



Pupil Premium Strategy Statement : Wales High School 2018/2019

1. Summary information					
School	Wales High School				
Academic Year	2018/2019	Total PP budget	£299,970	Date of most recent PP Review	Oct 2018
Total number of pupils	1469	Number of pupils eligible for PP	288	Date for next internal review of this strategy	March 2019 September 2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
Progress 8 score average	-0.64	-0.02
Attainment 8 score average (not directly comparable to 2017/2018)	35.31	50.45
EBacc Average Point Score (new measure)	2.88	4.43
English and Maths strong pass (5+)	21.1%	50.0%
English and Maths standard pass (4+)	43.4%	70.3%

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	P8 gap of -0.62. Aim to reduce this gap to at the most -0.28 in 2018/19.
B.	Issue with MPA PP students, particularly in Ebacc subjects P8 score (average -0.9 P8 score in Ebacc basket). Review basket choices and provide support to Ebacc subjects in reviewing PP strategies.
C.	10.7% gap in PP/NPP full basket take up. PP curriculum to be reviewed in 2018/19.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Attendance of PP students remains lower than that of NPP students (gap of 4.92% 2017-2018). Evidence that gap closes as academic year progresses, but more work needed in this area.
E.	ATL performance of PP students worse than non-PP (average gap 0.2).

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	SIP code 3.2	To reduce the P8 gap between PP and NPP in 2018/19 to be – at the most - -0.28.
B.	SIP code 3.2.3	To reduce the P8 gap in MPA PP students, especially in the Ebacc.
C.	SIP code 3.2	To ensure that curriculum is appropriately tailored to needs of PP students and review basket choices.
D.	SIP code 3.2	To close the attendance gap for key cohorts of students (see grid on page 6)
E.	SIP code 3.2	To close the ATL gap by 0.05 between PP and NPP.

5. Planned expenditure

Academic year

2018/2019

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.

i. Improve the Quality of Teaching and Learning for the harder to reach students.

Desired outcome Based on 2017 2018 data, unless otherwise stated	Chosen action/approach	What is the evidence and rationale for this choice? <i>(*EEF used as evidence for average impact guide.)</i>	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
P8 gap of -0.62. Aim to reduce this gap to at the most -0.28 in 2018/19.	<ul style="list-style-type: none"> - VB has already shared names of key PP students with middle leaders and all teaching staff, under the following headings: <i>Attendance concerns; lacking independence; disruptive; home concerns</i>. This was shared along with a range of teaching strategies for staff to adopt and review as part of their SLT link meetings / DIPs. - T and L group will return to this issue regularly. Staff CPD programme to support. - ESc to create detailed pupil profiles for all PP students to share with teaching staff, starting with Y10 in February 2019. - ISMs to track underachieving cohorts against P8 gap. - Ensure barriers to progress are eliminated through proper resourcing (funding for educational trips where appropriate, Duke of Edinburgh funding for PP students, revision resources and kit for PP students in need) - Kevin Mincher involvement with cohorts in Y9, Y10 and Y11 – focus on aspirations. 	<p>Impact of T&L Monday shares provoked ideas and creativity in 2016/17, use this forum for PP T&L</p> <p>*(learning styles +2 months)</p> <p>*(AFL + 3 months)</p> <p>*(effective feedback +9months)</p> <p>Metacognition and self-regulation (+7)</p>	<ul style="list-style-type: none"> - SLT link meetings, DIP reviews, Learning Walks. - Identify key staff who have PP/harder to reach students as an appraisal target. 	VB	Termly QA calendar
10.7% gap in PP/NPP full basket take up. Significant gap in Ebacc average point score (-1.55). PP curriculum to be reviewed in 2018/19.	<ul style="list-style-type: none"> - VB to undertake review of PP curriculum in school and consider basket choices for 2019/2020. - Learning walks of students with alternative curriculum. - Visit other schools and review curriculum choices for PP cohorts. 	<p>Increasing the expertise of staff with supported coaching directly linked to PP T and L techniques.</p> <p>(reducing class sizes +3 months)</p>	<ul style="list-style-type: none"> - Evidence of communication with other schools and documentation reviewing PP curriculum at Wales. 	VB	Curriculum review presented to SLT by May 2019.

<p>ATL performance of PP students worse than non-PP (average gap 0.2).</p> <p>% of PP students staying in education or employment - 14% gap against national.</p>	<ul style="list-style-type: none"> - Implement effective rewards systems to encourage improved ATL in targeted PP students - Track engagement in lessons - Student voice of PP cohort around engagement. - New post – Boys’ Skills Ambassador – to engage hard to reach PP boys - Venn diagrams to focus ATL issues and rank priority students – JT to have an overview along with review of YIPs. - Yoga sessions in school to target disengaged students in KS4 - Boxing programme in KS3 linked to ATL - Outdoor challenge programme linked to ATL and classroom performance. Stealth learning in the outdoors (Crowden). 	<p>Student voice indicates positive reactions to rewards systems for ATL.</p> <p>(individualised instruction +2months)</p> <p>Metacognition and self-regulation (+7)</p>	<ul style="list-style-type: none"> - Analysis of ATL grades at APs - Appraisal of Boys’ Skills Ambassador 	<p>JT/ HOYs</p>	<p>Appraisal of Boys’ Skills Ambassador according to QA calendar</p> <p>Review year group data at ISMs and AP points</p>
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Total budgeted cost	£61,328
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ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Issue with MPA boys / PP. Although core subjects still a priority, deeper analysis indicates that the issue lies in EBacc P8 for MPA boys (P8 score of -0.9 for this cohort – the lowest of the baskets). Issue also in Ebacc for MPA PP (av -1.29 P8 score for this cohort).</p>	<ul style="list-style-type: none"> - Boys’ Skills Ambassador to support existing mentoring programme for this cohort. - VB to work with EBacc subjects to look at strategies for MPA PP and MPA boys to raise achievement. Deliver key names with a reminder of strategies in Middle Leaders before Dec 2018. Review at next AP. 	<p>Shared practice</p> <p>(collaborative learning +5)</p>	<ul style="list-style-type: none"> - Agenda for future T and L meetings – MPA cohorts. - RJ to review appraisal targets and DIPS in light of this cohort. 	<p>VB / T and L group / HoDs</p>	<p>At each ISM/data collection</p> <p>Approx. every 8 weeks</p>

<p>LPA PP P8 in Maths moved to -0.36 with a gap of a third of a grade between PP and NPP, and -0.217 in English (internal figures). Issue with current cohort lies in MPA (most likely P8 score of -0.81 across all subjects) closely followed by HPA..</p> <p>2018 results: grade 5+ English and Maths for PP cohort is 17% against 50% national comparator. This difference is 82% in MPA PP students. All figures are relative.</p> <p>Maths (and English) outreach programme was reshaped to involve more sustained intervention, using departmental staff at three different outreach venues from February to May.</p> <p>Low attendance from LPA outreach students (only 5% of total outreach cohort).</p> <p>25% of English outreach students were within one grade of their aspirational target, and 53% of Maths outreach students. 47% of English and 72% of Maths outreach students made at least one grades progress between the start of outreach and the final examinations.</p>	<ul style="list-style-type: none"> - Continue existing support measures for LPA students (e.g. exam invigilation using key staff. - MPA PP focus for Maths and English outreach in 2018-19 - Earlier start of January for outreach programmes – groups to be more fluid according to need. - Student voice and attendance indicates that students prefer WHS staff – continue this in 2018-19. - Collaborative working with Maths / English staff and PE to use curriculum time effectively for study support. 	<p>(1-1 tuition +5) (collaborative learning +5)</p>	<p>To increase the outcomes of PP MPA Y11 students in English and Maths to be in line with that of non-PP students.</p>	<p>VB / LD / WE</p>	<p>AP data points</p>
Total budgeted cost					<p>£59,327.53</p>
<p>iii. Other approaches</p>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> - Focus on improving transferable skills of PP cohort at KS3. - Literacy evident in 61% of learning walks and Numeracy evident in 31%. Slight increase on last year. - ATL gap in Y8 GH remains static. - Literacy interventions complement English ones more strongly now – regular communication between Boys’ Achievement Leader and English intervention staff - 60% of boys in reading groups have had accelerated progress in their reading age, compared to others not in the group with similar reading ages to start. Average progress of 0.6 years across the groups compared to 0.4 years in other classes. 	<p>Literacy more evident in GH provision for 2018-2019</p> <p>2018-2019 formation of Practical Numeracy groups to take place in GH (three groups across Y7, Y8 and Y9) targeting students to use Numeracy in a practical way – taught by DS (Design and Technology)</p> <p>Literacy and Numeracy now have equal coverage in Active Tutorial (Y7 term one is all Numeracy – Timetable Rock Stars)</p> <p>Use of Accelerated Reader to track and boost reading ages of targeted students.</p> <p>Groups to be formed with high proportion of PP students.</p> <p>Curriculum review of GH to take place in November 2018</p>	<p>(Mastery learning +5 months)</p> <p>Accelerated Reader: “The internet based programme increased the reading ages of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time.”</p>	<p>Curriculum review of GH, undertaken by SLT in Nov 2018.</p> <p>RAG rating of Numeracy skills in Practical Numeracy, review of reading ages in Literacy interventions. Cross-reference with English and Maths attainment.</p>	VB	Learning walks and pupil / staff voice according to QA calendar
<ul style="list-style-type: none"> - PP / NPP attendance gap continues to be a priority for the school (gap of 4.92% 2017-2018). Evidence that gap closes as academic year progresses, but more work needed in this area. 	<ul style="list-style-type: none"> - More defined roles in 2018 / 2019 regarding attendance / achievement / ATL monitoring (RH, JT, VB) - Use of Venn diagrams to target students more quickly for rapid intervention - More focused groupings of PP students with attendance below school target (see table below). - Boys’ Skills Ambassador to work 	<p>Milestone monitoring of each year group and targeted cohort, termly.</p> <p>Half termly meeting with Deputy HOY to review attendance group.</p> <p>Monitor attendance at Parents’ Evenings for hard-to-reach families.</p> <p>Track and invite PP families to outreach activities. *(parental involvement +3 months)</p>	<ul style="list-style-type: none"> - LMc and VB to monitor cohorts through ISMs - LMc / VB to coordinate support for targeted students through NB and JLy - VB to audit family and home perceptions re. QA calendar. - Increase in attendance from 2017 to 2018 parents’ evenings. - Appraisal of Boys’ Skills Ambassador 	VB	<p>AP data points and ISMs for each year group</p> <p>Monitor the attendance of PP families at Parents’ Evenings</p> <p>Appraisal of Boys’ Skills Ambassador re. QA calendar</p>

closely with VB on refining strategies used last year (home engagement, collecting students, rewards for regular attendance.) Increased focus on marginal students as well as hard-to-reach.

	<90% Attendance		<96% Attendance	
	PP	NPP	PP	NPP
Y7	14	6	44	17
Y8	20	1.4	52	30
Y9	20	4	51	30
Y10	35	6	62	27
Y11	88	90	100	90

Total budgeted cost

Rolling estimate
November 2018:
£189,987.19

6. Review of expenditure				
Previous Academic Year		Full review of academic year 2017-2018 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

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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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iii. Other approaches				
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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7. Additional detail

