.6%	+0.5%	Yr 11	92.7%	97.2%	90.2%	96.4%	-4.5%	-6.2%	-1.7%	Total	93.5%	97.4%	93.0%	96.5%	-3.9%	-3.5%	+0.4%	<p>A high-profile and energised focus on attendance is crucial to sustained improvement. Additional support and capacity should be identified and deployed where possible.</p>
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<p>School counselling and anger management to address pastoral and behavioural needs</p>	<p>13,000</p>	<p>35 disadvantaged pupils were referred for counselling in 2018-19 for a variety of reasons including bereavement, social problems and family difficulties. Such provision ensured attendance remained positive, with overall PP attendance increasing by 0.5%.</p>	<p>Such provision is crucial for the pupils who use it, and demand is increasing.</p>																																																															

<p>Education Welfare Officer employed to support with home visits, attendance surgeries, meetings and support.</p>	<p>14,000</p>	<p>EWO working with the attendance team, targeted Pupil Premium students to improve attendance. Main strategies included surgery meetings with parents and students, Attendance Planning Meetings (APM) and penalty notice warnings. Absence and persistent absence was below the national average in 2018-19.</p>	<p>This provision is effective and necessary to ensure attendance of PP pupils continues to improve.</p>																																																				
<p>AAVP role to focus on the leadership of CiC. Assistant Designated Teacher for CiC</p>	<p>6,000 26,000</p>	<table border="1" data-bbox="674 379 1550 571"> <thead> <tr> <th>GCSE Outcomes</th> <th>2019 (5 pupils)</th> <th>2018 (3 pupils)</th> </tr> </thead> <tbody> <tr> <td>P8</td> <td>-1.34</td> <td></td> </tr> <tr> <td>English P8</td> <td>-2.20</td> <td></td> </tr> <tr> <td>Maths P8</td> <td>-0.35</td> <td></td> </tr> <tr> <td>EBacc P8</td> <td>-1.19</td> <td></td> </tr> <tr> <td>Open P8</td> <td>-1.58</td> <td></td> </tr> </tbody> </table> <p>(Annual comparative progress data is likely to be volatile due to the small numbers in the CiC cohort.)</p> <table border="1" data-bbox="551 639 1673 943"> <thead> <tr> <th rowspan="2">Year Group (2018-19 academic year)</th> <th rowspan="2">No</th> <th colspan="2">% CiC I below / on /above MEG in Eng & Maths</th> <th colspan="2">% other I below / on /above MEG in Eng & Maths</th> </tr> <tr> <th>P2S1</th> <th>P2S3</th> <th>P2S1</th> <th>P2S3</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>3</td> <td>33</td> <td></td> <td>87</td> <td></td> </tr> <tr> <td>8</td> <td>4</td> <td>50</td> <td>50</td> <td>74</td> <td>82</td> </tr> <tr> <td>9</td> <td>8</td> <td>50</td> <td>57</td> <td>55</td> <td>75</td> </tr> <tr> <td>10</td> <td>4</td> <td>25</td> <td>25</td> <td>3</td> <td>14</td> </tr> </tbody> </table> <p>The rate of improvement shown by CiC in English and maths is generally less than for that of other pupils, as is the overall progress made towards MEG targets.</p>	GCSE Outcomes	2019 (5 pupils)	2018 (3 pupils)	P8	-1.34		English P8	-2.20		Maths P8	-0.35		EBacc P8	-1.19		Open P8	-1.58		Year Group (2018-19 academic year)	No	% CiC I below / on /above MEG in Eng & Maths		% other I below / on /above MEG in Eng & Maths		P2S1	P2S3	P2S1	P2S3	7	3	33		87		8	4	50	50	74	82	9	8	50	57	55	75	10	4	25	25	3	14	<p>Early identification of personalised support is necessary. Senior leadership of such provision helps to ensure it is coordinated effectively.</p>
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<p>Uniform, trips, transport and curriculum supplies for students</p>	<p>14,000</p>	<p>Pupil Premium funding has enabled all PP students to have the same access to the curriculum and chances as other students, providing access to school trips by removing financial barriers and helping to ensure equality of provision and opportunities to develop cultural capital. The school has provided uniform items and short-term transport for students and families in times of need.</p> <p>To encourage Year 7 PP students to read and improve their literacy, £5 vouchers were given to them to be used at the Book Fair. As a result, 77% of the Year 7 Pupil Premium students bought a book using their voucher showing how the large majority found a book that they wanted to read from the Book Fair. 86% of the Year 7 Pupil Premium students who had bought a book had already started to read it and 86% of students reading the book commented in a Student Voice on how much they were enjoying reading.</p>	<p>Support structures such as this help to address many barriers for pupils and achieves impact that can be hard to measure. Funding will continue to be allocated, but tracked more effectively in terms of spending and impact.</p>																																																				

		<p>The purchase of revision and exam preparation materials for a large proportion of disadvantaged pupils contributed to a significant increase in PP attainment in English and maths, and an increase in PP A8 in 2018-19. Each department was given some additional funding to provide resources for PP students which consisted of text books, revision guides & on-line packages. Moreover, bespoke revision were delivered by staff to Year 11 students at weekends and in the February, Easter & May holidays. As a result, the largest impacts in pupils achieving their MEG from P2S1 to the GCSE results were seen in English Language (+27%), Biology (+38%), Physics (+37%), French (+23%), Art (27%), ICT OCR (+33%), Computer Science (+33%) and PE (+53%). In Year 11 Pupil Premium students out-performed non pupil premium in Art, Dance and Drama.</p>	
<p>Transition Summer school for PP Yr6 students that will start at Wade Deacon in September 2019.</p>	<p>6,000</p>	<p>21 pupils took part in Summer School in August 2019. A much larger cohort was invited to attend, but were unable or unwilling to do so for a variety of reasons.</p>	<p>The progress of these pupils will be closely tracked to identify the impact of the provision.</p>