



## Pupil Premium Strategy Statement : Wales High School 2016/2017

1. Summary information					
School	Wales High School				
Academic Year	2016/17			Date of most recent PP Review	Sept 17
Total number of pupils	1313	Number of pupils eligible for PP	298 (22.6%)	Date for next internal review of this strategy	Sept 17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	38.3%	72.3% (63%)
% achieving expected progress in English / Maths (2015/16 only)	Eng 72.9% Math 39.0%	Eng 91.3% / Mat 72.9%
Progress 8 score average (from 2016/17)	-0.20 *	0.07 *
Attainment 8 score average (from 2016/17)	38.98 *	53.04 *

3. Barriers to future attainment (for pupils eligible for PP including high ability)
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>

<b>A.</b>	37% of PP students have a recognised SEN or non-diagnosed primary need that requires addressing by the school ( 27.2% are EHCP/K's)
<b>B.</b>	43.6 % of PP students that enter Wales High School are middle ability for Maths, there is no conversions of 3 levels for these students.
<b>C.</b>	Average reading age for KS3 PP Boys is significantly lower than PP Girls (av. reading age PP Boys, av. reading age of PP girls)
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	The gap in KS4 attendance for PP v Non PP widen by 9% from 3% in KS3.
<b>E.</b>	The percentage of LAC students is high when comparing like for like schools in the local authority.

<b>4. Planned expenditure</b>					
<b>Academic year</b>		<b>2016/17</b>			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome Based on 15/16 data</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b> <b>(*EEF used as evidence for average impact guide.)</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve PP outcomes in core subjects. The expected Progress National gap in 14/15 is -17% and -23% in Mathematics. Wales High School gap in 14/15 is 15% in English, and 15% in Mathematics. In 15/16 the gap in English is 18% and Mathematics 33%.	Appointed Intervention coach/HLTA/Specialist TA for each core subject.  Y9 and Y10 FSM Maths students to receive targeted support, using discrete skill programme developed by CBr.	Additional staffing in the class or delivery of own class reduces the class size, allowing for personal support either by the teacher or support member of staff. *(reduction in class size +3months) *(teaching assistant +1 month)	HOD to take a lead in deploying staff appropriately	WE LD	Maths - Year 1: 3.5% gap, year 2: 2% gap, year 3: 0 gap. Sub measures for Year 1 at AP1 4.5% , AP2 4% and AP3 3.5% difference to national average.

<p>Improved outcomes of C or above at KSA for all 3 KS4 courses. (Btec Construction 100% C, Hair Dressing 83.3%, Motor vehicle 88.8%) (42 PP students from Y10 and Y11 attend KSA)</p>	<p>Purchase and networking of 10 computers in the Salon for PP and NON PP students to use.</p>	<p>Reduction in behaviour incidents by improving access to ICT and technology. *(digital technology +4months)</p>	<p>IM and RJ to communicate with KSA on location, equipment and timescale for implementation.</p>	<p>RJ</p>	<p>AP2 collection point for Y11. RJ to report on behaviour and outcomes for cohort</p>															
<p>SEMH team development within school to reduce the gap in PP and NON ATL. (av. ATL at AP3)</p> <table border="1" data-bbox="114 555 392 694"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>1.8</td> <td>1.58</td> </tr> <tr> <td>Y8</td> <td>1.86</td> <td>1.65</td> </tr> <tr> <td>Y9</td> <td>1.77</td> <td>1.62</td> </tr> <tr> <td>Y10</td> <td>2.2</td> <td>1.76</td> </tr> </tbody> </table>		PP	Non PP	Y7	1.8	1.58	Y8	1.86	1.65	Y9	1.77	1.62	Y10	2.2	1.76	<p>Appointment of SEMH specialist</p>	<p>*(Social and emotional learning, +4months) *(Behaviour interventions +4months)</p>	<p>In school variation between departments to be monitored. AP reviews with SLT link after each AP</p>	<p>SLT</p>	<p>Half termly in ATL review document for each year group.</p>
	PP	Non PP																		
Y7	1.8	1.58																		
Y8	1.86	1.65																		
Y9	1.77	1.62																		
Y10	2.2	1.76																		
<p>All students in the Pupil Premium cohort require a positive figure at Progress 8.</p> <p>15/16 In school gap is - 0.27 Non PP to PP, to close the gap in year 1 to -0.09</p>	<p>FSM mentor programme for Y10/Y11.</p> <p>Mentor and leadership training to allow Y10/Y11 to work with Y7 and Y8. Group to run sessions at lunch and afterschool.</p>	<p>*(mentoring +1 month) *(parental involvement +3months)</p>		<p>LMC JT</p>	<p>All Pupil Premium students to show a progressive score after each AP collection</p>															

<p>Attendance There is an increasing trend that as we move through the school the attendance gap between pp and non pp widens. 2015/16 Y7 2%, Y8 3%, Y9 5%, Y10 6%, Y11 9%.</p>	<p>PP focused attendance group. Half termly meetings with PSA, HOY and DHOY. Incentivised attendance for those on 96-100% (rewards half termly. Linked to activities day) Y11 students targeted with key mentors to focus on attendance. Y10 "early risers programme." Changes to SIMs to allow HOY to identify early absence.</p>			<p>DTY</p>	<p>Year 1 Half term 1 Y7, Y8 2%, Y9 3%, Y10 5%, Y11 6%. Half term 2 Y7 2%, Y8 2%, Y9 2.8%, Y10 4.7%, Y11 5%. Half term 3 Y7 1.9%, Y8 2%, Y9 2.6%, Y10 4.5%, Y11 4.5%. Half term 4 Y7 1.9%, Y8 2%, Y9 2.4%, Y10 4.2%, Y11 4%. Half term 5 Y7 1.7%, Y8 1.8%, Y9 2.2%, Y10 4%, Y11 3.5%. Half term 6 Y7 1.7%, Y8 1.8%, Y9 2%, Y10 3.7%.</p>
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<p><b>ii. Targeted support</b></p>					
<p><b>Desired outcome</b></p>	<p><b>Chosen action/approach</b></p>	<p><b>What is the evidence and rationale for this choice?</b></p>	<p><b>How will you ensure it is implemented well?</b></p>	<p><b>Staff lead</b></p>	<p><b>When will you review?</b></p>
<p>All students in the Pupil Premium cohort require a positive figure at Progress 8. In school gap for 15/16 is -0.27 Non PP to PP, to close the gap in year 1 to -0.09. Therefore 60%-70% of middle ability PP Maths students to make over 3 levels of progress in year 1</p>	<p>Maths cohort identified (PP students that have a negative -0.01 to -0.90 Progress 8 score.)  Private home tuition provided for 8 week blocks to prepare for December Mock exam, March mock exam and June GCSE Maths exams.</p>	<p>*(One to One tuition +5months)</p>	<p>Identification of key cohort at ISM</p>	<p>DTY CBr</p>	<p>Quarterly at each ISM</p>

<p>Girls' reading ages are more in line with their age than boys. 38 boys in Year 8 read at level 2.5 years below their chronological age. In Year 9 43 boys. After accounting for SEN, this value needs to be significantly reduced to less than half in 12 months.</p>	<p>Improving reading skills for all boys reading below age 10 in KS3 (add number Y7/Y8/Y9) to meet a min of 10 years. Super league football/rugby readers philosophy to be introduced into alternative subjects like art and music to engage a love for reading. Increase recreational reading of classic texts to expose KS3 student to classic literature, pre 20th Century inc fiction and nonfiction, before undertaking GCSE's (Wales 16 by 16 programme) Exposure to new texts in new environments. Pop up reading spaces that move around school each half ter. Independent spaces where staff can direct students to research and recreationally read.</p>		<p>Termly reading test Dec/Mar/July</p> <p>ISM's - checking against targets, as in diary. JW/ DTY</p> <p>Progress reports for individual students. At ISM. VB/DTy</p>		<p>Year 8: Test 1 30 boys, Test 2 23 boys, Test 3 19 boys, Year 9: Test 1 36 boys, Test 2 30 boys, Test 3 25 boys,</p> <p>Reduce from 38 to 19 boys in Year 8 read at level 2.5 years below their chronological age. In Year 9 from 43 boys to 25 boys to read less than 2.5 year below their chronological reading age.</p>
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**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
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<p>Min expectation for a mastery in literacy or numeracy, fundamentals. Only 91 lessons had explicit literacy delivered as evidenced in learning walks (2015/16) Development of fundamental skills required to access good numeracy and good literacy.</p>	<p>Development of fundamental skills required to access good numeracy and good literacy. Develop triangulated literacy themes for the school including active tutorial sessions. Numeracy problem solving exercise to be completed weekly by tutor groups in KS3. Rewards for tutor groups completing tasks.</p>	<p>(Mastery Learning +5 months)</p>	<p>September Questionnaire of Y7-9. Which skill do you have, June Y7-Y9 which skills have you acquired throughout the year RJ/MPG. Fundamentals referred to in learning walks. Evidence of fundamentals in students' work.</p>	<p>VB/VJV</p>	<p>Term 1: 33% of learning walks to evidence good fundamental skills. Term 2 44% and term 3 50%.  50% of learning walks to show good competence in the numeracy fundamentals.</p>

## 5. Review of expenditure

2016-2017

As a Transition year for reporting see Pupil Premium report 2015/2016 published September 2016 on School website.

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve PP outcomes in core subjects and at KSA. P8 figures for PP students to be positive and close the gap between ATL and attendance achievement.	See above (section i)	In 2017, the gap between PP and non-PP was -0.34 in English and -0.4 for Maths*. Internal and external data shows underperformance of LA PP boys, especially in English. This is still a changing statistic due to some papers being remarked. 93.3% Btec Construction achieved a C, 25% Hairdressing students and 87.5% of Motor Vehicle. The P8 gap between PP and non-PP is -0.73.*The gap in attendance between PP and non-PP has widened in Y7 and Y8 and narrowed in Y9 and Key Stage Four (Y7 3%, Y8 3.41%, Y9 3.62%, Y10 2.58% and Y11 3.84%). The gap for average ATL has narrowed but not closed in all year groups apart from current Y10 (current Y8 gone from 0.22 to 0.2, current Y9 from 0.21 to 0.17, current Y10 from 0.15 to 0.16, current Y11 from 0.44 to 0.35). <b>*(2016 Sept P8 expectations – large gap due to change in points for grades for 2016)</b>	<ul style="list-style-type: none"> <li>- Interventions focused on LA PP boys, overseen by VB, need to be more of a focus</li> <li>- Need to establish more links between school and KSA (standardisation, lesson obs)</li> <li>- Increased focus on Literacy and Numeracy in equal measure at KS3 and Y10</li> <li>- Attendance intervention a priority (rewards, positive reinforcement)</li> <li>- VB to have specific ISM involvement for all year groups, focusing on PP ATL</li> <li>- VB to provide staff with practical teaching ideas re. raising a PP students' ATL. KS4 focus.</li> <li>- Family engagement a crucial focus</li> <li>- Greater overview needed re. students who achieve in Maths / English and not the other subject. Organise 1-1 / small group interventions if necessary. Consider more sustained intervention for smaller group of students.</li> </ul>	Cost of Vector Specialist int coaches Maths targeted support

### ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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<p>Close the gap for middle ability Maths students (currently -0.27) and ensure these students achieve 3LP. Improve the reading age of targeted boys specifically.</p>	<p>See above (section i)</p>	<p>66% of PP MA Maths students achieved at least two levels below target, compared to 41% non-PP, but gap between PP and NPP lessened compared to year before. Y7 Corrective Reading group made an average of 7.2 months' progress in their reading ages, with the most progress made being 2 years, 8 months in one year. Y8 and Y9 Litnum students made an average of 10.6 months progress in Reading Ages, an acceleration from previous years. Boys made an average two months progress more than girls, but this varied hugely between student to student. The Year 7 Over the Line Group (all boys) showed a decline in their enjoyment of reading, in line with a decline in their ATL grades. This group also made 2 months progress average in their RAs.</p>	<ul style="list-style-type: none"> <li>- KS3 PP boys with a RA below 10 to be a QA focus for VB this year</li> <li>- Middle ability PP Maths students to be a focus for VB this year</li> <li>- VB to liaise with LL to monitor the RAs of targeted students</li> </ul>	<p>AR and Hodder testing cost</p>
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**iii. Other approaches**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Embed minimum expectations regarding the teaching of Literacy and Numeracy. Learning walks will evidence a greater focus on these key areas.</p>	<p>See above (section i)</p>	<p>Learning Walks demonstrated an increased focus on Literacy (figure from RJ) but Numeracy was less evident. Engagement in Golden Hour (Literacy and Numeracy foci) was positive, with students enjoying a variety of tasks.</p>	<ul style="list-style-type: none"> <li>- Active tutorials to focus equally on Literacy and Numeracy (Termly Treasure Chest)</li> <li>- Literacy and Numeracy a QA focus for this year</li> </ul>	<p>VB and VJV partial TLR</p>

**6. Additional detail**

All previous Disadvantaged Student Reporting documentation can be found on the school's website.