

Wade Deacon High School

Pupil Premium Planned Expenditure 2019-20

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	2019-20	Total PP Budget	£455,000	Date of most recent PP review	Sep 2019
Total No on Roll	1600	No of PP students & %	423 pupils (26.5%)	Date for internal review of strategy	Feb 2020
2018-19 outcomes Unvalidated	Disadvantaged P8 -0.37	Disadv. % attendance 93.5%			

Barriers to future achievement for PP students	
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	
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.

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Planned Expenditure 2019-20					
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 specifically for Pupil Premium Intervention. This capacity will be used to provide 1:1 and small group tuition, in-class support and team-teaching, enhancing feedback and enabling 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. A whole-school approach promoting learning which sets high aspirations for all pupils ("Supporting the attainment of disadvantaged pupils, Sharp et al. National Foundation for Educational Research) PPI contributed to increase in PP Attainment in English and maths in 2018 50% of SEND pupils are eligible for the Pupil Premium	Subject Leaders WOX	P2S Rounds Results SIMS data
	£30,000	Deployment of TA provision to support SEND pupils who are disadvantaged			
	£10,000	Additional capacity in SEND support through appointment of PP-focused Teaching Assistant			
	£5,000	Enhance After-school homework support			
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.	DEE	Weekly Attendance Data
	£17,000	AVP role to focus on the leadership of PP attendance/whole school attendance.			

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	£62,500	APLs for each year group focused on improving PP attendance and punctuality to reduce the gap between PP and non PP students.	Good attendance is crucial to academic success and wider social well-being.	Progress Leaders	
	£4,500	Use of PPI time increase staff capacity and support targeted attendance interventions.			
	£10,000	Additional capacity for APLs to focus on promoting positive attitudes and behaviour.			
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.	£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
	£6,000	Uniform and transport hardship funding and provision of curriculum supplies for students to ensure positive engagement in school life.	Subsidies ensure financial barriers are removed so that pupils can engage fully in school life.		Pupil Voice
	£6,000	Subsidised school trips and experiential learning opportunities to ensure access to wider opportunities and extra- curricular activities.	Summer School provides an opportunity to improve transition for PP pupils so that they have a positive start to Y7		Destinations data
	£5,000	Transition Summer school for PP Yr6 students.			Attendance reports
	£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.		
	£3,000	'Breakfast Club' provision for vulnerable pupils to support with organisation, confidence and pastoral needs			

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D. Promote positive behaviour and attitudes to learning: to embed strategies to promote and support positive attitudes and behaviours for learning	£25,000	Year Group Progress Leaders (5) to work closely with disadvantaged pupils in order to address needs and support progress		MIT Progress Leaders	P2S rounds Exclusion rate Attendance reports
	£90,000	Specialist pastoral support through team of Learning Mentors and School Counsellor			
	£17,000	AVP role focused on standards and expectations			
	£5,000	AVP role focused on support for vulnerable pupils			
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.	£20,000	'WD Connect' parent engagement strategy led by Leader of Parent Engagement (BAI), including parent information evenings and targeted events.	EEF indicates moderate impact for moderate cost. Parental engagement is crucial to supporting pupils pastorally and academically.	WOX BAI	Parent voice Attendance reports
	£4,600	Introduction of School Synergy to improve home-school communication			
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.					
Total Planned Expenditure	£455,000				