



**Pupil Premium**  
**Term Review**

**2018 / 2019**

**Autumn**  
**Spring**  
**Summer**

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## **Section 1: Background**

### **Pupil Premium: 'Diminishing the Difference'**

#### ***The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.***

The Pupil Premium was introduced in April 2012. It was allocated to children from low-income families who were known to be eligible for free school meals, and children who had been looked after continuously for more than six months. Eligibility for the Pupil Premium for 2012 – 2013 was extended to pupils who have been eligible for free school meals at any point in the last 6 years (known as Ever 6 Free School Meals Measure). Schools also receive funding for children who have been looked after continuously for more than six months, and a smaller amount for the children of service personnel.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'. Schools will be accountable for narrowing the gap, and school performance tables include new measures that show the attainment of pupils who receive the pupil premium compared with their peers.

## **Funding for 2018 to 2019**

In the 2018 to 2019 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for primary-aged pupils
- £300 for Service children
- **£935 for secondary-aged pupils**

Schools also receive £2,300 (PP+) for each pupil who:

- has been looked after for 1 day or more
- has been adopted from care
- has left care under:
  - A special guardianship order
  - A residence order
  - A child arrangement order

## Section 2: School Context

Woodchurch High School is a mixed comprehensive with on average 1427 students in Keys Stages 3 and 4

% of pupils known to be eligible for Free School Meals (FSM)*					
	2014/15	2015/16	2016/17	2017/18	2018/19
School	23.4	22.4	20.4	20.9	22
National	28.7	14.7	14.4	13.9	Not Published

% of pupils known to be eligible as Pupil Premium (Ever6)					
	2014/15	2015/16	2016/17	2017/18	2018/19
School	44.2	43.4	44.4	44.7	43.0
National	29.7	29.3	29.1	24.6	Not Published
Wirral	34.3	33.8	32.7	30.1	Not Published

### Pupil Premium Team 2018/19:

Ms Phillips, Mr Canham, Mr Stead, Mr Cartledge,

Mrs Jones, Mrs Evans

## Section 3: Areas of Spending

Please see our website for details.

### **Note:**

Latest research carried out by **Sutton Trust** (Nov 2018) to identify which ways of spending time and money are likely to lead to the biggest possible increase in pupils' learning indicates:

- One to one – **potential gains of 5 months**
- Outdoor Adventure Learning – **Potential gains of 4 months**
- ICT – **potential gains of 4 months**
- Homework (Secondary) – **potential gains of 5 months**
- Phonics – **potential gains of 4 months**
- Collaborative Learning – **potential gains of 5 month**
- Smaller group sizes – **Potential gains of 5 months**
- Feedback – **Potential gains of 8 months**
- Meta cognition – **Potential gains of 7 months**
- Holiday courses – **Potential gains of 2 months**
- Mastery Learning – **Potential gains of 5 months**
- Reading comprehension Strategies – **Potential gains of 6 months**
- Peer Tutoring - **Potential gains of 6 months**

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

Woodchurch High School have embedded a strong mentoring focus for academic year 2018/19

## **Proposed spend of Pupil Premium - 2018/19**

Remainder of funds available 2017/18 - £0

New funds available 2018/19 - £576.275

Total for 2018/19 - **£576.275**

Proposed spend for 2018/19 - **£550.000**

### **The key objectives:**

1. **Attendance**: To implement strategies addressing the attendance gap between for PP and CLA and non PP pupils.
2. **Parental engagement**: To engage parents in their child's education and within the Woodchurch High School community.
3. **Raising Attainment**: To continue providing additional support for PP and CLA pupils and ensure every effort is made to close the attainment gap across all year groups, with a focus on the different key groups of pupils.
4. **Enrichment / Pupil Wellbeing**: Developing and improving growth mind-sets, character education and mental wellbeing with all pupils and encouraging these pupils to contribute to the wider life of the School community.
5. **Behaviour for learning / Home study**: To monitor the new BFL strategy and analyse this data for trends between disadvantaged and other pupils with a focus on successful home study habits.
6. **Teaching & Learning**: To maintain and further develop the progress of disadvantaged students within the structure of the Woodchurch lesson and the Essential Learning Principles.
7. **Tracking and Data**: To further embed the 'Blue Hills' tracking system and analyse the impact of interventions 'forensically'. Effectively track new headline data and the subsequent gaps that exist.
8. **Pupil Premium +**: To track and evaluate the effectiveness of all PP+ support strategies and ensure additional academic and pastoral opportunities are provided to further their post 16 options.

(\*PP – referring to any student in receipt of Free School Meals in the past 6 years)

## Key Objectives 1-7

### Attendance

<b>1. Key Objective: Attendance – To implement strategies addressing the attendance gap between PP / CLA and non PP pupils.</b>			
<b>Action 1a: To liaise with hard to reach families outside of school in collaboration with key staff.</b>			
<b>Rationale:</b> Targeting difficult to reach families and pupils with persistent attendance issues. This would provide families with essential support and guidance to ensure pupils achieve 96% and above attendance levels.			
<b>Success Criteria:</b>			
<ul style="list-style-type: none"> <li>Improved attendance within the key groups of at risk pupils and within the pupil premium cohort as a whole</li> <li>Case studies reflecting successful interventions within the community</li> </ul>			
<b>Dates</b>	<b>Person(s) responsible</b>	<b>Monitoring and Evaluation</b>	<b>Cost</b>
Sept 2018 onwards. Review - Dec 2018	MCA RST RPH EJO Pastoral Teams	<ul style="list-style-type: none"> <li>Through Blue Hills and Simms</li> <li>Evaluations on improved attendance levels</li> <li>EHU tracking data</li> </ul>	£30,000
<b><u>Impact 2018/19</u></b>			

<b>Action 1b: Employment of a home-school attendance officer to work with key 'at risk' pupils from years 7-11.</b>			
<b>Rationale:</b> Targeting difficult to reach families and pupils with persistent attendance issues. This would provide families with essential support and guidance to ensure pupils achieve 96% and above attendance levels.			
<b>Success Criteria:</b>			
<ul style="list-style-type: none"> <li>Improved attendance within the key groups of at risk pupils and within the pupil premium cohort as a whole</li> <li>Case studies reflecting successful interventions within the community</li> <li>Positive parent / school relationships with key families</li> </ul>			
<b>Dates</b>	<b>Person(s) responsible</b>	<b>Monitoring and Evaluation</b>	<b>Cost</b>
Sept 2018 onwards. Review – Each term	EJO MCA RST RPH Pastoral Teams	<ul style="list-style-type: none"> <li>Through Blue Hills and Simms</li> <li>Evaluations on improved attendance levels</li> <li>EJO tracking data</li> </ul>	£22,000
<b><u>Impact 2018/19</u></b>			

<b>Action 1c: To provide our most at risk pupil premium students with a term time bus pass.</b>			
<b>Rationale:</b> This would remove some of the financial barriers of home to school travel. This would also give pupils more independence and improve levels of attendance.			
<b>Success Criteria :</b>			
<ul style="list-style-type: none"> <li>• An improved attendance record in key group of pupils</li> <li>• Analysis of attendance, late and persistent absences data</li> <li>• Reviewed each term</li> <li>• Half termly meetings with pupils</li> </ul>			
<b>Dates</b>	<b>Person(s) responsible</b>	<b>Monitoring and Evaluation</b>	<b>Cost</b>
Sept 2018 onwards Review: Each Term	RST MCA CEV EJO Pastoral Teams	<ul style="list-style-type: none"> <li>• Regular focus groups</li> <li>• 1:1 meetings</li> <li>• Blue Hills evaluation</li> </ul>	£10,000
<b><u>Impact 2018/19</u></b>			

### Parental Engagement

<b>2. Key Objective: Parental engagement - To engage parents in their child's education and within the Woodchurch School community</b>			
<b>Action 2a: To further develop the Premium parents evening, 'Bring an Adult sessions', the Woodchurch Parent Academy, School Comms, Youth connect 5 courses and Family Matters.</b>			
<b>Rationale:</b> Evidence suggests parental involvement in a Childs education at any stage has a significant impact in progress and attainment.			
<b>Success Criteria:</b>			
<ul style="list-style-type: none"> <li>• 60% of parents target audience attending the evening(s)</li> <li>• Positive parental feedback</li> <li>• School Comms to be further developed</li> <li>• 5 youth connect courses implemented</li> <li>• Family matters programmes ran throughout the year with targeted families</li> </ul>			
<b>Dates</b>	<b>Person(s) responsible</b>	<b>Monitoring and Evaluation</b>	<b>Cost</b>
Throughout the Academic year	JCA SBA ASM RST MCA	<ul style="list-style-type: none"> <li>• Blue Hills</li> <li>• Parental questionnaire and voice</li> <li>• Evidence of School Comms usage</li> </ul>	£45,000
<b><u>Impact 2018/19</u></b>			

## Attainment

<b>3. Key Objective: Attainment - To continue providing additional support for PP and CLA pupils and ensure every effort is made to diminish the difference.</b>			
<b>Action 3a: Employment of additional staff to further reduce class sizes across the Key Stages in English and Maths.</b>			
<b>Rationale:</b> Substantial evidence suggests that smaller class sizes can increase the levels of progress significantly within targeted pupils.			
<b>Success Criteria:</b>			
<ul style="list-style-type: none"> <li>• Diminish the difference within English and Maths</li> <li>• To continue the reduction of the attainment gap for school leavers</li> </ul>			
<b>Dates</b>	<b>Person(s) responsible</b>	<b>Monitoring and Evaluation</b>	<b>Cost</b>
Sep 2018 onwards  Review: Each term	All English Staff All Maths Staff MCA PJO	<ul style="list-style-type: none"> <li>• Using data drops effectively</li> <li>• Blue Hills</li> <li>• Term Review</li> <li>• Maths and English departmental trackers</li> <li>• Maintain KS 4 class sizes between 17-19 pupils</li> </ul>	£160,000
<b><u>Impact 2018/19</u></b>			

<b>Action 3b: Targeted interventions for pupils in English, Maths and Science</b>			
<b>Rationale:</b> To target at risk pupils and accelerate levels of progress. Planned and well-structured interventions led by experienced members of staff will have a dramatic effect on levels of progress in any subject area, in particular English, Maths and Science. DTT will be a fundamental area for analysis in year 11.			
<b>Success Criteria:</b>			
<ul style="list-style-type: none"> <li>• Diminishing the difference between disadvantaged pupils and other</li> <li>• Year 11 preparation for GCSE examinations through attendance at DTT signposted sessions</li> </ul>			
<b>Dates</b>	<b>Person(s) responsible</b>	<b>Monitoring and Evaluation</b>	<b>Cost</b>
Oct 2018 onwards  Review: Every term	MCA SBA/KGR SHA IPH RST	<ul style="list-style-type: none"> <li>• Blue Hills</li> <li>• English, Maths and Science departmental trackers</li> <li>• Pastoral team tracking and interventions</li> </ul>	£20,000
<b><u>Impact 2018/19</u></b>			



<b>Action 3c: The Power of Reading</b>			
<b>Rationale:</b> Creating a culture of reading for pleasure within Woodchurch High School that sits outside the National Curriculum but helps to enhance it. Pupils that have above average levels of literacy are able to access the entire curriculum.			
<b>Success Criteria:</b>			
<ul style="list-style-type: none"> <li>• An increase in reading level scores</li> <li>• Developing a positive relationship with literacy (pupil voice)</li> <li>• 100% attendance</li> </ul>			
<b>Dates</b>	<b>Person(s) responsible</b>	<b>Monitoring and Evaluation</b>	<b>Cost</b>
Oct 2018 for 35 weeks. Review: Each term	External member of staff MCA CHA / SBA	<ul style="list-style-type: none"> <li>• log books (PV)</li> <li>• Blue Hills</li> <li>• Project worker notes</li> <li>• Baseline data – end of course data</li> </ul>	£13,000
<b><u>Impact 2018/19</u></b>			

<b>Action 3d: To further develop the use of pupil premium 'Individual Learning Programmes'. Focus on high achieving PP pupils, with a particular focus on the Year 11 top 20 cohort.</b>			
<b>Rationale:</b> Teachers that have a more detailed knowledge of the pupils they teach allows them to create stronger relationships with hard to reach students. The ILP's suggest specific strategies and teaching techniques to differentiate lessons in accordance with students likes and dislikes.			
<b>Success Criteria :</b>			
<ul style="list-style-type: none"> <li>• Positive feedback from pupils and staff</li> <li>• ILP's evident in compulsory teacher pupil profiles</li> <li>• Being used every lesson and evidence produced during observations</li> </ul>			
<b>Dates</b>	<b>Person(s) responsible</b>	<b>Monitoring and Evaluation</b>	<b>Cost</b>
Oct 2018 onwards Review: Dec 2018	JCA MCA RST Pastoral Leaders	<ul style="list-style-type: none"> <li>• Individual pupil data analysis every term</li> <li>• 1:1 interviews</li> <li>• Focus groups</li> <li>• Blue Hills</li> </ul>	£2,000
<b><u>Impact 2018/19</u></b>			

<b>Action 3e: Identify pupils, organise and support the implementation of the Catch-up Fund</b>
<b>Rationale:</b> This intervention is provided for pupils with the lowest reading ages. Often, these pupils are Pupil Premium.

<b>Success Criteria :</b>			
<ul style="list-style-type: none"> <li>• Pixel Code</li> <li>• MFL extractions</li> <li>• Catch Up Literacy</li> <li>• The Reader</li> <li>• Active 8+</li> </ul>			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
October 2018 – July 2019	English staff Maths staff Trained Catch up staff COS	<ul style="list-style-type: none"> <li>• Blue Hills</li> <li>• Excel tracking document</li> <li>• Meetings with delivery staff</li> <li>• Website reporting</li> </ul>	£TBC
<b><u>Impact 2018/19</u></b>			

<b>Action 3f: Identify pupils, organise and support the delivery of Catch Up Literacy and Numeracy intervention for low ability pupils. Review progress of pupils over the academic year.</b>			
<p><b>Rationale:</b> This intervention is provided for pupils with the lowest reading and numeracy ages. Often, these pupils are Pupil Premium. To enable pupils to better access the whole school curriculum they are taken out for two fifteen minute sessions per week for the whole academic year. Their initial numeracy and literacy age is recorded so staff and pupils can see their progress rise over the year.</p>			
<b>Success Criteria :</b>			
<ul style="list-style-type: none"> <li>• Improvement in numeracy or literacy age recorded by mid-point review (March) and further progress by July 2019.</li> <li>• Improved confidence with Maths and English (pupil voice).</li> <li>• Expected progress made in English and Maths.</li> </ul>			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
October 2018 – July 2019	SBA/RJO	<ul style="list-style-type: none"> <li>• Blue Hills</li> <li>• Excel tracking document</li> <li>• Meetings with delivery staff</li> </ul>	£5,000
<b><u>Impact 2018/19</u></b>			

<b>Action 3g: Maths in Context</b>			
<p><b>Rationale:</b> The Maths in Context programme looks at ways to improve the Maths skills of young people, particularly their financial skills. The programme has been specifically designed to cover the new GCSE content and look specifically at problem solving, numeracy and literacy.</p>			

<b>Success Criteria :</b>			
<ul style="list-style-type: none"> <li>• Successful implementation of the programme to year 10</li> <li>• Clear impact using financial capability testing</li> <li>• Improvement in year 10 maths exams</li> <li>• Final results for GCSE maths – year 11 (2018/19)</li> </ul>			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Application- 2016/2017 Implementation- 2017/2018 Results 2018/2019	BCA Maths department Pupil Premium Team	<ul style="list-style-type: none"> <li>• Successful application of the MIC resources</li> <li>• Blue Hills</li> <li>• Pupil Voice</li> <li>• Staff Voice</li> <li>• End of assessment data</li> </ul>	£300
<b><u>Impact 2018/19</u></b>			

<b>Action 3h: Disadvantaged Top 20 pupils in Year 9, 10 and 11 focus</b>			
<b>Rationale:</b> Using data effectively to identify the key pupils who are at risk of under achievement. The lowest performing PP pupils in both year 10 and year 11 will have a focus and structured interventions used to maximise learning potential.			
<b>Success Criteria :</b>			
<ul style="list-style-type: none"> <li>• Progress of Top 20 pupils</li> <li>• JCA to meet with full cohort of parents</li> <li>• Attendance at planned interventions that focus on increased self-study and raising aspirations.</li> </ul>			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Focus pupils targeted in year 9 and groups will not change.	JCA Pupil Premium Team	<ul style="list-style-type: none"> <li>• Top 20 data</li> <li>• Blue Hills</li> </ul>	£1,500
<b><u>Impact 2018/19</u></b>			

### **Enrichment / Pupil Wellbeing**

<b>4. Key Objective: Enrichment - Developing a growth mind set within Disadvantaged pupils and encouraging these pupils to contribute to the wider school life.</b>
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**Action 4a: Whole school CPD on strategies to promote growth mind sets. Growth mind sets focused during teaching and learning meetings. Pastoral leaders to ensure that the promotion of growth mind-sets is part of assemblies and whole year activities. Encourage pupils to attend after school clubs, Saturday College / School and audit attendance.**

**Rationale:** Previous research suggests that a praising effort rather than just attainment leads to higher levels of engagement and student success. This also links to our school priorities (No.2).

**Success Criteria:**

- Positive feedback from pupils
- Growth days / weeks
- Effort in lessons – Analysis of BFL levels
- Attendance to Extra Curricular activities

Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Sep 2018	MCA RST Pastoral staff	<ul style="list-style-type: none"> <li>• Assembly rota for pastoral staff</li> <li>• 2 CPD sessions and staff feedback</li> </ul>	£10,000

**Impact 2018/19**

**Action 4b: To raise pupil aspirations through visits to universities and higher education establishments**

**Rationale:** Visits to universities provide pupils with the opportunity to engage in degree taster sessions, raising aspirations and creating a positive mind-set regarding higher education. Pupils are provided with information on potential routes into university, and the career paths they can follow. Engagement in university lecture theatres and working alongside current degree students in an authentic higher education environment ‘demystifies’ the options available to pupils beyond secondary education

**Success Criteria:**

- Positive feedback from pupils through ‘Pupil Voice’ surveys
- A positive mind-set created regarding higher education
- Pupils to gain an understanding of further education and the career paths available

Dates	Person(s) responsible	Monitoring and Evaluation	Cost
October 2018 onwards	JCA Pupil Premium Team JMU, LJMU, Chester, hope University	<ul style="list-style-type: none"> <li>• Pupil voice analysis</li> <li>• Blue Hills</li> <li>• Numbers of pupils attending</li> </ul>	£1,000

**Impact 2018/19**

**Action 4c: Active 8 Summer / Easter and Active8+**

**Rationale:** During holiday periods and weekends, some of the progress that has been made during the previous year is lost. Keeping children’s brains engaged will make the transition into secondary school smoother.

<b>Success Criteria:</b>			
<ul style="list-style-type: none"> <li>• 50% of invited pupils attending both the summer and Easter Active 8.</li> <li>• Outstanding feedback from pupils and parents</li> <li>• High levels of engagement</li> </ul>			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Planning Sept 2018 onwards. Easter (3 days) and Summer (3 days) Holiday	Pupil Premium Team and invited staff.	<ul style="list-style-type: none"> <li>• Through Blue Hills and Simms</li> <li>• Pupil and Parent Voice</li> <li>• Analysis of pupil's data that attended against proportion of pupils that did not attend.</li> </ul>	£25,000
<b><u>Impact 2018/19</u></b>			

<b>Action 4d: English department Year 11 Residential (x2)</b>			
<b>Rationale:</b> To provide 2 intensive revision weekends for 40 pupils whose predicted grade data is below target			
<b>Success Criteria :</b>			
<ul style="list-style-type: none"> <li>• Pupils demonstrate more confidence with examination technique, improved predicted grades from further data drops, improved BFL grades and their final results in summer 2019 examinations are at or above grade 4.</li> </ul>			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
TBC	SBA KGR CHA LHO	<ul style="list-style-type: none"> <li>• Selected pupils using current data levels</li> <li>• Attendance</li> <li>• Analysis of work completed and testing results</li> <li>• GCSE 2019 grades</li> </ul>	£3,300
<b><u>Impact 2018/19</u></b>			

<b>Action 4e: WHS mental Health Agenda</b>			
<b>Rationale:</b> According to the DFE, schools state that this is a difficult area and it is essential to support pupils who display the signs of mental health disorders. One in ten young people has a clinically diagnosed mental health concerns and one in seven has less severe problems.			
<b>Success Criteria:</b>			
<ul style="list-style-type: none"> <li>• Learning mentors: 41 cases, based on 6 week rotations</li> <li>• HSIS (5 cases)</li> </ul>			

<ul style="list-style-type: none"> <li>• Successful well-being week</li> <li>• WHS well-being 'waves of support'</li> </ul>			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
All year	JSC GMB SWA ASM PP team Allison gilbert Ian Wilson	<ul style="list-style-type: none"> <li>• Entry and exit evaluations</li> <li>• Blue Hills</li> <li>• Evidence of impact through data</li> </ul>	£50,000
<b><u>Impact 2018/19</u></b>			

<b>Action 4f: Year 7 Support and guidance mentoring programme</b>			
<p><b>Rationale:</b> It is a challenging time when joining a new school and some pupils adapt quicker than others, however for some it takes a great deal of endurance and resilience. This mentoring programme provides additional support to all of the PP cohort and forges positive relationships early in their 5-year journey.</p>			
<p><b>Success Criteria :</b></p> <ul style="list-style-type: none"> <li>• Every year 7 pupil to be supported by an allocated mentor</li> <li>• Year 7 PP pupils feel supported and valued</li> <li>• Year 7 extended transition for PP pupils</li> </ul>			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
October 2018 Review: February 2019	RST Mentors	<ul style="list-style-type: none"> <li>• Blue Hills</li> <li>• Pupil Voice</li> </ul>	£2,000
<b><u>Impact 2018/19</u></b>			

<b>Action 4g: Premium Mentoring</b>			
<p><b>Rational:</b> Pupils have the right to feel valued and part of our school community. Teachers will get the best out of a pupil if they are supported and given the opportunities to achieve their potential. 4 appointed mentors each have 4 pupils each, who have been identified as being vulnerable and in need of additional support.</p>			
<p><b>Success Criteria:</b></p> <ul style="list-style-type: none"> <li>• Engagement from all 16 pupils</li> </ul>			

<ul style="list-style-type: none"> <li>• Successful implementation of the log books</li> <li>• Progress throughout the year</li> </ul>			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
October 2018 Reviews: Each term	RST PP mentors	<ul style="list-style-type: none"> <li>• Academic data</li> <li>• Blue Hills</li> <li>• Engagement with families</li> </ul>	£3,000
<b><u>Impact 2018/19</u></b>			

### **Behaviour for Learning**

<b>5. Key Objective: Behaviour for learning - To monitor the WHS BFL strategy and analyse this data for trends between PP/CLA and non PP</b>			
<b>Action 5a: Every half term this data will be analysed and structured interventions put in place. Pastoral staff will be leading this strategy and identifying PP-Non PP gaps.</b>			
<b>Rationale:</b> Pupils who are more engaged in lessons and focused make more progress. The new successful learning behaviour structure will give the school staff and pupils a common language in which to promote this.			
<b>Success Criteria:</b> <ul style="list-style-type: none"> <li>• BFL data analysed and pupil groups identified</li> <li>• Structured and targeted interventions put in place</li> <li>• Improvement in BFL levels each term</li> </ul>			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
October 2018 data drop and then each drop after. Review: Dec 2018	MCA RST Pastoral staff	<ul style="list-style-type: none"> <li>• Blue Hills</li> <li>• BFL data</li> </ul>	£10,000
<b><u>Impact 2018/19</u></b>			

### **Teaching & Learning**

<b>6. Key Objective: Teaching &amp; Learning - To maintain and further develop the achievements from last academic year within pupil premium groups</b>			
<b>Action 6a:</b>			
<ul style="list-style-type: none"> <li>• All staff to have pupil information documents highlighting groups and current information and ILP'S.</li> <li>• Pupil premium strategies being the focus on departmental inspections.</li> </ul>			

- Staff to plan for Growth Mind Set as part of Longer Term Planning and progress of disadvantaged pupils within the Woodchurch lesson.
- For Staff to adhere to Quality First Teaching and apply as a non-negotiable approach.
- Saturday College
- Pupil premium representatives from each department

**Rationale:** Quality first teaching ensures the classroom practitioner is the first and most effective form of intervention. Expert knowledge and understanding of pupil's strengths and weaknesses from the teacher will inform further DTT sessions.

High quality teaching and learning can have a substantial impact on a student's level of progress. Teachers that use effective feedback, know their groups, use target data effectively, have a positive relationship with pupils, differentiate accordingly will see in excess of 8+ months of additional progress (Sutton Trust).

It has also been found that effective teaching has a radical impact on the progress, particularly of pupil premium pupils and conversely poor teaching has an equally radical but negative effect on this key group.

**Success Criteria:**

- Teacher files that contain pupil groups, data, interventions, lesson plans, lesson resources, and pupil photographs
- Improved GAP Data
- Use Of Pixl Strategies and evidence of DTT system
- Minutes of meetings
- Faculty Reviews/SLT Inspections/External Inspections
- Book scrutiny evidence
- Lesson observations with a pupil premium focus

Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Sep 2018 onwards Review: Dec 2018	MCA RST ABO KGR All staff	<ul style="list-style-type: none"> <li>• SLT observation timetable</li> <li>• Faculty Reviews</li> </ul>	£20,000

**Impact 2018/19**

**Tracking and Accountability**

**7. Key Objective: Accountability - 'Blue Hills' embedded to track and analyse the impact of interventions 'forensically'. All interventions are now added to Bluehills, whether PP or not. LAC Funding tracked separately within Bluehills**

**Action 7a: The system is used to record, monitor and evaluate impact of all pupil premium interventions and the spending. This also takes into account the staff involved and any resources used.**



<b>Rationale:</b> We are accountable for the pupil premium grant and we must ensure it reaches the pupils that need it most. This detailed tracking system allows the school to keep a record of all interventions, pupils involved, amount that it costs, and impact.			
<b>Success Criteria:</b>			
<ul style="list-style-type: none"> <li>• All staff trained in the use of Blue Hills and regularly reminded during staff meetings</li> <li>• All interventions recorded</li> <li>• Department representatives fully trained</li> <li>• Blue Hills used for impact measures on all interventions</li> <li>• Funding accounted</li> <li>• All staff using Blue Hills to report on impact made</li> </ul>			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
September 2018 Review: Each term with SRO, JMA and CEV	CEV SRO AKI RST SBA	<ul style="list-style-type: none"> <li>• CEV / SRO to ensure this system is effectively monitored</li> <li>• Ensure all PP bids are accounted for</li> <li>• Ensure all interventions are evaluated effectively.</li> <li>• Report to be produced at the end of each academic term.</li> </ul>	£15,000
<b><u>Impact 2018/2019</u></b>			

<b>Action 8: Pupil Premium +</b>			
<b>Rationale:</b> Commitment to working in collaboration with carers, other agencies and staff to ensure each individual child receives his/her entitlement to the full amount. It is fundamental that each LAC child receives additional targeted support to achieve their potential and further their post 16 options.			
<b>Success Criteria :</b>			
<ul style="list-style-type: none"> <li>• 100% completion of PEPs and data supplied to Local Authorities to ensure all funding is received</li> <li>• Additional funding applied for where necessary</li> <li>• CLA pupils supported with wide ranging interventions targeted appropriately for each individual, matching academic and social/emotional needs as identified through data analysis, PEP meetings and school monitoring</li> <li>• Monitoring of progress shows closing of gap between actual and targeted progress for all CLA pupils</li> <li>• All interventions recorded and tracked through bluehills.</li> <li>• Positive feedback from carers and social care.</li> </ul>			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
All year	PJO PP team	<ul style="list-style-type: none"> <li>• Blue Hills</li> <li>• LAC tracking system</li> </ul>	£51,900 Sep funding

**Impact 2018/19**

**Further strategies 2018/19\***

<b>In addition to the above strategies, the following successful programmes will also continue:</b>  <ul style="list-style-type: none"><li>• Staff bidding system: £35,000</li><li>• Saturday School / Active 8+: PP bid</li><li>• PP subject Representatives: PP bid</li></ul>	<b><u>Total proposed spend 2018/2019</u></b>	
	Total for Action 1	<b>62,000</b>
	Total for Action 2	<b>45,000</b>
	Total for Action 3	<b>201,800</b>
	Total for Action 4	<b>94,300</b>
	Total for Action 5	<b>10,000</b>
	Total for Action 6	<b>20,000</b>

<ul style="list-style-type: none"> <li>• Year 8 Breakthrough scheme: PP bid</li> <li>• Literacy &amp; Numeracy age testing: PP bid</li> <li>• Music Lessons: £15,000</li> </ul>	Total for Action 7	<b>15,000</b>
	Total for Action 8	<b>51,900</b>
	Additional Strategies	<b>50,000</b>
	Estimated + On costs / Resources	<b><u>550,000</u></b>
	*Actual costs will be recorded and reviewed at the end of each term. This estimated budget is correct at the time of publication.	

\*See Blue Hills for further impact

**Section 4:**

**Key stage 3: Years 7, 8 and 9 Progress of PP students, evaluation and action to be taken**

**Year 7 Summary – Data Drop 1 - TBC**

**Year 7 Strategies 2018/19:**

**Further evidence can be found on Blue Hills.**

Interventions	Proposed Action

**Year 8 Summary – Data Drop 1 - TBC**

**Year 8 strategies 2018/19:**

**Further evidence can be found on Blue Hills.**

Interventions	Proposed Action

Year 9 Summary

Further evidence can be found on Blue Hills

Data Drop 1 - TBC

Year 9 strategies 2018/19:

Further evidence can be found on Blue Hills

Interventions	Proposed Action

## Key Stage 4:

Year 10

Further evidence can be found on Blue Hills

### Year 10 Summary

#### Data Drop 1

9-4 data														
	TG		PP	NON PP	PP BOYS	PP GIRLS	NON PP BOYS	NON PP GIRLS	SEN K	Sen EHCP	Ability Group	Ability Group	Ability Group	PP GAP
		ALL									H	M	L	
English		78.7	69.7	85.4	61.8	82.6	83.5	87.7	49.3	30.8	97.1	86.7	27.1	-15.7
Maths		80.1	71.3	86.6	69.7	73.9	84.6	89.0	58.7	38.5	97.1	87.3	35.4	-15.3
Science		77.7	66.7	86.6	60.0	78.9	82.9	91.4	52.9	16.7	98.0	87.4	29.8	-19.9
Biology		95.3	100.0	93.3	100.0	100.0	93.3	93.3	100.0	100.0	94.7	100.0	100.0	6.7
Chemistry		97.7	100.0	96.7	100.0	100.0	93.3	100.0	100.0	100.0	94.7	100.0	100.0	3.3
Physics		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	0.0
History		78.9	66.1	88.3	63.3	69.2	83.9	91.3	57.7	50.0	90.6	76.1	66.7	-22.2
Geography		84.7	74.2	89.6	75.0	72.7	87.0	95.2	50.0	33.3	93.5	83.3	50.0	-15.4
French		76.5	70.6	82.4	44.4	100.0	66.7	100.0	25.0		84.6	71.4		-11.8
Spanish		80.9	64.3	86.6	52.9	81.8	86.0	87.2	60.0		83.7	79.1		-22.3
Basics		73.8	64.8	80.5	59.2	73.9	79.1	82.2	42.7	23.1	95.7	82.4	16.7	-15.7
Ebacc		38.1	22.1	50.0	15.8	32.6	46.2	54.8	8.0	0.0	65.2	38.8	0.0	-27.9
Ebacc entry		50.0												

9-5 data														
	TG		PP	NON PP	PP BOYS	PP GIRLS	NON PP BOYS	NON PP GIRLS	SEN K	Sen EHCP	Ability Group	Ability Group	Ability Group	PP GAP
		ALL									H	M	L	
English		56.6	41.8	67.7	27.6	65.2	61.5	75.3	26.7	7.7	85.5	59.4	8.3	-25.9
Maths		45.8	35.2	53.7	28.9	45.7	51.6	56.2	24.0	7.7	87.0	42.4	0.0	-18.5
Science		48.3	36.1	58.2	28.6	50.0	53.9	63.8	19.1	0.0	88.0	49.7	4.3	-22.1
Biology		83.7	84.6	83.3	100.0	71.4	93.3	73.3	85.7	100.0	89.5	81.0	100.0	1.3
Chemistry		83.7	92.3	80.0	100.0	85.7	93.3	66.7	85.7	100.0	89.5	85.7	0.0	12.3
Physics		97.7	100.0	96.7	100.0	100.0	93.3	100.0	100.0	100.0	94.7	100.0	100.0	3.3
History		36.1	21.4	46.8	23.3	19.2	48.4	45.7	30.8	0.0	59.4	33.0	0.0	-25.4
Geography		65.3	58.1	68.7	55.0	63.6	65.2	76.2	28.6	33.3	83.9	61.7	0.0	-10.6
French		29.4	23.5	35.3	11.1	37.5	22.2	50.0	25.0		38.5	23.8		-11.8
Spanish		43.6	32.1	47.6	29.4	36.4	44.2	51.3	30.0		65.1	29.9		-15.5
Basics		40.6	27.9	50.0	18.4	43.5	48.4	52.1	18.7	7.7	79.7	36.4	0.0	-22.1
Ebacc		17.5	9.0	23.8	6.6	13.0	20.9	27.4	5.3	0.0	42.0	12.7	0.0	-14.8
Ebacc entry		50.0												

Year 10 strategies 2018/19:

Further evidence can be found on Blue Hills

Interventions	Proposed Action

## Year 11 Summary

### Final Exam Data: TBC Data Drop 1

9-4 data

	TG	ALL	PP	NON PP	PP BOYS	PP GIRLS	NON PP BOYS	NON PP GIRLS	SEN K	Sen EHCP	Ability Group	Ability Group	Ability Group	PP GAP
											H	M	L	
English	97.4	72.9	62.3	79.6	52.6	73.5	72.7	93.0	39.7	33.3	94.7	76.5	23.7	-17.3
Maths	91.6	66.3	52.8	74.9	49.1	57.1	69.1	86.0	39.7	33.3	98.7	66.0	10.5	-22.1
Science	96.5	63.5	47.3	74.1	42.0	53.7	68.9	83.7	41.9	25.0	100.0	66.0	16.2	-26.8
Biology	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	0.0
Chemistry	100.0	97.7	93.3	100.0	85.7	100.0	100.0	100.0	100.0	0.0	96.7	100.0	100.0	-6.7
Physics	100.0	95.3	86.7	100.0	85.7	87.5	100.0	100.0	100.0	0.0	96.7	91.7	100.0	-13.3
History	99.1	67.8	49.0	82.8	42.9	53.3	84.2	80.8	52.6	50.0	100.0	63.8	8.3	-33.8
Geography	100.0	80.9	81.3	80.8	78.3	88.9	75.9	91.7	78.9	0.0	93.2	74.6	33.3	0.5
French	100.0	71.7	73.3	71.0	83.3	66.7	66.7	80.0	60.0		87.5	54.5		2.3
Spanish	100.0	84.3	77.8	87.5	70.6	84.2	83.7	93.1	72.7		91.1	80.6	0.0	-9.7
Basics	91.6	61.2	48.1	69.5	40.4	57.1	62.7	82.5	30.9	22.2	94.7	59.5	7.9	-21.4
Ebacc	63.4	41.0	31.1	47.3	24.6	38.8	41.8	57.9	13.2	11.1	80.3	33.3	0.0	-16.2
Ebacc entry	63.4	55.7												

9-5 data

	TG	ALL	PP	NON PP	PP BOYS	PP GIRLS	NON PP BOYS	NON PP GIRLS	SEN K	Sen EHCP	Ability Group	Ability Group	Ability Group	PP GAP
											H	M	L	
English		55.7	44.3	62.9	35.1	55.1	54.5	78.9	23.5	0.0	85.5	56.9	0.0	-18.6
Maths		44.0	28.3	53.9	26.3	30.6	52.7	56.1	27.9	11.1	86.8	34.6	2.6	-25.6
Science		34.3	25.3	40.3	20.0	31.7	37.8	44.9	22.6	0.0	82.6	29.1	0.0	-15.0
Biology		90.7	93.3	89.3	85.7	100.0	95.0	75.0	100.0	0.0	96.7	83.3	0.0	4.0
Chemistry		88.4	86.7	89.3	85.7	87.5	95.0	75.0	83.3	0.0	93.3	83.3	0.0	-2.6
Physics		93.0	86.7	96.4	85.7	87.5	100.0	87.5	100.0	0.0	96.7	83.3	0.0	-9.7
History		45.2	27.5	59.4	19.0	33.3	60.5	57.7	21.1	0.0	78.1	39.1	0.0	-31.9
Geography		49.1	59.4	44.9	56.5	66.7	37.0	62.5	42.1	0.0	70.5	36.5	0.0	14.5
French		30.4	33.3	29.0	33.3	33.3	33.3	20.0	60.0	0.0	45.8	13.6	0.0	4.3
Spanish		38.9	47.2	34.7	23.5	68.4	30.2	41.4	27.3	0.0	55.6	27.4	0.0	12.5
Basics		36.6	26.4	43.1	22.8	30.6	39.1	50.9	17.6	0.0	77.6	26.8	0.0	-16.7
Ebacc		15.4	11.3	18.0	5.3	18.4	15.5	22.8	5.9	0.0	38.2	8.5	0.0	-6.7
Ebacc entry		55.7												

### Year 11 strategies 2018/19:

Further evidence can be found on Blue Hills

<b>Autumn</b> *A number of these strategies continue throughout the year	<b>Spring</b>	<b>Summer</b>
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Interventions	Proposed Action



## Section 5:

### Whole School information

2015/2016	Total No Pupils	295	289	283	278	272	<b>1417</b>
	Total No FSM	131	63	66	58	47	<b>365</b>
	Total No CLA	5	3	2	3	0	<b>13</b>
	Total No PP	142	127	117	126	104	<b>616</b>
	%PP	10.02%	8.96%	8.26%	8.89%	7.34%	<b>43.47%</b>
2016/2017	Total No Pupils	292	293	281	281	275	<b>1422</b>
	Total No FSM	62	62	55	58	55	<b>292</b>
	Total No CLA	5	4	3	4	4	<b>20</b>
	Total No PP	132	134	131	116	121	<b>634</b>
	%PP	9.28%	9.42%	9.21%	8.16%	8.51%	<b>44.59%</b>
2017/2018	Total No Pupils	287	284	289	280	280	<b>1420</b>
	Total No FSM	68	59	62	50	54	<b>293</b>
	Total No CLA	6	4	4	5	4	<b>23</b>
	Total No PP	131	129	133	125	118	<b>636</b>
	%PP	9.23%	9.08%	9.37%	8.80%	8.31%	<b>44.79%</b>
2018/2019	Total No Pupils	286	295	286	284	276	<b>1427</b>
	Total No FSM	75	68	61	63	49	<b>316</b>
	Total No CLA	7	8	6	4	5	<b>30</b>
	Total No PP	129	129	124	121	108	<b>611</b>
	%PP	45%	44%	43%	43%	39%	<b>43%</b>

## Closing the Gap:

% of pupils who have achieved 5 A* - C / Basics					
		disadvantaged	Other	Gap	Nat Gap
2014 / 2015	WHS	51	66	-15	-12
	National	36	63	-27	
2015 / 2016	WHS	40.2	63	-22.8	-22.8
	National	36	63	-27	
2016 / 2017*	WHS	45.8	71.4	-25.6	-25.2
	National	39	71	-32	
2017 / 2018*	WHS	52	65	-13	-19
	National	TBC	71		
2018 / 2019*	WHS				
	National				

\*New measures taken into account

### Progress 8 Scores for English and Maths

Progress 8 Scores for English and Maths					
		ALL	Disadvantaged	Other	Gap
2015 / 2016	Maths – 0.32		-0.74	-0.06	-0.68
	English + 0.20		-0.36	0.55	-0.91
2016 / 2017	Maths - 0.14		-0.43	-0.04	-0.39
	English - 0.01		-0.25	+0.17	-0.38
2017 / 2018	Maths		-0.17	-0.06	-0.11
	English		0.17	0.01	+0.16
2018 / 2019	Maths				
	English				

## Overall Progress 8

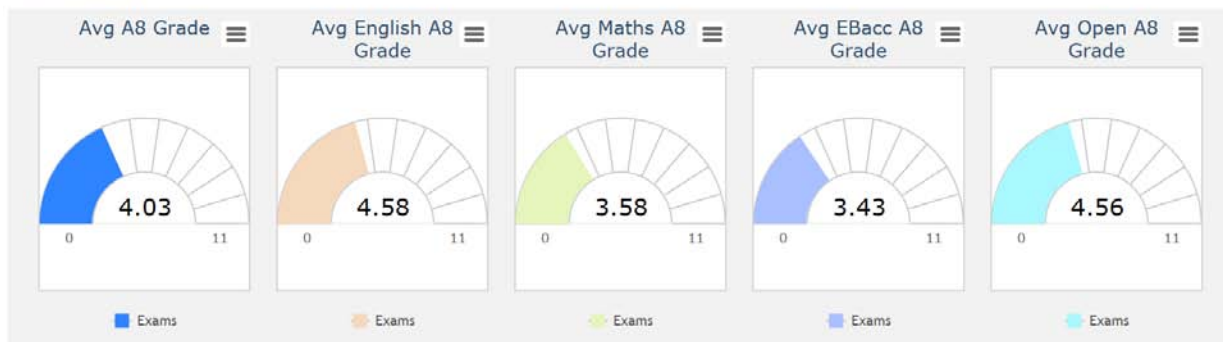
Overall Progress 8 Scores				
	ALL	Disadvantaged	Other	Gap
2015 / 2016	+ 0.04	-0.46	+0.36	<b>-0.82</b>
2016 / 2017	+ 0.04	-0.17	+0.23	<b>-0.40</b>
2017 / 2018	+ 0.03	+0.04	+0.02	<b>+0.02</b>
2018 / 2019				

### Progress 8/attainment 8 Ability Banding (disadvantaged)

	P8 2016	P8 2017	P8 2018 ALL	P8 2018 PP
<b>High</b>	0.06	-0.26	-0.2	-0.37
<b>Mid</b>	0.13	0.12	+0.61	+0.08
<b>Low</b>	-0.21	-0.03	+0.2	+0.07

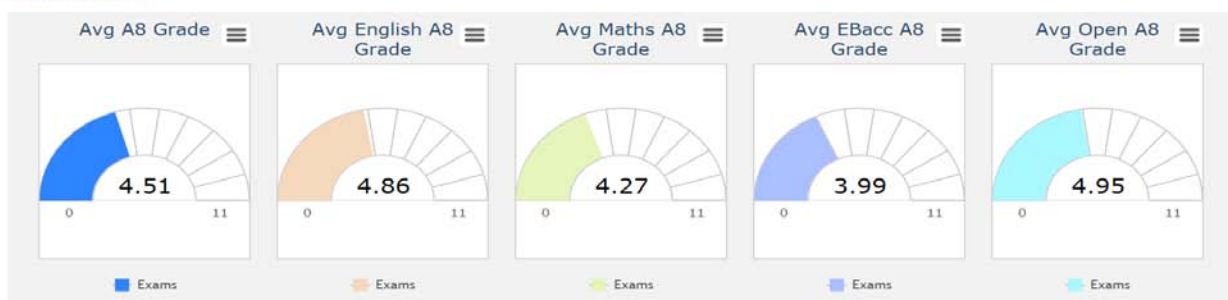
### Attainment 8 disadvantaged data 2017/2018

Attainment 8



### Attainment 8 non-PP data 2017/2018

Attainment 8



ternet

## Attendance Data

Historical attendance data Disadvantaged v other				
		Disadvantaged	Other	Gap
2015 / 2016	WHS	91.9	95.4	<b>-3.8</b>
	National	94.5		<b>-5.8</b>
2016 / 2017	WHS	93.4	96.4	<b>-3.0</b>
	National	93.5		<b>TBC</b>
2017 / 2018	WHS	92.9	95.9	<b>-3.7</b>
	National			
2018 / 2019	WHS			
	National			

## Exclusion Data

YEAR GROUP	2016-2017 NUMBER OF PUPILS EXCLUDED PP	2017-2018 NUMBER OF PUPILS EXCLUDED PP	CHANGE	2016-2017 PERCENTAGE OF PUPILS EXCLUDED PP	2017-2018 PERCENTAGE OF PUPILS EXCLUDED PP	CHANGE
7	2	2	+/-0	9.52	10.00	+0.48
8	5	2	-3	23.81	10.00	-13.81
9	14	4	-10	66.67	20.00	-46.67
10	6	13	+7	28.57	65.00	+36.43
11	4	3	-1	19.05	15.00	-4.05
	31	24	-7			