



WADE DEACON HIGH SCHOOL

Pupil Premium Strategy - Evaluation Report 2019-20

Note: Evaluation of impact should be considered in the context of significant disruption to the academic year caused by the COVID-19 pandemic, which effectively ended the normal school curriculum in late March 2020.

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 2019-20 improve for those entitled to the Pupil Premium. Disadvantaged pupils' attendance is in line with the national average for all pupils.
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.

Chosen Action/Approach	Funding spent (academic year)	Evaluation of Impact	Lessons Learned																														
<p>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).</p>	<p>£103,000</p>	<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. In 2019, disadvantaged pupils achieved a P8 score of -0.40 (-0.18 when 'outliers' are removed). In 2020, the attainment of disadvantaged students improved significantly, with A8 increasing from 41.84 in 2019 to 44.36. It is not possible to provide P8 scores for the 2020 cohort.</p> <table border="1" data-bbox="640 504 1581 727"> <thead> <tr> <th></th> <th>2020 (CAGs)</th> <th>2019 (exc. Outliers)</th> <th>2019 unvalidated</th> <th>2018 validated</th> </tr> </thead> <tbody> <tr> <td>P8</td> <td>n/a</td> <td>-0.18</td> <td>-0.4</td> <td>-0.4</td> </tr> <tr> <td>English</td> <td>n/a</td> <td>-0.2</td> <td>-0.5</td> <td>-0.5</td> </tr> <tr> <td>Maths</td> <td>n/a</td> <td>-0.2</td> <td>-0.4</td> <td>-0.5</td> </tr> <tr> <td>EBacc</td> <td>n/a</td> <td>-0.4</td> <td>-0.4</td> <td>-0.5</td> </tr> <tr> <td>Open</td> <td>n/a</td> <td>0.15</td> <td>-0.2</td> <td>-0.17</td> </tr> </tbody> </table> <p>In maths, the use of PPI to create additional teaching groups by splitting targeted sets saw positive impact on attainment and attitudes to learning.</p> <p>The rate of improvement in attainment by disadvantaged students in core subjects indicates positive impact of PPI during the academic year. Based on P2S Assessed Grades, disadvantaged attainment in maths increased by 1.04 grades between P2S1 and P2S2. By P2S3 (CAGs), this had risen further to 1.10 grades.</p> <p>In English language, disadvantaged attainment improved by 0.47 grades between P2S1 and P2S2, and by 1.43 grades by P2S3. In Literature, PP attainment rose by 0.37 grades from P2S1 to P2S2 and by 1.53 grades between P2S1 and P2S3.</p>		2020 (CAGs)	2019 (exc. Outliers)	2019 unvalidated	2018 validated	P8	n/a	-0.18	-0.4	-0.4	English	n/a	-0.2	-0.5	-0.5	Maths	n/a	-0.2	-0.4	-0.5	EBacc	n/a	-0.4	-0.4	-0.5	Open	n/a	0.15	-0.2	-0.17	<p>PPI is a valuable and powerful resource when used effectively to target students' needs and adapt provision in key groups. 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>Additional staff capacity has helped to ensure consistency of teaching despite disruption through absence, benefited disadvantaged students' engagement and supported higher attainment.</p>
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<p>B. Improve attendance: to embed strategies to improve PP attendance and punctuality and address the attendance gap between PP and non-PP students.</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 and through the deployment of PPI where available.</p> <p>Attendance over the academic year was significantly affected by COVID-19 with stronger attendance rates usually achieved in spring and summer discounted, making direct comparisons with previous years impossible. However, from Sept 19 to the end of Feb 20, overall attendance for all pupils had declined by -0.4% to 95.8% (though still above the national average). For PP, attendance was running at 92.6%, -0.9%</p>	<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> <p>Additional emphasis on supporting good attendance will be required during post COVID. This is particularly likely to be necessary for disadvantaged students.</p>																														

lower than the final figure for 2019 and slightly below the national average for *all* students seen in the previous year).

	Attendance and % Gap		
PP attendance Sept 19-Feb 20	2020 (Sept-Feb)	2019	2018
92.6%	-3.9%	-3.9%	-3.5%
	Persistent Absence and % Gap		
PP Persistent absence Sept 19-Feb 20	2020 (Sept-Feb)	2019	2018
20.4%	14.5%	13.7%	17.2%

EWO continued 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.

During the period of school closure due to COVID-19, pastoral teams prioritised vulnerable disadvantaged students for contact calls and additional support – including the provision of free school meals and food support packages. Additional mentoring activities took place for targeted Y10 students during the summer holidays, helping to ensure that students were able to return to school positively in September 2020.

Significant investment in effective catch-up and recovery curriculum will prioritise disadvantaged students.

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.

£13,000

More than 35 pupils were referred for counselling in 2019-20 for a variety of reasons including bereavement, social problems and family difficulties.

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, food packages and short-term transport for students and families in times of need.

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, and again through CAGs in 2020. Each department was given some additional funding to provide resources for PP students such as revision guides and on-line software packages. Moreover, bespoke revision sessions were delivered by staff to Year 11 students at weekends and in the February, holidays.

Trip funding provided access to wider curriculum and academic enrichment activities (such as theatre tips, university links and residential visits) for more than 30 disadvantaged students.

Disadvantaged students' outcomes in GCSE music continued to be above the national average, with students able to improve performance scores from access to peripatetic lessons and their associated benefits in the wider curriculum.

Such provision is crucial for the pupils who use it, and demand is increasing. Mentoring provision should be logged to evaluate impact.

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>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.</p>		<p>More than 20 PP students engaged with Alternative Provision during 2019-20, helping to ensure a curriculum that was personalised to their needs and helped to avoid repeat and potential permanent exclusion and address poor absence rates.</p> <p>The FTE rate for PP students was <i>lower</i> than in 2019 at 6.01%, significantly below the national rate for all secondary students in 2019. Permanent exclusions were also below the national average for 2019.</p> <p>Behaviour incidents recorded in school indicate that on average PP students are more likely than other students to be involved in negative behaviours. A change in recording methodology and systems makes direct comparison difficult, though the rate of negative behaviour shown by PP students has reduced marginally from 2019.</p> <table border="1" data-bbox="667 534 1563 703"> <thead> <tr> <th>2019-20</th> <th>Avg Negative incidents per Student</th> <th>Avg Positive incidents per Student</th> <th>Avg Detentions per Student</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>2.5</td> <td>4.4</td> <td>1.9</td> </tr> <tr> <td>Not PP</td> <td>1.0</td> <td>5.3</td> <td>0.8</td> </tr> </tbody> </table>	2019-20	Avg Negative incidents per Student	Avg Positive incidents per Student	Avg Detentions per Student	PP	2.5	4.4	1.9	Not PP	1.0	5.3	0.8	<p>Well targeted and carefully monitored Alternative Provision has been highly beneficial for some disadvantaged students and should continue to be used where appropriate.</p> <p>There is a need to further develop reward and recognition systems in a way that benefits disadvantaged students.</p>
2019-20	Avg Negative incidents per Student	Avg Positive incidents per Student	Avg Detentions per Student												
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<p>E. 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>Parents evening events were curtailed during the year due to COVID, but considerable efforts to engage parents and carers of disadvantaged pupils resulted in 81% attendance at Y11 Parents' Evening, compared to 85% non-PP students. Similar positive engagement was seen at the Year 11 Parent Support Meeting in January.</p> <p>The implementation of School Synergy has shown significant benefits in a range of areas and especially in the school's ability to communicate with parents and carers. The speed and regularity of communication, via email and text message, has enabled stronger relationships to be developed with parents and carers, and ensured that important information (both whole school and for individual students) has been readily available.</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 Transition Day for all Y6 students, with disadvantaged students a focus for engagement.</p>	<p>Similar proactive strategies to those used in 2019-20 should be implemented to maximise engagement at remote parent evenings. Pastoral teams should prioritise contact with disadvantaged students during periods of school closure or self-isolation due to COVID-19.</p> <p>Further development and implementation of Synergy, such as Provision Mapping, will take place during 2020-21.</p>												