|  |
| --- |
| **Walton-le-Dale High School’s Pupil Premium Action Plan 2018-20** |

|  |  |
| --- | --- |
| **Pupil Premium Profile 2018-19** | |
| **Number of eligible pupils** | 249 |
| **Proportion of pupil population** | 32% |
| **Total pupil premium budget** | £200280 |

|  |
| --- |
| **Executive summary** |
| Following the Ofsted inspection in June 2018 a Pupil Premium review was commissioned and took place in October 2018.  Results in 2017 had a significant gap between disadvantaged and non-disadvantaged students in P8 (0.46). Provisional results for 2018 indicate that the gap has halved to 0.23. Overall P8 has remained around the same (-0.29). A key challenge therefore is to improve the overall progress of students while further reducing any gap between disadvantaged and other students.  Persistent absence of disadvantaged students was a key issue in 2017-18 and this is therefore a focus for the school.  The Pupil Premium review made 16 recommendations, the majority of which focused on the provision of consistently brilliant teaching and learning across the school. These strategies augment the key approaches of the School Improvement Plan 2018-20, providing additional funding to support the objectives.  While the funding is provided in one year, the plan runs across 2 years in order to match the school improvement plan and to ensure the effective embedding of appropriate strategies. Funding identified is in this financial year. |

| **Approach** | **Linked section of SIP – *owner of recommendation is the owner of the section of the SIP*** | **Outcomes and success criteria** | **Milestones** | **Total cost** | |
| --- | --- | --- | --- | --- | --- |
| High Quality, “Brilliant Teaching and Learning” every lesson every day (recommendations 1, 6)  In order to enable this class sizes are reduced in years 9, 10 and 11. EEF recognise this as an expensive, but medium impact strategy, but its impact at WLD must be considered in the light of the other approaches that it makes possible – for example the improved feedback, which is a high impact low cost strategy. | Brilliant Teaching and Learning | P8 becomes 0 or better for disadvantaged and other students  Percentage of students making expected or better progress at each data tracking is the same for disadvantaged and other students | P8 gap reduced to 0.20 in summer 2019 results.  Overall P8 improves to -0.15  P8 gap reduced to 0.10 in summer 2020 results. Overall P8 improves to 0    Tracking data shows a reducing gap between disadvantaged and other students in terms of making expected or better progress across 2018-19 and 2019-20. | 3 FTE = 3 x £50300 with on-costs = **£150900** | |
| Reconsider CPD programme linked to T&L (recommendation 3).  The “laboratory classrooms” project of Whole Education is a national intiative to develop the quality of T&L. This is a very valuable project to raise the standard of T&L across the school. Attendance by 3 key staff and dissemination across the school will go alongside the other strands of CPD (e.g. study groups, top tips, individual support….) in raising the standard of T&L | Brilliant Teaching and Learning | Information and strategies from “laboratory classrooms” project is shared with all staff and strategies are observed in practice.  Impact on results is shown in that  P8 becomes 0 or better for disadvantaged and other students | P8 gap reduced to 0.20 in summer 2019 results.  Overall P8 improves to -0.15  P8 gap reduced to 0.10 in summer 2020 results. Overall P8 improves to 0    Tracking data shows a reducing gap between disadvantaged and other students in terms of making expected or better progress across 2018-19 and 2019-20. | Travel and course costs. Total cost **£4000** | |
| Work ethic and motivation of disadvantaged students (recommendation 2)  Individual funding for trips, uniform, bus passes, revision guides, resources etc… | Consistent hard work | Attitude to learning indicators at each tracking are the same for disadvantaged and other students | Average attitude to learning grade for disadvantaged students converges with the average attitude to learning grade for others. Each year group is tracked twice per year. | **£11000** at £50 per student.  Bus passes provided at half price – further £140 for approx. 80 students – another **£11000** | |
| Improve attendance of PP students (recommendation 4)  Mentoring from attendance workers and external support | Exceptional support for one another | Attendance of PP students is in line with those who are not disadvantaged and is in line with or better than national figures. | See the milestones in the “Exceptional Support for one another” plan | **£4000** on provision of mentor time by appropriate support workers  **£1000** on additional EP support | |
| Further involve students’ parents with life at WLD (recommendation 7) – make further use of school communications systems esp text | Exceptional support for one another | Attitude to learning indicators at each tracking are the same for disadvantaged and other students | Average attitude to learning grade for disadvantaged students converges with the average attitude to learning grade for others. Each year group is tracked twice per year. | Schoolcomms – total cost is £1848 + £2500 on texts **£4348** | |
| Promote reading and the use of wider vocabulary (recommendation 8) and the construction of longer written answers (recommendation 9) | Brilliant Teaching and Learning | Reading and high level vocabulary use embedded in teaching and learning across all subjects. | See section 1.2 of Brilliant Teaching and Learning plan | Costs already planned for in SIP | |
| Review format of school day (recommendation 10) | Supportive admin and systems | School day fit for purpose | Review carried out Sept 2019  Any recommendations implemented for Sept 2020 | No cost implication | |
| Improve learning environment (recommendations 11 & 16)  This mainly involves improvement to the technology available in the classroom, although some low cost improvements relate to physical organisation | Well-managed facilities | Learning environment fit for purpose | Initial technology review completed Nov 2018  Interactive technology and projection technology updates implemented Apr 2019  Further review for provision Sept 2019 | **£4000** for projectors in current financial year | |
| Ensure that time is allocated to appropriate meetings with staff and students (see details in recommendation 12) | Intelligent governance and leadership | Impact measurement is through the overall measurement and milestones of P8 as detailed above. | P8 milestones as detailed above. | No cost implications | |
| Review the current rewards system (recommendation 13) | Exceptional support for one another | Reviewed reward system in place | Review takes place Sept-Dec 2019  Rewards system implemented Dec –Apr 2020 | Funded from 2019-20 PP | |
| Focus on meeting individual learning needs (recommendation 14)  Diagnostic software – GL Assessment to provide accurate individual information  As identified in recommendation 14, use Zegami to improve individual analysis | Exceptional support for one another | Progress and attainment measures | Zegami investigated Dec 2018  Zegami implemented Apr 2019  GL Assessment data used on a regular basis by En/Ma/Sci teachers – Apr 2019 | **£11000** | |
| **Total cost** |  |  |  | **£201,248** |

**PP Impact review – September 2019**

38 students out of the 147 students in year 11 were PP students, which is 26% of the year group. This is a smaller proportion than in other years.

72% of the overall PP cohort (2018-2019) have attended extra-curricular activities last academic year against 50% of Non PP students.

The Evolve trips report shows that: 78.95% of PP students have been on a trip. (2018-2019)

**Year 8 students:** (These were year 7 students last year (2018-19))

ATL grades:

|  |  |  |
| --- | --- | --- |
| **Year 7 data** | **Average for ATL** | **Dec-18** |
| **PP Students** | **Non PP students** | **GAP** |
| 1.863 | 1.662 | 0.201 |
|  |  |  |
| **Year 7 data** | **Average for ATL** | **Mar-19** |
| **PP Students** | **Non PP students** | **GAP** |
| 2.223119 | 1.965584 | 0.257535 |

**Year 9 students:** (These were year 8 students last year)

ATL grades:

|  |  |  |
| --- | --- | --- |
| **Year 8 data** | **Average for ATL** | **Dec-18** |
| **PP students** | **Non PP students** | **GAP** |
| 2.207926 | 1.919845 | 0.288081 |
|  |  |  |
| **Year 8 data** | **Average for ATL** | **Jul-19** |
| **PP** | **Non PP** | **GAP** |
| 2.38619608 | 2.031339806 | 0.354856 |

**Year 10 students:** (These were year 9 students last year)

ATL grades:

|  |  |  |
| --- | --- | --- |
| **Year 9 data** | **Averages for ATL** | **Dec-18** |
| **PP Students** | **Non PP Students** | **GAP** |
| 2.268352 | 2.043844 | 0.224508 |
|  |  |  |
| **Year 9 data** | **Averages for ATL** | **May-19** |
| **PP Students** | **Non PP Students** | **GAP** |
| 2.325206 | 2.048473 | 0.276733 |

**Year 11 students** (These were year 10 students last year)

ATL grades:

|  |  |  |
| --- | --- | --- |
| **Year 10 data** | **Averages for ATL** | **Feb-19** |
| **PP** | **Non PP** | **GAP** |
| 2.195551 | 2.05092 | 0.144631 |
|  |  |  |
| **Year 10 data** | **Averages for ATL** | **July 2019** |
| **PP** | **Non PP** | **GAP** |
| 2.29 | 2.12 | 0.17 |

It has been shown that students with a positive average ATL score will perform better in their GCSE’s. The gap between PP and Non PP is not significant.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Attendance up to end of September 2019 | PP | Non PP | Gap | PP/Total | % PP |
| yr 7 (new to the school) | 96.22% | 97.49% | 1.27% | 57/155 | 37% |
| yr 8 (were year 7) | 90.42% | 97.05% | 6.63% | 53/158 | 34% |
| yr 9 (were year 8) | 90.50% | 93.90% | 3.40% | 49/154 | 32% |
| yr 10 (were year 9) | 89.66% | 95.18% | 5.52% | 42/150 | 28% |
| yr 11 (were year 10) | 91.07% | 94.81% | 3.74% | 49/153 | 32% |