

Wade Deacon High School

Pupil Premium Planned Expenditure 2020-21

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.

| Summary Information | | | | | |
|--|--------------------------|----------------------------------|------------------|---|----------|
| School | Wade Deacon High School | | | | |
| Academic Year | 2020-21 | Total PP Budget | £455,000 | Date of most recent PP review | Sep 2020 |
| Total No on Roll | 1600 | No of PP students & % | 450 pupils (28%) | Date for internal review of strategy | Feb 2021 |
| 2019-20 outcomes Unvalidated (CAGs) | Disadvantaged P8 0.01 | | | | |

| Barriers to future achievement for PP students | |
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| In-school barriers | |
| A | Teaching and Learning: Disadvantaged pupils on average make less academic progress in school than their peers, especially in English, maths and some EBacc subjects including science. |
| B | Attendance: Average attendance rate 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. |
| C | Aspirations: Some disadvantaged pupils do not benefit from experiences or opportunities to help them have high aspirations for their future career |
| D | Behaviour and attitudes: Some disadvantaged pupils need additional support ensure their attitudes and behaviour are conducive to good progress |
| E | Parental engagement: Some parents/carers need additional information, support and guidance to help their child to learn and make progress. |

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| Desired Outcomes | |
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| Focus | Success Criteria |
| Core Strategies | |
| A. Further improve teaching and learning: to ensure consistently high standards in every classroom through adaptive teaching, effective feedback and appropriate challenge in every lesson. To provide targeted academic interventions through the effective use of Pupil Premium Intervention (PPI). | GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils, with differences in outcomes diminishing between disadvantaged pupils and non-PP students. Disadvantaged pupils' attainment is improving in each year group. Pupil Premium Intervention (PPI) time shows positive impact. |
| B. Improve attendance: to embed strategies to improve PP attendance and punctuality and address the attendance gap between PP and non-PP students. | Attendance figures for 2020-21 show that the gap between PP and non-PP students are diminishing. Disadvantaged pupils' attendance is in line with the national average for all pupils (given the national context of COVID-19 restrictions). |
| Additional Strategies (Wider Outcomes) | |
| C. Build aspiration and positive engagement: to provide 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. Students receive helpful careers advice that leads to broad opportunities, with all pupils entering further education, training or employment post-16. |
| D. Promote positive behaviour and attitudes to learning: to embed strategies to promote and support positive attitudes and behaviours for learning and break down individual barriers to progress. | Student outcomes improve in terms of attainment, progress, attendance, behaviour and attitude to learning. There will be a reduction in the number of PP students who receive a fixed term exclusion and the percentage of PP students with a positive attitude to learning increases. |
| E. Parental Engagement: To improve parental engagement and provide parents/carers with the opportunity to be involved more in their child's learning journey. | Parents/carers voice is positive regarding their child's education and they will feel that they are more able to help/support their child to achieve. |

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| Planned Expenditure 2020-21 | | | | | |
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| Desired Outcome | Cost | Chosen Action / Approach | Rationale (EEF Toolkit & School Evidence/Context) | Staff Responsible | Monitoring & Review |
| A. Further improve teaching and learning: to ensure consistently high standards in every classroom, with effective feedback and appropriate challenge in every lesson. Through the effective use of intervention (PPI), subject differences and class-by-class variation will reduce. | £100,000 | 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. Support teachers' planning by ensuring pupil information is readily available and easily accessible. Promote effective literacy and numeracy through whole school strategies and individual support. Support pupils to develop learning strategies to improve revision and home-learning | 1:1 and small group tuition shows moderate impact for moderate cost. Feedback is high impact for low cost. based on moderate evidence. Additional capacity builds PPI contributed to increase in PP Attainment in English and maths in 2020 50% of SEND pupils are eligible for the Pupil Premium | Subject Leaders WOX | P2S Rounds Results SIMS data |
| | £40,000 | Deployment of TA provision to support SEND pupils who are disadvantaged | | | |
| | £10,000 | ICT provision to support teaching and learning | | | |
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| B. Improve attendance: to embed strategies to improve PP attendance and punctuality and address the attendance gap between PP and non-PP students. | £19,500 | Education Welfare Officer employed to support with home visits, attendance surgeries, meetings and support for school in addressing students with poor attendance. | The additional capacity and focus assigned to improving attendance led to an increase of 0.5% for disadvantaged pupils across school in 2018-19. Good attendance is crucial to academic success and wider social well-being. | DEE Progress Leaders | Weekly Attendance Data |
| | £72,500 | APLs for each year group focused on improving PP attendance and punctuality to reduce the gap between PP and non PP students. | | | |

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| Wider Outcomes | | | | | |
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| C. Build aspiration and engagement: to provide a range of opportunities for students to access learning opportunities outside the classroom, build cultural capital and provide appropriate careers guidance. | £15,000 | Careers guidance and support to ensure all disadvantaged pupils are supported in making choices for future employment, education or training. | By providing aspirational careers advice and supporting pupils at key stages, pupils are more likely to engage positively in their studies. | Progress Leaders | P2S Rounds Pupil Voice Destinations data Attendance reports |
| | £5,000 | Uniform and transport hardship funding and provision of curriculum supplies for students to ensure positive engagement in school life. (Budget increased this year in anticipation of greater financial hardship arising from COVID 19) | Subsidies ensure financial barriers are removed so that pupils can engage fully in school life. | | |
| | £3,000 | Subsidised school trips and experiential learning opportunities to ensure access to wider opportunities and extra- curricular activities. (Reduced budget due to restricted trips under COVID 19 restrictions) | Summer School provides an opportunity to improve transition for PP pupils so that they have a positive start to Y7 | | |
| | £5,000 | Transition Summer school for Yr6 students. | | | |
| | £5,000 | Free peripatetic music tuition for all disadvantaged pupils who choose to learn an instrument in school. | Instrumental tuition builds cultural capital and opportunities for positive engagement in wider school activities which build self-confidence and good relationships. | | |
| D. Promote positive behaviour and attitudes to learning: to embed strategies to promote and support positive attitudes and behaviours for learning | £70,000 | Leadership roles focused on providing support for disadvantaged pupils (proportion of salaries) | Effective leadership is crucial to maintaining high standards and provision. | MIT Progress Leaders | P2S rounds Exclusion rate Attendance reports |
| | £80,000 | Specialist pastoral support through team of Learning Mentors and School Counsellor | Barriers such as mental health and behavioural issues diminish academic progress. | | |
| | £5,000 | Rewards and recognition to positively reinforce and incentivise good behaviour | | | |

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| <p>E. Increase parental engagement: To improve parental engagement and provide parents/carers with the opportunity to be involved more in their child's learning journey.</p> | <p>£25,000</p> | <p>'WD Connect' parent engagement strategy led by Leader of Parent Engagement (BAI), including parent information evenings and targeted events.</p> <p>Use of School Synergy to improve home-school communication</p> | <p>EEF indicates moderate impact for moderate cost. Parental engagement is crucial to supporting pupils pastorally and academically.</p> | <p>WOX</p> <p>BAI</p> | <p>Parent voice</p> <p>Attendance reports</p> |
| <p>Additional funds will be allocated to support strategies and activities to meet needs of pupils as they arise, including Alternative Provision, tuition and mental health services. The distribution of PP funds may change following on from data capture points and when additional support is required.</p> | | | | | |
| <p>Total Planned Expenditure</p> | <p>£455,000</p> | | | | |