



A COMMITMENT TO EXCELLENCE

PUPIL PREMIUM STRATEGY 2023-24

Ratified by Local Governing Body: Sept 2023
Next Review Date: Sept 2024
Academy Link: Ms J Gallagher

MEMBER OF THE WADE DEACON TRUST

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wade Deacon High School
Number of pupils in school	1619
Proportion (%) of pupil premium eligible pupils	28.69%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	27.11.23
Date on which it will be reviewed	September 2024
Statement authorised by	Simon Corner (Principal)
Pupil premium lead	Josie Gallagher (Vice Principal)
Governor/ Trustee lead	Mrs C Fone

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£482,650
Recovery premium funding allocation this academic year	£149,686
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£632, 336

Part A: Pupil premium strategy plan

Statement of intent

We aim to implement a curriculum that removes the notion of disadvantage and helps all students to achieve, regardless of their circumstances or background. In terms of outcomes, we aspire for students who are 'disadvantaged' to reach levels of attainment that are in line with that of *all* students nationally and are ever closer to that of their non-disadvantaged peers in school. We want all students to move successfully and confidently into the next stage of education or training.

As a school we are committed to providing exceptional learning and teaching and our Pupil Premium Strategy is built on this foundation. Additionally, targeted academic support and a range of wider strategies provide extensive support in order to identify and break down any barriers to progress those students face. Leaders at Wade Deacon are highly aspirational in their aims for disadvantaged students and critically evaluate the impact of their actions to ensure that the Pupil Premium Strategy is continuously reviewed and improved.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Achievement: Disadvantaged pupils on average attain lower and typically make less academic progress in school than their peers.
2	Attendance: Average attendance rates 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.
3	Aspirations: Some disadvantaged pupils do not benefit from rich and diverse experiences or opportunities to help them have high aspirations for their future careers.
4	Behaviour and attitudes: Some disadvantaged pupils need additional support to address barriers to progress and ensure their attitudes and behaviour are conducive to success.
5	Parental engagement: Some parents/carers need additional information, support and guidance to help their child to learn and make progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>Improve achievement: through consistently high standards in every classroom and adaptive teaching, effective feedback and appropriate challenge in every lesson, together with targeted academic interventions that address knowledge gaps and improve confidence, attainment and progress.</p>	<p>GCSE outcomes indicate increasing attainment and progress for disadvantaged pupils, with the attainment of disadvantaged pupils in line with that of all students nationally. School GCSE targets for key thresholds are met (A8: 55; Basics 4+: 75%; Basics 5: 60%). Disadvantaged pupils' attainment is improving in each year group, with additional interventions showing positive impact. 100% disadvantaged pupils enter further education, training or employment post-16.</p>
<p>Improve attendance: by embedding strategies to improve PP attendance and punctuality and address the attendance gap between PP and non-PP students.</p>	<p>Attendance figures for show that the gap between PP and non-PP students is diminishing. Disadvantaged pupils' attendance is at least in line with the national average for all pupils and meets the school target of 97%.</p>
<p>Build aspiration and positive engagement: by providing a range of opportunities for students to access learning opportunities outside the classroom, build cultural capital and provide appropriate careers guidance.</p>	<p>Pupils speak positively about the school and feel safe and happy at Wade Deacon. There is a very high level of engagement in wider curriculum opportunities by disadvantaged children and effective careers provision ensures they are well prepared for post-16 pathways.</p>
<p>Promote positive behaviour and attitudes to learning: to embed strategies to promote and support positive attitudes and behaviours for learning and break down social and emotional barriers to progress.</p>	<p>The behaviour and attitude to learning of disadvantaged students is in line with other students, or shows an improving trend across all year groups. The proportion of disadvantaged students who are excluded is below the national average for secondary schools and is reducing year on year.</p>
<p>Parental Engagement: by being proactive and persistent in building relationships that provide parents/carers with the opportunity to be more effective in supporting their child's learning journey.</p>	<p>Parents/carer voice is positive regarding their child's education and they will feel that they are more able to help/support their child to achieve. Attendance and engagement by the parents/carers of disadvantaged students at school events is in line with that of other students.</p> <p>100% of PP parents engage with school via Synergy or phone.</p> <p>50% of parents who complete Triple Parenting course are PP families.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £20.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement 'Our Classroom Culture' and PRIME model to ensure high quality, effective and adaptive teaching across the curriculum, supported by on-going CPD.</p>	<p>Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. EEF indicates impact of +6 months when implemented effectively.</p> <p>The potential impact of metacognition and self-regulation approaches is high (+7 months additional progress) and evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. A focus on LIFELines and the development of students' vocabulary is supported by evidence from the EEF showing that language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p>	<p>1</p>
<p>Support pupils to develop learning and self-regulation strategies to improve knowledge retention, revision strategies and home-learning.</p>	<p>Homework has a positive impact on average(+ 5 months), particularly with pupils in secondary schools. Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning, with EEF stating average impact of +7 months.</p>	<p>1,5</p>



Targeted academic support

Budgeted cost: £411,076

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>Individualised instruction can be an effective approach to increasing pupil attainment. Studies of Individualised instruction with older pupils of secondary age tend to show higher effects.</p> <p>The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year.</p>	<p>1,4</p>
<p>Use of Academic Mentors part funded by Recovery Premium to create capacity for targeted tutoring in English, Maths and Science in all year groups.</p>	<p>The EEF states that on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Finding show that tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.</p>	<p>1,4,5</p>
<p>Promote effective literacy through whole school strategies and individual reading support.</p>	<p>Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. EEF research shows that the teaching of phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	<p>1,5</p>
<p>Deployment of TA provision to support SEND pupils who are disadvantaged</p>	<p>EEF research indicates that Teaching Assistants can provide a large positive impact on learner outcomes when deployed effectively.</p>	<p>1,4</p>
<p>Use of digital resources to support knowledge retention and retrieval and to enable effective independent study and revision.</p>	<p>There is evidence that digital technology can be used effectively to provide individualised instruction. Many of these studies use digital technology alongside small group tuition, with teachers providing targeted instruction to the pupils that are not engaging with the technology.</p>	<p>1,4</p>
<p>Additional teaching and targeted support through early morning intervention, Period 6 and Saturday sessions in Year 10 and 11.</p>	<p>The EEF states that small group tuition has an average impact of four months' additional progress over the course of a year. Student feedback indicates that these additional interventions are valued and build confidence.</p>	<p>1,3,4</p>

Wider strategies

Budgeted cost: £201,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Welfare Officer employed to support with home visits, attendance surgeries, meetings and support for school in addressing students with poor attendance.	There is a direct correlation between attendance and achievement.	1,2,4,5
Additional leadership capacity through APLs for each year group, focused on improving PP attendance and punctuality	The school has maintained attendance well above the national average by maintaining a high-profile focus on addressing absence and ensuring clear lines of leadership and accountability.	1,2,4,5
Uniform and transport hardship funding and provision of curriculum supplies for students to ensure positive engagement in school life.	Case studies demonstrate the positive impact of supporting students and families to overcome barriers to engagement, attendance and progress.	1,2,4,5
Subsidised school trips and experiential learning opportunities to ensure access to wider opportunities and extra-curricular activities.	Engagement in wider curriculum opportunities promotes positive relationships, builds self-esteem and fosters greater engagement.	1,2,3,4,5
ICT provision to support the learning of disadvantaged students to reduce the digital divide and associated barriers to learning.	Some students require access to digital resources that cannot be provided by families in order to engage with learning at home.	1,4,5
Free peripatetic music tuition for all disadvantaged pupils who choose to learn an instrument in school.	Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress according to the EEF. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	1,3,4,5
Additional leadership time and capacity focused on providing support for disadvantaged pupils	The school has improved outcomes for disadvantaged students by ensuring clear and distributed leadership roles and accountability at different levels.	1,2,3,4
High quality, regular and aspirational careers guidance and targeted support to ensure all disadvantaged pupils are	Evidence over many years in school suggests that students who have a clear focus and have identified their next steps are more likely to be motivated and confident in their learning. Additional early interventions for PP students help to	1,2,3,4



supported in making choices for future employment, education or training.	identify and address barriers as part of wider support strategies.	
Specialist pastoral support through team of Learning Mentors	Provision of pastoral care enables non-educational barriers to be identified and tackled and builds relationships between school and home. EEF states that evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.	1,2,3,4,5
School Counsellor	Engagement with counselling services helps to improve attendance and engagement with school.	4
Leader of Inclusion to provide specialist support for all CiC and vulnerable students.	Specialist provision for most vulnerable students through personalised curriculum supports achievement and diminishes disruption to learning.	1,2,3,4,5
Rewards and recognition to positively reinforce and incentivise good behaviour	Positive feedback strengthens relationships and engagement and reinforces positive behaviours.	3,4
Parental engagement technology, activities and communication.	According to the EEF, the average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.	2,5

Total budgeted cost: £632, 336

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

While GCSE outcomes 2022-2023 indicate a decrease in attainment and progress 8 for disadvantaged pupils in comparison to students nationally; disadvantaged pupils' have shown promise in some subjects. Such subjects are; Computer Science, Art, DT, Creative iMedia, P.E, IT and R.E. This shows with additional interventions such as in-class provisions and examination resources provided, specific adjustments being made, have followed a national trend.

The KS3 RAP and its strategies were implemented according to the plan. KS3 RSL and key stage leaders in core subjects have ensured effective Level 2 strategies are put in place to improve the progress of targeted students moving forward. As a result of Level 1 strategies effectively implemented by staff, the number of students who were making limited progress in a subject has reduced compared to P2S1.

For example, in Year 9 PP students made significant progress in English, History and French with the percentage of PP students achieving a Securing grade increasing by 25.7%, 26.4% and 38.1% respectively. Furthermore, the gap in attainment between PP and NON-PP students has reduced in many subjects including in PE and Maths where the gap has reduced by 8% and 8.3% respectively. Moreover, in Year 8 PP students made progress in Drama, Computer Science and Geography with the percentage of PP students achieving a Securing grade increasing by 28.3%, 19.1% and 27% respectively.

Furthermore, the percentage of Level 1 students and PP students demonstrating progress in the recent RAG is significant across the curriculum. For example, in English 72% of Year 9 Level 1 PP students demonstrated progress from P2S1: this evidences the department's focus on PP progress. Moreover, in science 56% of Year 9 Level 1 students demonstrated progress in the RAP from P2S1. As part of the Raising Attainment Plan at KS3, Level 3 students continued to receive tailored support packages from Progress Leaders to address their complex barriers to learning. Consequently, the percentage of students on a Level 3 is reducing year on year; 23% and 25% in years 8 and 9 respectively.

Attendance for PP students in 2022-23 was 90%, which is in line with 2021-2022 academic year but has improved since 2020-2021, The national average attendance for PP 2022-2023 cohort was 88.6% which shows we are slightly higher than national average. A variety of intervention strategies alongside robust monitoring process ensure that our PP cohort were above national average. PA for PP students for 2022-2023 was 35% and 3% lower than the national average of 38%. As a result of interventions, PA for PP students decreased from 44% in half term 2 to 31% in term 3 whilst the Y11 cohort were still on roll. Alongside this, PA also reduced from 2021-2022 (39%) This shows that the support given to students and families had a positive impact on attendance.

Externally provided programmes

Please include the names of any non-Ofsted programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lexonik Advance	Lexonik
Lexia Power Up	Lexia Learning
Accelerated Reader	Renaissance Learning
STAR reading tests	Renaissance Learning