Pupil Premium Action Plan 2019-20

Context

Year 7		Number in cohort	Percentage of cohort
	Pupil Premium	40	18%
	Non-Pupil Premium	181	82%
Year 8			
	Pupil Premium	52	22%
	Non-Pupil Premium	182	78%
Year 9			
	Pupil Premium	33	16%
	Non-Pupil Premium	173	84%
Year 10			
	Pupil Premium	33	16%
	Non-Pupil Premium	169	84%
Year 11			
	Pupil Premium	56	27%
	Non-Pupil Premium	146	63%
Totals	**Pupil Premium**	**214**	**20%**
	Non-Pupil Premium	**851**	**80%**

Focus for 2019-20 (includes 'Statement from WHS PP strategy')

Our focus on the use of PP funding for 2019/20 is to enable all Disadvantaged Pupils in Key Stage 4 access to effective support material to aid their learning that will boost pupils' confidence, exam readiness and therefore outcomes. Their use of these is carefully monitored to ensure all are participating and to intervene as needed to support. At Key Stage 3 we have a specific focus on literacy and increasing the use of the Accelerated Reader programme to enrich students' vocabulary, comprehension and reading ages. All staff are able to bid for PP funding in order to support individual or groups of Disadvantaged Pupils with specific needs.

Our prime focus for all Disadvantaged Pupils follows the current research evidence that 'quality first teaching' is the most effective strategy we can employ. Our current drive on embedding 'Metacognition' into the classroom and developing peer mentors furthers our adoption last year of the most effective strategies in the Education Endowment Toolkit (strategies found by research-led evidence to be most effective in improving the progress of Disadvantaged Students) – metacognition, feedback and peer mentoring.

In addition we will embed systemic change which is planned into the way our school is run which addresses the needs of Disadvantaged Pupils, for example, through timetabled transition sessions for Year 7 students and mixed ability teaching in English and Humanities.

We will measure the impact of our interventions through regular reviews, rigorous data tracking and records of student participation in activities.

Key focus, in light of March 2019 review and 15 point plan offered by Paul Jones, is to develop more effective strategic use of funding; to improve outcomes and promote aspiration. The strategic focus will look at 3 key areas: curriculum barriers, aspirational barriers and pastoral barriers.

Focus	Strategies	Impact to date	Desired impact	Update 19.12.19
Curriculum: *Quality first teaching, developing literacy, independent study, impactful intervention, access to resources*				
Quality first teaching Meta-cognition – 'learning to learn': • **Improved independent work** • **Responding effectively to feedback** • **Analysis of barriers and sign-posts to best practice** • **Provision map for all year groups** • **QA provision for DP as a focused group**	Metacognition part of the school non-negotiable 5 fundamental focus, monitored at ML and SLT level throughout the year	DP student APS has improved from 31.22 to 34.59	Improve DP student resilience and self-regulation to develop independent study skills.	y11 Intervention evening. MRA Student and parent feedback re study skills sessions very positive.
	Signpost best practice to support DP students with specific barriers to learning.	New strategy	To support quality first teaching and sharing of information with regards to barriers and strategies to support DP progress	Meetings held with TDA/ACO to agree barriers to learning. Year 7 pilot ready to go Jan 2020 in conjunction with STO.
	Continued use and frequent monitoring of e-learning resources that have had impact; *SAM learning, Tassomai, Hegarty Maths GCSE Pod*	GCSE Pod being used across KS4 (over 18,000 pods watched since Sept. – average by Y11 non-DP = 44, DP = 60, Y10 non-DP = 32, DP = 29). Tassomai – 500,000 questions answered by Y11 since Sept. – accuracy rate improved from 57% to 66%	To provide differentiated, tailored resources available for independent learning and revision. Provide monitoring of online revision undertaken.	
	Progress leader appointed with additional responsibility for monitoring frequency of homework set	30% increase in h/w set for every year group	Closer monitoring to ensure barriers are identified early	Ongoing monitoring

	L/Ws and observation cycles to monitor impact of h/w. Increase frequency of work-looks with a focus on the impact of feedback as seen through DIRT	KS4 DP work look took place on 13/12/18 – some variation in quality of feedback & variation of students' books across subjects – all addressed by SSW. New monitoring cycle introduced to all staff by MSM	Ensure quality first teaching has high impact on DP students. To identify best practice and flag concerns quickly.	
	Creation of a provision map that identifies specific actions happening to support DP in each year group	New strategy	Ensure patterns are picked up with regards to DP barriers to learning	Piloting with Year 7
INSET programme 2019-20	• CPL enquiry tasks will focus on DP target groups • Classroom based research projects • Sharing best practice	New strategy	• Developing pedagogical strategies for DP groups • Sharing best practice across relevant curriculum areas	Projects have been submitted to TEEP working group and are now being action researched
Literacy focus			•	
Research indicates development of literacy strategies, particularly those focused on acquisition of vocabulary, are a key focus for DP work and is likely to form bedrock of planning as we move forward	Accelerated Reader and literacy lessons extended into Year 9	% of students achieving Accelerated Targets being tracked across Y7-9	• Accelerated improvement in reading ages • Promotion of reading for pleasure	Monitoring of literacy provision highlights strengths and good practice yr7-8, yr9 less focused. Better communication between literacy teacher, parents and English teacher.
	Buddy system of reading to be introduced more widely	44 students in Year 7 took part and improved reading ages by average of 37 months	• Accelerate reading ages for DP students that require intervention	To be set up in term 3
	Non-negotiable 'explicit vocabulary' teaching strategy and resource used across the curriculum	• New strategy whole school pilot y9 + y10 beginning Autumn 2 2019	• Promote automaticity of knowledge for key concepts	Evident across school in student books.

			• Provide common cultural framework for organising new knowledge.	Curriculum leader Audit shows 86% feel it is adding value to students' learning in their subject area. Audit to include subject teachers' and students' views Jan 2020.
	SLT secondment	• Implementation of explicit vocabulary teaching strategy with CPD for staff and ML	• To implement literacy strategy to support DP progress. • To monitor impact of new strategies	See above
Year 11 focus group	• Ensuring our underachieving Year 11 students receive individual support for areas of need from all staff that come into contact with them • Subject leaders trialling intervention in their subject teams	• All strategies added to subject DDPs (Department Development Plans) •	• Allow cross curricular discussion to take place and involve input of progress leader.	Y11 tutor group changes. Targeted Maths & English Interventions. Whole school targeted intervention strategy – invitation only.
Department Development Plans	• Focus on specific academic achievement of DP and narrowing the gaps • Section of DDP for specific focus on actions to support DP – all updated	• Increased focus and strategic planning of DP progress and interventions – year 11 war boards and targeted intervention 60 second showcase by ML Inset Jan 2019, focus written in to DDPs after LM discussions	• Narrow DP gap	DDP focus on sequenced curriculum and Quality First Teaching as best ways of narrowing the gap.
Pastoral: *Well-being, mental health, access to resources*				

School-wide push on further raising profile of DP progress	- Strategies and student lists to be added so staff room wall so can easily access ideas for support – briefing time to be used to highlight progress and challenges - Strategies to support DP easily accessible by all staff - All DP photos up to support identification of students and to prompt discussion 'Equity for all' – WHS staff responsibilities statement	All staff clearly understand roles and responsibilities. Department intervention focuses and data analysis prioritise DP support as a priority		DP Board now in main staffroom to enhance profile. DP y11 forecasting shared with SLT by ACO.
Year 6/7 Transition project	- Identifying the strengths of our Year 6 DS and easing the transition as they join WHS. Each to be assigned a coach to champion them and ensure they are engaged and praised. - Key staff will mentor identified DP students to support transition	- Difference in behaviour points between DP and non-DP reduced from +1.2 to +0.25 - Difference in merits between DP and non-DP reduced from -8.5 to -1.1 - Attendance of DP in Year 7 compared to last year improved by 2.9%	Increase parental engagement via regular positive contact with DP coach. Parents encouraged to attend year 7 Information evening and SRE Further develop outreach work with primaries to support transition for DP students	DP y7 attendance at 96+ % DP transition coaches to be consulted Jan202 about whether their students are ready for second stage of transition program.
Year 7 Cooking intervention	28x lowest aspiration DP students term 3, 1 x period a fortnight cooking intervention with TDA.	Targeted intervention to raise engagement, focus on literacy and numeracy and practical skills.	Parents of 28x lowest aspiration DP students attend High Tea catered by their child (July 2020) and cooking workshop (Dec 2019). Govenors to attend – raise profile of DP	Term 3 intervention if TT allows

Attendance initiatives	• Tutors asked to make phone calls home for those whose attendance is slightly below 96% where gains can easily be made • Part of Friday 5 phone calls where staff phone home each week	Weekly reports being produced for Progress Leaders re attendance trends in their year group.	• DP Attendance improves	Current DP attendance Whole school 92.68% Non- DP attendance 95.18%
Pastoral and progress leaders	New role to focus on year groups rather than communities to build capacity so specific support, monitoring and interventions can be developed to support DP students		• Interventions implemented quickly • improved communication to parents/carers • Additional support for classroom teachers	• TDA working with Year 7 progress leader initially to develop strategies before sharing with other year groups.
Aspiration: *Promoting over-achievement, ambition post*				
Parental engagement	• Subject Review Evenings – parents of DP phoned (and supported to make appointments if needed) to ensure maximum engagement – this will be tracked throughout the year to measure levels of engagement • Pastoral leaders making phone calls prior to each evening • DP mentors responsible for year 7 DP students			All DP parents phoned, SMS'd and emailed
Brighton college	• 10 places across the locality • WH students to be targeted by progress leader	New strategy		Students have been identified and have applied

	• AJA to invite appropriate DP students to engage with scholarship offer			
Outreach work with local universities and employers	Ensuring DP students have access to universities, workplace visits and robust careers advice. Equiniti link, Worthing - mentoring of year 10 DP PMA girls	Year 10 DP PMA girls day workshop at Equiniti July 2019, focus career and self-branding.		Ongoing