

Wade Deacon High School

Pupil Premium Strategy 2020-21: Evaluation



Note: Evaluation of impact should be considered in the context of significant disruption to the academic year caused by the COVID-19 pandemic, which saw significant disruption to attendance from September 2020 onwards and resulted in significant periods of remote learning between January 2021 and April 2021.

Desired Outcomes	
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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Desired Outcome	Evaluation/Impact												
<p>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.</p>	<p>There is clear evidence that PPI has benefited students. Gaps in knowledge have been bridged following periods of absence or based on individual needs, with students showing increasing levels of confidence following interventions.</p> <table border="1" data-bbox="873 367 1937 1053"> <thead> <tr> <th data-bbox="873 367 1052 422">Subject</th> <th data-bbox="1052 367 1937 422">Implementation of PPI capacity</th> </tr> </thead> <tbody> <tr> <td data-bbox="873 422 1052 582">English</td> <td data-bbox="1052 422 1937 582">Primarily focused on KS4 with emphasis on Y11 support. Teachers implemented PPI through a range of 1:1 sessions outside of lessons and ‘team teaching’ approaches in which teachers circulate to offer additional support focused on PP students in class.</td> </tr> <tr> <td data-bbox="873 582 1052 774">Maths</td> <td data-bbox="1052 582 1937 774">The additional capacity has been used in part to create an additional set in Band 1 (taught by Subject Leader), enabling additional focus on support for PP students on the higher/foundation level borderline. Provision has primarily been used for 1:1 and small group tuition during lessons, while additional emphasis has been placed on targeting PPI in KS3 this year.</td> </tr> <tr> <td data-bbox="873 774 1052 837">Science</td> <td data-bbox="1052 774 1937 837">Hours were heavily restricted due to staffing levels but PPI focused on KS4.</td> </tr> <tr> <td data-bbox="873 837 1052 933">MFL</td> <td data-bbox="1052 837 1937 933">Additional capacity used to support students in Inclusion Room as well as in MFL classes through additional classroom support.</td> </tr> <tr> <td data-bbox="873 933 1052 1053">Computing, Business and IT</td> <td data-bbox="1052 933 1937 1053">Limited hours deployed in Inclusion Room and to provide small group tuition in preparation for Y11 summer assessments.</td> </tr> </tbody> </table> <p>Evaluations of intervention sessions (completed by intervention teachers after each session) indicates provision has been effective in helping students to achieve the objectives set.</p>	Subject	Implementation of PPI capacity	English	Primarily focused on KS4 with emphasis on Y11 support. Teachers implemented PPI through a range of 1:1 sessions outside of lessons and ‘team teaching’ approaches in which teachers circulate to offer additional support focused on PP students in class.	Maths	The additional capacity has been used in part to create an additional set in Band 1 (taught by Subject Leader), enabling additional focus on support for PP students on the higher/foundation level borderline. Provision has primarily been used for 1:1 and small group tuition during lessons, while additional emphasis has been placed on targeting PPI in KS3 this year.	Science	Hours were heavily restricted due to staffing levels but PPI focused on KS4.	MFL	Additional capacity used to support students in Inclusion Room as well as in MFL classes through additional classroom support.	Computing, Business and IT	Limited hours deployed in Inclusion Room and to provide small group tuition in preparation for Y11 summer assessments.
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Overall estimated P8 for disadvantaged students (for internal use only) is -0.29 compared to -0.37 in 2019. 48% disadvantaged students achieved a positive P8 score (increasing from a prediction of 26% at P2S1). 64% of PP students achieved a positive progress score in English Language, with 45% in Literature. 42% of PP students achieved a positive progress score in Maths. Attainment 8 for PP improved by 15 points (1.5 grades) from Y10 P2S1. In Year 10, 27% PP students improved their average progress comment score between P2S1 and P2S2.

Progress 8 (PP) 81 students	2018 Results	2019 Results	2021 TAGs
P8	-0.4	-0.40	-0.29
English	-0.5	-0.46	-0.01
Maths	-0.5	-0.41	-0.41
EBacc	-0.5	-0.64	-0.66
Open	-0.17	-0.15	-0.10

*Based on 2019 A8 estimates

Supporting ICT Access

Over 170 devices were loaned to students during the Spring Term to enable them to access learning from home, together with more than 20 4G routers and numerous SIM cards. 6 families took up the offer of unlimited data allowances for mobile devices.

B. Improve attendance: to embed strategies to improve PP attendance and punctuality and address the attendance gap between PP and non-PP students.

Attendance tracking and interventions were significantly amended in light of COVID and shifted to ensuring students attended and engaged effectively with remote learning. As a result, the proportion of disadvantaged students who attended and engaged positively with remote lessons improved week-on-week throughout the lockdown period in the Spring Term.

Overall PP attendance throughout the academic year was significantly affected by COVID through student illness and, most significantly, self-isolation due to contact tracing. As a result, comparisons with previous years are invalid.

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	During the period of school closure/remote learning due to COVID-19 in the Spring Term, pastoral teams prioritised vulnerable disadvantaged students for contact calls and additional support – including the provision of free school meals vouchers and food support packages.
Wider Outcomes	
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.	100% disadvantaged students secured placed in the Further Education, Employment or Training setting of their choice in 2021.
D. Promote positive behaviour and attitudes to learning: to embed strategies to promote and support positive attitudes and behaviours for learning	<p>More than 30 pupils benefited from counselling in 2020-21 for a variety of reasons including bereavement, social problems and family difficulties. This provision continued remotely throughout the lockdown period.</p> <p>Pupil Premium funding has enabled all PP students to have the same access to the curriculum and chances as other students by removing financial barriers and helping to ensure equality of provision and opportunities to develop cultural capital. The school has provided uniform items, food packages and short-term transport for students and families in times of need.</p> <p>The FTE rate for disadvantaged pupils fell by 0.11% from the previous year with repeat exclusions falling by 1.3%.</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>Parents Evening events were impacted during the year due to COVID, but considerable efforts to engage parents and carers through online parent meetings ensured that the parents and carers of disadvantaged pupils continued to receive timely and effective feedback from teachers throughout the year.</p> <p>The speed and regularity of communication with students and parents through School Synergy ensured remote learning was streamlined and accessible, with attendance and engagement issues followed up in a timely manner.</p> <p>Extensive additional transition arrangements were implemented during the summer term to support Y6 students to settle in school despite the challenges presented by COVID 19. These included a Summer School offered to all Y6 students, with disadvantaged students a focus for engagement. 77 PP students attended this provision helping them to build relationships, break down social and emotional barriers to make a positive start to Year 7.</p>