

Pupil premium strategy statement 2019/20 (Wales High School)

School overview

Metric	Data
School name	Wales High School
Pupils in school	1552 (+240 sixth form)
Proportion of disadvantaged pupils	26% (408)
Pupil premium allocation this academic year	£318,835
Academic year or years covered by statement	2019/20
Publish date	October 2019
Review date	October 2020
Statement authorised by	
Pupil premium lead	Jamie Taylor
Governor lead	

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.71
Ebacc entry	39.3%
Attainment 8	36.3
% Grade 5+ in English and maths	27.9%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	P8 gap of -0.51. Aim to reduce this gap to at the most -0.20 in 2019/20.	Sept 20
Attainment 8	Achieve 40.0	Sept 20
% Grade 5+ in English and maths	40% achieve 5+ in English and Maths	Sept 20
Other	Attendance of PP students remains lower than that of NPP students (gap of 4.92% 2017-2018). Close the gap for all students	Sept 20

Teaching priorities for current academic year

Measure	Activity
Improve P8 score in English (current gap PP to NPP -0.44), maths (current gap -0.35), Ebacc basket (current gap - 0.58) and open baskets (current gap - 0.58) to close the gap between PP and NPP students. All areas to reduce the gap to -0.2	<p>Implement whole school teaching strategies to improve student progress and improve the quality of teaching. Key focus on metacognition strategies into whole school teaching and learning to aid student progress.</p> <p>Develop PP student profiles to allow clearer, individualised reporting of barriers to progress and develop individualised plans for disadvantaged students. Initial focus will be based on the main barriers to - attendance, behaviour and achievement.</p> <p>HoD to review groupings and strategies being used with PP students to reduce variability in quality of teaching for this cohort.</p> <p>Identification of key cohort and all students RAG rated in terms of barriers to learning. Fast track careers interview for all PP students.</p>
Leaders should ensure that all pupils make good progress, particularly those with middle prior ability, by: - providing additional support to departments.	<p>Identification of key cohort and all students RAG rated. Grade Chasing groups created Fast track careers interview for all students</p> <p>All cohorts shared with each department with quick wins students identified. MPA successful students from 2019 interviewed</p> <p>Curriculum analysis for each student. Contact with other Rotherham Schools to set up a student meet for MPA students at Wales.</p> <p>ISM follow up for movers - rewards given by RJ. All students to set up MPA sharing group on system for exam support and school support.</p> <p>Department contact regarding MPA - On Link agenda every two weeks. Direct contact with grade chasers group subject areas.</p> <p>Group mentor sessions set up for all MPA students.</p> <p>Data analysis and intervention set up. Middle leader briefings sharing Wales Leaders In Education.</p>
Barriers to learning these priorities address	Ensuring the highest quality teaching for disadvantaged students.
Projected spending	£228,955.00

Targeted academic support for current academic year

Measure	Activity
Target underachieving students in core subjects and develop a programme of study support to engage PP students in after school hour's revision and support to aid student progress.	<p>Review of the current outreach programme to support KS4 students. Develop a targeted programme that supports students after school hours.</p> <p>Targeted students to attend sessions before or after school focussed on core curriculum areas.</p>
Improvement in the numeracy and literacy transferable skills in KS3 to	Development of literacy and numeracy into the KS3 GH programme.

support PP students.	<p>Extension on the 'Rugby Readers' programme to support students reading skills.</p> <p>Use of reading pit stops programme to enhance the focus on reading in school.</p> <p>To develop the teaching of vocabulary in all departments across the school so it becomes regular and explicit.</p>
Barriers to learning these priorities address	Developing numeracy and literacy skills in KS3
Projected spending	£35,492.00

Wider strategies for current academic year

Measure	Activity
To reduce the gap in attendance for disadvantaged students when compared to non-disadvantaged students.	<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. Track and invite PP families to outreach activities.</p> <p>Use of Venn diagrams to target students more quickly for rapid intervention</p> <p>More focused groupings of PP students with attendance below school target.</p>
Provide SEMH support to students to improve engagement in learning and access to learning.	<p>Employment of SEMH learning mentor to target students requiring support.</p> <p>Use of on-site CAMHS workers to support the needs of students.</p> <p>Use of an onsite counsellor to support students in school.</p> <p>Access to well-being sessions including the use of Yoga as a tool to support students.</p> <p>Development of the Think For The Future behaviour mentoring programme to support students in Y7-10 identified as requiring specific support</p>
Barriers to learning these priorities address	Attendance and engagement of key students in education.
Projected spending	£55,388.00

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and to implement the suggested strategies.	Use SLT link meetings, DIP reviews and Learning Walks to monitor the impact and progress of whole school strategies. Identify key staff who have PP/harder to reach students and provide support where necessary.
Targeted support	Ensuring enough time for outreach and literacy sessions and that the impact is evidenced.	Early planning of outreach programme with curriculum leaders. Use of regular link meetings with literacy leads.
Wider strategies	Engaging hardest to reach students and families in learning	Working closely with the LA and other local schools to develop SEMH and attendance support.

Review: last year's aims and outcomes

Aim	Outcome
Current P8 gap of -0.62. Aim to reduce this gap to at the most -0.28 in 2018/19.	Whole school P8 PP/NPP gap reduced to -0.51 (subject to change against as currently using 2018 measures). Although this is an improvement, more work needs to be done and teaching and learning will continue to be a focus this year.
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.	Gap in PP/NPP full basket take up reduced to 5.3% for 2019/2020 cohort.
ATL (Attitude to Learning) performance of PP students worse than non-PP (average gap 0.2). Aim to reduce this gap and improve ATL for PP in line with NPP.	PP students who took part in the Crowden ATL challenge improved their ATL as a cohort by 0.2 of a grade, whereas PP students who did not take part experienced a slight worsening of their average ATL. These changes were between AP2 and AP3 – the initiative took place during this time. Y9 and Y10 boxing programme: of the 7 students in Year 9, 3 were PP. All PP students in this cohort saw improvements in their ATL and 2/3 improved their attendance throughout the year. In Year 10, 4/6 were PP. 50% of this PP cohort improved their ATL and attendance
% of PP students staying in education or employment - 14% gap against national.	Current NEETS figures still being finalised against national figure. WHS currently has 8 NEETS recorded from 2018/2019, 7 of whom are PP.
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	Average P8 score for this cohort in Ebacc is -1.29 for MPA PP boys and -1.06 for MPA PP overall. Some narrowing of the gap for the entire MPA PP cohort, but MPA PP boys have worsened in terms of performance.

Aim	Outcome
MPA PP (av -1.29 P8 score for this cohort).	(P8 figures may change as currently against 2018 measures).
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..	LPA Maths performance in 2019 was much improved, with NPP and PP students being broadly in line with one another