

Pupil premium strategy statement 2020/21 (Wales High School)

School overview

Metric	Data
School name	Wales High School
Pupils in school	1589 (+255 sixth form)
Proportion of disadvantaged pupils	25% (396)
Pupil premium allocation this academic year	£321,835
Academic year or years covered by statement	2020-21
Publish date	October 2020
Review date	October 2021
Pupil premium lead	Jamie Taylor

Disadvantaged pupil performance overview for last academic year 2018/19 data (no external data for 2019/20)

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 2020/21.	Sept 21
Attainment 8	Achieve 40.0	Sept 21
% Grade 5+ in English and maths	40% achieve 5+ in English and Maths	Sept 21
Attendance of PP students remains lower than that of NPP students (gap of 6.04% 2019-2020). Close the gap for all students. 2019-20 gap by year group: Y7 2.5%, Y8 4.25%, Y9 7.01%, Y10 8.87%, Y11 7.59%.	To reduce the attendance gap so that PP students have attendance in line with NPP students. The school gap will be 5% or better.	Sept 21

Teaching priorities for current academic year

Measure	Activity
<p>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>	<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>Leaders will ensure that all students are given equal access to a blended learning curriculum, which both anticipates and responds to unpredictable student attendance due to Covid-19.</p> <p>There will be an increased focus on sequential and layered knowledge: leaders will monitor and support planning in departments and ensure that the curriculum is designed to support knowledge retention and reinforce threshold concepts. Knowledge organisers will be embedded into schemes of work as a revision aid and all PP students will have access to them.</p> <p>There will be a bespoke CPD programme for staff to ensure the needs of all PP students are met and catered for. This will include staff CPD in trauma/crisis, SEND, bespoke sessions for staff related to T&L and SEMH.</p> <p>Continue to develop 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>Leaders to regularly 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>
<p>Leaders should ensure that all pupils make good progress, particularly those with middle prior ability, by: - providing additional support to departments.</p>	<p>The identification of key cohorts of students. These cohorts will have access to interventions. The interventions include:</p> <ul style="list-style-type: none"> • fast track careers interview for all students • curriculum analysis for each student. Contact with other Rotherham Schools to set up a student meet for MPA students at Wales • group mentor sessions set up for all MPA students <p>All these cohorts will be shared with each department with quick wins students identified.</p> <p>There will be ISM follow up for movers. All students to set up MPA sharing group on system for exam support and school support.</p> <p>Each department contact regarding MPA - On Link agenda every two weeks. Direct contact with grade chasers group subject areas.</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	£230,387

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. The support sessions will take place before school, at lunchtime, after school and during school holidays. This will help to support the recovery curriculum.</p> <p>Targeted students to attend sessions before or after school focussed on core curriculum areas.</p> <p>Leaders will amend the curriculum for PP students where appropriate to ensure extra support is provided in core curriculum areas in Y11.</p>
Improvement in the numeracy and literacy transferable skills in KS3 to support PP students.	<p>Development of literacy and numeracy into the KS3 PSHE programme.</p> <p>Extension on the Rugby Readers programme to support students reading skills. This will also include the development of the Rugby Academy during Y9 PSHE lessons.</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	£35,714

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, including engagement in remote parents' evenings for hard-to-reach families. Track and invite PP families to outreach activities. A flexible and dynamic approach will be needed as a result of the challenges presented by the COVID pandemic and the associated restrictions.</p> <p>More focused groupings of PP students with attendance below school target.</p> <p>Attendance outreach provision provided by the inclusion support worker to ensure students who are identified as requiring support are provided with support to improve their attendance. This will include the daily use of a school minibus to support students with where necessary.</p>

Measure	Activity
Provide SEMH support to students to improve engagement in learning and access to learning.	<p>Employment of SEMH learning mentor and Inclusion Support Worker to target students requiring support.</p> <p>Use of on-site SEMH Early Intervention workers to support the needs of students.</p> <p>Use of an onsite counsellor to support students in school.</p> <p>Use of positive role models via 'Wales Boxing Academy' and 'Rugby Academy' programmes. This will also include the development of a Rugby Academy during Y9 PSHE lessons.</p> <p>Introduction of the 'Restorative Education Centre (REC)'.</p>
Barriers to learning these priorities address	Attendance and engagement of key students in education.
Projected spending	£55,734

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
Progress: P8 gap of -0.51. Aim to reduce this gap to at the most -0.20 in 2019/20.	The data received via CAG grades is not standardised and cannot be used as a measure of external outcomes. However, internal data suggests that the cohort were making progress towards this target with a figure of -0.31
Attainment: Achieve 40.0	The data received via CAG grades is not standardised and cannot be used as a measure of external outcomes. However, internal data suggests that the cohort were making progress towards this target with a figure of 40.0
% Maths and English: 40% achieve 5+ in English and Maths	The CAG grades received by students show that 14 out of the 63 PP students achieved a grade 5 in both English and Maths, this is 22% of the cohort this is compared to 46.3% for the whole year group. 30 out of 63 students achieved a grade 4+ for English and Maths (48%), compared to the 76.3% for the whole cohort.
Attendance of PP students remains lower than that of NPP students (gap of 6.38% 2018-2019). Close the gap for all students	At the point where schools were closed due to COVID restrictions positive progress was being made and the gap had reduced from 6.38% to 6.04%.