



Pupil Premium
Term Review

2017 / 2018

Autumn
Spring
Summer

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Contents

Section 1 :	Background Information	Page 3
Section 2 :	School Context	Page 4
Section 3 :	Areas of Spending / Plan and Priorities 2017/18	Page 4
Section 4 :	Progress of PP Students, Evaluation and action to be taken	Page 15
	<ul style="list-style-type: none">• Year 7• Year 8• Year 9• Year 10• Year 11	
Section 5 :	Whole School Information	Page 33
Section 6:	Attendance Analysis	Page 35

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 2017 to 2018

In the 2017 to 2018 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:

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

Schools also receive £1,900 (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 1417 students in Keys Stages 3 and 4

% of pupils known to be eligible for Free School Meals (FSM)*					
	2013/14	2014/15	2015/16	2016/17	2017/18
School	23.2	23.4	22.4	20.4	20.9
National	26.7	28.7	14.7	Not Published	Not Published

% of pupils known to be eligible as Pupil Premium (Ever6)					
	2013/14	2014/15	2015/16	2016/17	2017/18
School	45.0	44.2	43.4	44.4	44.7
National	28.2	29.7	29.3	Not Published	Not Published
Wirral	32.7	34.3	33.8	Not Published	Not Published

Pupil Premium Team 2017/18:

Ms Phillips, Mr Canham, Mr Stead, Mr Cartledge,
Miss Hurst, Miss Harland, Mrs Evans

Section 3: Areas of Spending

Please see our website for details.

Note:

Latest research carried out by **Sutton Trust** (July 2016) 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**
- 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 8 months**
- Holiday courses – **Potential gains of 2 months**
- Mastery Learning – **Potential gains of 5 months**
- Reading Strategies – **Potential gains of 5 months**
- Peer Tutoring – **Potential gains of 6 months**

Woodchurch High School
have embedded a strong
mentoring focus for
academic year 2017/18

<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit#>

Proposed spend of Pupil Premium - 2017/18

Remainder of funds available 2016/17 - £45.390

New funds available 2017/18 - £583.995

Total for 2017/18 - **£629.390**

Proposed spend for 2017/18 - **£581,100**

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. **Attainment:** To continue providing additional support for PP and CLA pupils and ensure every effort is made to close the attainment gap with a particular focus on year 11.
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:** To monitor the WHS BFL strategy and analyse this data for trends between disadvantaged and other pupils.
6. **Teaching & Learning:** To maintain and further develop the achievements from the previous academic year, ensuring all pupils have access to the best possible level of teaching and learning.
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.

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

Key Objectives 1-7

Attendance

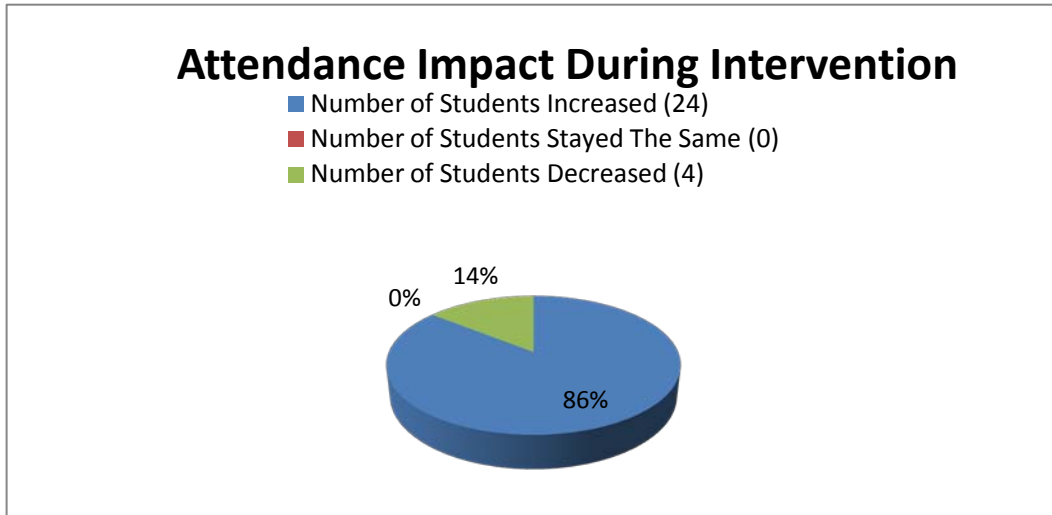
1. Key Objective: Attendance – To implement strategies addressing the attendance gap between PP / CLA and non PP pupils.										
Action 1a: To liaise with hard to reach families outside of school in collaboration with key staff.										
Rational: Targeting difficult to reach families and pupils with persistent attendance issues. This would provide families with essential support and guidance to ensure pupils achieve 96% and above attendance levels.										
Success Criteria:										
<ul style="list-style-type: none"> Improved attendance within the key groups of at risk pupils and within the pupil premium cohort as a whole Case studies reflecting successful interventions within the community 										
Dates	Person(s) responsible					Monitoring and Evaluation			Cost	
Sept 2017 onwards. Review - Dec 2017	MCA RST RPH EHU Pastoral Teams					<ul style="list-style-type: none"> Through Blue Hills and Simms Evaluations on improved attendance levels EHU tracking data 			£30,000	
Impact 2017/18										
GROUP	PUPIL PREMIUM		NON PUPIL PREMIUM		PP- Non PP GAP		SEND (E/K)		CLA	
	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018	2016-2017	2017-2018
WHOLE SCHOOL	93.13	93.25	96.41	96.37	3.28	3.12	93.63/ 80.90	93.30/100	96.10	95.22
GIRLS	92.65	92.43	95.22	96.05	2.57	3.62	90.75/ 72.57	90.49	94.62	92.59
BOYS	93.51	95.87	96.73	96.59	3.22	0.72	94.91/ 84.14	94.50/100	96.78	96.31

Action 1b: Employment of a home-school attendance officer to work with key 'at risk' pupils from years 7-11.										
Rational: 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.										
Success Criteria:										
<ul style="list-style-type: none"> Improved attendance within the key groups of at risk pupils and within the pupil premium cohort as a whole Case studies reflecting successful interventions within the community Positive parent / school relationships with key families 										
Dates	Person(s) responsible					Monitoring and Evaluation			Cost	
Sept 2017 onwards. Review – Each term	EHU MCA RST RPH					<ul style="list-style-type: none"> Through Blue Hills and Simms Evaluations on improved attendance levels 			£22,000	

Pastoral Teams	• EHU tracking data
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Impact 2017/18

During this academic year attendance intervention has been provided to support 28 students across all year groups. As of the final figures taken 12 July 2018 the impact has been as shown:



Action 1c: To provide our most at risk pupil premium students with a term time bus pass.

Rational: 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.

Success Criteria :

- An improved attendance record in key group of pupils
- Analysis of attendance, late and persistent absences data
- Reviewed each term
- Half termly meetings with pupils

Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Sept 2017 onwards Review: Each Term	RST MCA CEV EHU Pastoral Teams	<ul style="list-style-type: none"> • Regular focus groups • 1:1 meetings • Blue Hills evaluation 	£10,000

Impact 2017/18

42 pupils identified by pastoral staff

Overall start attendance data: 92.25%

Completion data: 71.05*

***Other individual factors exist and we believe that attendance data would be significantly lower without the bus passes in place.**

Parental Engagement

2. Key Objective: Parental engagement - To engage parents in their child's education and within the Woodchurch School community			
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.			
Rational: Evidence suggests parental involvement in a Childs education at any stage has a significant impact in progress and attainment.			
Success Criteria:			
<ul style="list-style-type: none"> • 60% of parents target audience attending the evening(s) • Positive parental feedback • School Comms to be further developed • 5 youth connect courses implemented • Family matters programmes ran throughout the year with targeted families 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Throughout the Academic year	JCA SBA ASM RST MCA	<ul style="list-style-type: none"> • Blue Hills • Parental questionnaire and voice • Evidence of School Comms usage • 	£50,000
<u>Impact 2017/18</u>			
Year 7 Curriculum Evenings had good figures for attendance for the three events and feedback was very positive.			
Year 7 Parent Academy held 5 sessions of Maths for home study with COS and bakery sessions held by Jayne Godfrey (TA) again very successful with 10 sets of PP parents attending consistently.			
School Comms has been introduced this academic year and text messages are now being used by office staff and EHU to communicate with parents. This method has received greater engagement from parents and discussions are ongoing about the wider use of the system to include PPL/APPL.			
Two successful youth connect 5 courses have now been delivered at Woodchurch High with 16 families completing the required 5 weekly sessions. Hub meetings have been taking place and the course is developing with several of our resources being shared and adopted as standard practice across the North West area (feedback from parents is available)			
Two family matters courses have been completed this academic year with positive feedback received from parents and students.			

Action 2b : Successfully obtaining the Family 1st Quality award

Rational: The Families First Quality Award (FFQA) is a national quality assurance process and quality improvement framework designed to help you provide gold standard information to families and keep families at the heart of your work. The Families First Quality Award recognises organisations that demonstrate excellence in providing information, advice and assistance to local families.

- Success Criteria:**
- Successful visits from the FFQA assessor
 - All 6 strands successfully evidenced
 - Online portfolio set up and used as a working document

Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Application process has started	LHU Pupil Premium Team RPH/ASM	<ul style="list-style-type: none"> • Portfolio of evidence • Successful accreditation 	£25,000

Impact 2017/18

This year we completed the Families First Quality Award a mark we will hold for the next 3 years. The portfolio is kept online to refer back to and a hard copy of all submitted evidence is kept with EHU.
Please see comments below;

“I am writing to congratulate you on Woodchurch High School completion of the Families First Quality Award.

You and all at the school can be very proud of your achievement, Sue had really positive things to say about your setting.”

Alexandra Landes
Policy and Membership Assistant

“It was clear that the Headteacher is very committed to effective work with families in order to enhance pupil welfare and achievement”.

“There is some excellent evidence - thanks again to you and your colleagues for all your work”.

Sue Lee
Assessor

Attainment

3. Key Objective: Attainment - To continue providing additional support for PP and CLA pupils and ensure every effort is made to diminish the difference.

Action 3a: Employment of additional staff to further reduce class sizes across the Key Stages in English and Maths.

Rational: Substantial evidence suggests that smaller class sizes can increase the levels of progress significantly within targeted pupils.

- Success Criteria:**
- Diminish the difference within English and Maths
 - A further reduction of the attainment gap for school leavers (8.8%)

Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Sep 2017 onwards Review: Each term	All English Staff All Maths Staff MCA Looked after Team (LAC)	<ul style="list-style-type: none"> Using data drops effectively Blue Hills Term Review Maths and English departmental trackers Maintain KS 4 class sizes between 17-19 pupils 	£200,000
<u>Impact 2017/18</u>			
PP / Other Gap: -16.8 Year 11 cohort pupil premium progress: 50.5% (PP pupils achieving 5 grades at 4-9 or better including English and Maths)			

Action 3b: Targeted interventions for pupils in English, Maths and Science			
Rational: 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.			
Success Criteria:			
<ul style="list-style-type: none"> Diminishing the difference between disadvantaged pupils and other 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Oct 2017 onwards Review: Every term	MCA SBA/KGR SHA RWH RST	<ul style="list-style-type: none"> Blue Hills English, Maths and Science departmental trackers Pastoral team tracking and interventions 	£20,000
<u>Impact 2017/18</u>			
PP / Other Gap: -16.8 Year 11 cohort pupil premium progress: 50.5% (PP pupils achieving 5 grades at 4-9 or better including English and Maths)			

Action 3c: The Reader in Residence initiative			
Rational: 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.			
Success Criteria:			
<ul style="list-style-type: none"> An increase in reading level scores Developing a positive relationship with literacy (pupil voice) 100% attendance 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost

Oct 2017 for 35 weeks. Review: Each term	The Reader MCA SBA	<ul style="list-style-type: none"> • Readers' log books (PV) • Blue Hills • Project worker notes • Baseline data – end of course data 	£13,000
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Impact 2017/18

In previous years we have targeted low ability reading PP students to attend The Reader intervention. This year, however, we decided to also target the high ability reading PP students to enhance reading with our high ability students to maintain high expectations of reading. Most students targeted within this reading intervention have shown resilience and perseverance in reading comprehension and reading strategies. Students have developed a love of reading and learning together in mini groups to support accessibility of reading material within lessons. The attendance from pupils was positive and the feedback from pupils showed that they had enjoyed reading different texts, especially when texts gave opportunities to discuss topics and relevant issues. 66 students took part for 12-14 sessions. 70% of the students involved in the intervention improved their reading age. Out of this, 30% of students improved their reading age by 1+ years and 31% of students by 2 years or more.

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.

Rational: 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.

Success Criteria :

- Positive feedback from pupils and staff
- ILP's evident in compulsory teacher pupil profiles
- Being used every lesson and evidence produced during observations

Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Oct 2017 onwards Review: Dec 2017	JCA MCA RST Pastoral Leaders	<ul style="list-style-type: none"> • Individual pupil data analysis every term • 1:1 interviews • Focus groups • Blue Hills 	£2,000

Impact 2017/18

- ILPs used with some success in teaching files for staff involved with Y11
- ILP feedback sheets modified by RPH and JCA to be more 'home study and aspirational' based evidence
- ILPs already up and running for Y10 cohort and being used in meetings with RPH and JCA in Summer Term 2
- ILPs for Y10 sent out to all staff who teach the Top 20 cohort for next year via the PP Reps meeting on 11/7/18

Action 3e: Identify pupils, organise and support the implementation of the Catch-up Fund

Rational: This intervention is provided for pupils with the lowest reading ages. Often, these pupils are Pupil Premium.

Success Criteria :			
<ul style="list-style-type: none"> • Pixel Code • Catch Up Literacy • The Reader 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
w/c 10 th October 2017 – July 2018	English staff Maths staff Trained Catch up staff	<ul style="list-style-type: none"> • Blue Hills • Excel tracking document • Meetings with delivery staff • Website reporting 	£37,000 Sep funding
<u>Impact 2017/18</u>			
91 pupils out of 294 pupils have been targeted within these interventions, which is 31% of the year group. 71% of pupils involved in these interventions made significant progress and this, therefore, has had an impact on accessibility within lessons, supporting our less able readers.			

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.			
Rational: 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.			
Success Criteria :			
<ul style="list-style-type: none"> • Improvement in numeracy or literacy age recorded by mid-point review (March) and further progress by July 2018. • Improved confidence with Maths and English (pupil voice). • Expected progress made in English and Maths. 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
w/c 10 th October 2017 – July 2018	SBA/RJO	<ul style="list-style-type: none"> • Blue Hills • Excel tracking document • Meetings with delivery staff 	£5,000
<u>Impact 2017/18</u>			
The students targeted within this group arrived at Woodchurch with underachieving CAT scores and severe reading and writing difficulties. The students involved in this intervention remained throughout the year. Students focused on phonics and reading exercises as well as building confidence through one to one sessions. Students built a good rapport with their reading leaders and continued to focus on misconceptions and reading strategies to build confidence and understanding of words, spellings and texts. The students highlighted that they felt this extra reading opportunity gave them more confidence when going back into mainstream lessons and 5 out of the 12 students said that they felt more inclined to participate in reading aloud. 12 Students took part and continued for the year. 83% of students			

improved their reading age and 3 of these students improved their reading ages by 1+ years.

Action 3g: Maths in Context			
Rational: 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.			
Success Criteria :			
<ul style="list-style-type: none"> • Successful implementation of the programme to year 10 • Clear impact using financial capability testing • Improvement in year 10 maths exams 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Application- 2016/2017 Implementation- 2017/2018	BCA Maths department Pupil Premium Team	<ul style="list-style-type: none"> • Successful application of the MIC resources • Blue Hills • Pupil Voice • Staff Voice • End of assessment data 	£300
<u>Impact 2017/18</u>			
80 year 10 pupils involved in this national programme and pre-testing has been completed as well as the lesson deliveries. Analysis of these results are assessed externally, however the pupil voice from the all the pupils involved seemed very encouraging:			
<ul style="list-style-type: none"> • 91% of pupils felt that these lessons would help them in their GCSE exams. • How did you helpful did you find the Maths in Context lessons? (mean score of 7.1/10) • How good do you now think you are at Financial Maths? (mean score of 7/10) • How fun and engaging did you find the Maths in Context lessons? (mean score of 7/10) 			

Action 3h: Disadvantaged Top 20 pupils in Year 10 and 11 focus			
Rational: 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.			
Success Criteria :			
<ul style="list-style-type: none"> • Progress of Top 20 pupils 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Focus pupils targeted in year 9 and	JCA Pupil Premium Team	<ul style="list-style-type: none"> • Top 20 data • Blue Hills 	£1,500

groups will not change.			
<u>Impact 2017/18</u>			
<ul style="list-style-type: none"> See Sisra data breakdown 			

Enrichment / Pupil Wellbeing

4. Key Objective: Enrichment - Developing a growth mind set within Disadvantaged pupils and encouraging these pupils to contribute to the wider school life.			
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.			
Rational: 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:			
<ul style="list-style-type: none"> 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 2017	MCA RST Pastoral staff	<ul style="list-style-type: none"> Assembly rota for pastoral staff 2 CPD sessions and staff feedback 	£10,000
<u>Impact 2016/17</u>			
PP / Other Gap: -16.8			
Year 11 cohort pupil premium progress: 50.5% (PP pupils achieving 5 grades at 4-9 or better including English and Maths)			

Action 4b: To raise pupil aspirations through visits to universities and higher education establishments			
Rational: 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:			
<ul style="list-style-type: none"> 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 2017 onwards	JCA Pupil Premium Team JMU, LJM U, Chester University	<ul style="list-style-type: none"> • Pupil voice analysis • Blue Hills • Numbers of pupils attending 	£1,000
Impact 2017/18			
<ul style="list-style-type: none"> • University Visits / Talks in school, 30 x high achieving pupils in Year 9, 10 and 11 (90 in total) involved in the Dream, Plan, Achieve programme run by LJM U Futures First (2 x 1 hour sessions in school led by Karen then 1 x full day at LJM U) • Year 9 in school sessions 12/1/18, 18/1/18. Full day in LJM U 9/3/18 (moved due to bereavement – date to follow). All PP pupils. • Year 10 in school sessions 29/3/18, 18/4/18. Full day in LJM U 10/5/18. All PP pupils. • Year 11 in school sessions 6/12/17. Full day in LJM U 19/12/17. All PP pupils. • 30 x Year 10 high achieving pupils involved in Junior University programme (3 x 1 hour sessions in school led by student advocates then 1 x full day at LJM U) • Year 10 in school sessions 6/10/17, 13/10/17 (3 hours). Full day in LJM U 18/10/17. All high achieving PP pupils • 20 x Year 9 pupils attended a Languages Day at LJM U, 14/2/18 – Aspirational visit – 11 PP pupils involved. • Three CLA pupils attended LJM U National Care Leavers Week Event on 3/11/17 – contact Kevin Hornblower, 3/11/17 – 3 Year 10 LAC pupils involved. • Saturday College revision workshops (6) run by Liverpool University Advocates– contact Kevin Hornblower. • Extra learning programme run by Liverpool University Advocates after school with 30 Year 11 pupils (RST) • Aspirational University assemblies organised for Year 7 and 8 pupils – contact Karen Forman. • 83 x Year 10 pupils visited the Apprenticeship Hub Convention at the Liverpool Exhibition Centre on 18th June 2018 • 30 x PP High achievers from Y10 attended a one day university taster day at Hope University on 4th June 2018 • 25 x Year 10 ICT pupils from Y10 attended a one day university taster day at Chester University on 4th June 2018 			

Action 4c: Active 8 Summer and Easter			
Rational: During holiday periods, 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.			
Success Criteria:			
<ul style="list-style-type: none"> • 50% of invited pupils attending both the summer and Easter Active 8. • Outstanding feedback from pupils and parents • High levels of engagement 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost

Planning Sept 2017 onwards. Easter (3 days) and Summer (3 days) Holiday	Pupil Premium Team and invited staff.	<ul style="list-style-type: none"> • Through Blue Hills and Simms • Pupil and Parent Voice • Analysis of pupil's data that attended against proportion of pupils that did not attend. 	£25,000
<u>Impact 2017/18</u>			
<p>Stemkids employed to work with Year 7 PP pupils on Stem activities on Saturday mornings (20 - 32 pupils) 6 x 90 minute sessions. 6 x 1.5 hour sessions on. Excellent feedback and engagement from Year 7 PP pupils and parents</p> <ul style="list-style-type: none"> • 78 year 7 PP pupils attended the Easter programme with outstanding pupil voice results • 89 year 6 PP pupils attended the summer programme with outstanding engagement from both pupils and parents. Feedback sheets are available 			

Action 4d: English department Year 11 Residential			
Rational: To provide an intensive revision weekend for 23 pupils whose predicted grade data is below target			
Success Criteria :			
<ul style="list-style-type: none"> • Pupils demonstrate more confidence with examination technique, improved predicted grades from further data drops, improved BFL grades and their final results in summer 2017 examinations are at or above grade 4. 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
28th April 2018	SBA	Monitoring of BFL, current and predicted grade data. Analysis of Summer 2017 results. 78% of the cohort achieved grade 9-4. 35% of pupils achieved 9-5.	£3,300
<u>Impact 2017/18</u>			
<p>20 pupils attended Glan-Llan Activity centre in April 2018. The group was targeted based on Aut 2 predicted data and our most vulnerable students who were at the 3+/4- grade boundary. Pupils completed tasks related to all topics of the Literature and Language papers. Particular attention was drawn to Anthology poetry and non-fiction writing tasks as these were the main areas where students developed misconceptions and a high percentage of marks were collated in these areas on both exams. Out of the 20 students who attended the residential 70% of students were working towards their target grade by Spr 2 data entry and 5% had achieved their target. The progress that was made within the two days was evident in the work they produced and the one to one sessions that students took part in with staff who had marked their work. Here, staff gave detailed feedback on areas that were positive as well as areas for further development. Further data will be used to monitor the impact when year 11 results are shared.</p>			

Action 4e: WHS mental Health Agenda			
Rational: 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.			
Success Criteria:			
<ul style="list-style-type: none"> • Learning mentors: 41 cases, based on 6 week rotations • HSIS (5 cases) • Successful well-being week • WHS well-being 'waves of support' 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
All year	JSC GBA LRU Victoria Snyman ASM PP team	<ul style="list-style-type: none"> • Entry and exit evaluations • Blue Hills 	£50,000
<u>Impact 2017/18</u>			
Providing this key support for specific pupils in all year groups has allowed Woodchurch High School to address the ever increasing concern of mental health and it has particularly supported a number of year 11 pupils coping with the increase in examinations. See Blue Hills for individual case reviews.			

Action 4f: Year 7 Support and guidance mentoring programme			
Rational: 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.			
Success Criteria :			
<ul style="list-style-type: none"> • Every year 7 pupil to be supported by an allocated mentor • Year 7 PP pupils feel supported and valued • Year 7 extended transition for PP pupils 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
October 2017 Review: February 2018	RST Mentors	<ul style="list-style-type: none"> • Blue Hills • Pupil Voice 	£5,000
<u>Impact 2017/18</u>			
93% of all pupil premium pupils in year 7 received access to an allocated mentor. Levels of progress in English, Maths and Science for this group of pupils indicates that they have made a positive transition into secondary education.			

	<u>On or Above all</u>	<u>On or Above PP</u>	<u>On or Above Non PP</u>	<u>In School Gap</u>
Page Intro				Library
<u>English</u>	71%	70%	71%	-1%



Action 4g: Premium Mentoring			
<p>Rational: 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. 3 appointed mentors each have 4 pupils each, who have been identified as being vulnerable and in need of additional support.</p>			
<p>Success Criteria:</p> <ul style="list-style-type: none"> • Engagement from all 12 pupils • Successful implementation of the log books • Progress 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
October 2017 Reviews: Each term	RST PP mentors	<ul style="list-style-type: none"> • Academic data • Blue Hills • Engagement with families 	£3,000
<p><u>Impact 2017/18</u></p> <p>16 pupils involved in this intensive mentoring programme.</p> <p style="margin-left: 40px;">% of pupils making expected progress – 75%</p> <p style="margin-left: 40px;">% of pupils working above – 13.3%</p> <p style="margin-left: 40px;">% of pupils working below – 13.3%</p> <p>*2 pupils disengaged from the programme, see Blue hills for further personalised impact</p>			

Behaviour for Learning

<p>5. Key Objective: Behaviour for learning - To monitor the WHS BFL strategy and analyse this data for trends between PP/CLA and non PP</p>
<p>Action: 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.</p>
<p>Rational: 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.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • BFL data analysed and pupil groups identified

<ul style="list-style-type: none"> Structured and targeted interventions put in place Improvement in BFL levels each term 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
October 2017 data drop and then each drop after. Review: Dec 2017	MCA RST Pastoral staff	<ul style="list-style-type: none"> Blue Hills BFL data 	£20,000
Impact 2017/18			
	Year group	BFL Gap 2016/17	BFL Gap 2017/2018
	7	-0.08	-0.11 (1.89 AV)
	8	-0.14	- 0.08 (1.90 AV)
	9	-0.11	-0.16 (1.87 AV)
	10	-0.05	-0.04 (1.85 AV)
	11	-0.07	-0.04 (1.71 AV)

Teaching & Learning

<p>6. Key Objective: Teaching & Learning - To maintain and further develop the achievements from last academic year within pupil premium groups</p>
<p>Action: All staff to have pupil information documents highlighting groups and current information and ILP'S. Pupil premium strategies being the focus on departmental inspections. Staff to plan for Growth Mind Set as part of Longer Term Planning and development of Successful Learning Strategies.</p> <p>For Staff to adhere to Quality First Teaching and apply as a non-negotiable approach.</p> <p>Teachers to Use agreed Pixl Strategies for KS4 pupils.</p>
<p>Rational:</p> <p>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.</p> <p>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).</p> <p>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.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> Teacher files that contain pupil groups, data, interventions, lesson plans, lesson resources, and pupil photographs

<ul style="list-style-type: none"> • 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 2017 onwards Review: Dec 2017	MCA RST ABO KGR All staff	<ul style="list-style-type: none"> • SLT observation timetable • Faculty Reviews 	£20,000
<u>Impact 2017/18</u>			
<u>Spring</u>			
<ul style="list-style-type: none"> • Appraisal policy reviewed, shared with union reps. and submitted to Govs. in line with new QA model and ELPs • First round of observations (term 1 and appraisal) completed and second term underway • Overview of Term 1 observations shared with all WHS staff • Reviewed ELPs to reflect developments – sent to staff with accompanying crib sheet defining exemplary practice, all shared with staff • Established Working Party who are supporting us to shape policy and practice across the school • Additional TLC on PLCs – now shaped and defined as three separate models. PLC Guide drafted and sent to staff • PLC guide finalised with working examples for issue w/c 12.3.18 • 2x successful JCC meetings sharing practice and policy • Subject Reviews conducted by Jim Gordon, focussing on curriculum plannin • Lesson planning model written for English: TEEP reviewed and redefined for rolling out across the whole school as The WHS Lesson 			
<u>Summer</u>			
<ul style="list-style-type: none"> • Analysis of T&L data and the impact of changes for presentation on Staff Development Day • Appraisal policy fully reviewed for 2018-19 to move forward with ELPs and make clear lines of accountability, support and requirements to improve. This has been shared with union reps. and is to be submitted to Govs. and presented at the JCC <p>To ensure through the school's Essential Learning Principles, that there is effective use of teaching and learning strategies and appropriate monitoring processes across all classes. There is evidence that any CFCs from lesson observations or book scrutiny have been addressed.</p> <ul style="list-style-type: none"> • Final and third round of joint SLT observations are underway. • Overview of Term 2 observations shared with all WHS staff • ELPs reviewed for a final time to reflect developments and increase standards – sent to staff with accompanying crib sheet defining exemplary practice • Working Party consulted to support with shaping policy and practice across the school • Final PLC Guide drafted and sent to staff with exemplars, containing 3 versions • 2x successful JCC meetings sharing practice and policy and one planned for 22.6.18 • Calendar drafted for 2018-19 to include key T&L points for reflection on learning, including strategies, pupil voice and assessment feedback (all to inform planning) • Woodchurch High School lesson plan defined and being monitored across the whole school • Literacy policy redrafted and new look practical Literacy books planned for 2018-19 in consultation with Curriculum Areas 			

- Marking reviewed and agreed a clear, trimmed and consistent approach across the school. Policy updated
- Book scrutiny process reviewed for rigour and accountability of CALs: pilot planned for 4.7.18 to inform Staff Development Day
- T&L Survey launched to obtain feedback and perceptions of staff – to inform review and planning
- Staff Development Day planning underway to review and re-launch strategy for 2018-19 with the following agenda:
 1. Review of the year
 2. The WHS lesson
 3. Marking policy
 4. Homework policy
 5. Literacy books
 6. BfL re-launch
 7. Planning in Curriculum Areas

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.			
Rational: 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, impact.			
Success Criteria:			
<ul style="list-style-type: none"> • All staff trained in the use of Blue Hills and regularly reminded during staff meetings • All interventions recorded • Department representatives fully trained • Blue Hills used for impact measures on all interventions • Funding accounted • All staff using Blue Hills to report on impact made 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
September 2017 Review: Each term with SRO, JMA and CEV	CEV SRO AKI RST SBA	<ul style="list-style-type: none"> • CEV / SRO to ensure this system is effectively monitored • Ensure all PP bids are accounted for • Ensure all interventions are evaluated effectively. • Report to be produced at the end of each academic term. 	£15,000
<u>Impact 2017/2018</u>			

Year group	Cognition and Learning	Social, Emotional and Mental Health	Communication and Interaction	Sensory and/or Physical	Other	Total	Total %
7	44	23	16	9	4	100	20.3 %
8	44	18	18	9	3	95	19.3 %
9	34	16	19	1	2	73	14.8 %
10	71	10	19	4	5	115	23.4 %
11	67	15	14	7	4	109	22.2 %
School totals:	260	82	86	30	18	492	100.0 %
% of total roll:	18.2 %	5.7 %	6.0 %	2.1 %	1.3 %	34.5 %	

Action 8: Pupil Premium +			
<p>Rational: 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.</p>			
<p>Success Criteria :</p> <ul style="list-style-type: none"> • 100% completion of PEPs and data supplied to Local Authorities to ensure all funding is received • Additional funding applied for where necessary • 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 • Monitoring of progress shows closing of gap between actual and targeted progress for all CLA pupils • All interventions recorded and tracked through bluehills. • Positive feedback from carers and social care. 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
All year	HMA PP team	<ul style="list-style-type: none"> • Blue Hills • LAC tracking system 	£43,700 Sep funding
<u>Impact 2017/18</u>			
<ol style="list-style-type: none"> 1. All PEPs are completed in line with specific Local Authority and funding for all CLA pupils received. PJO to highlight the return of Wirral based CLA pupils to school to support with the implementation of the objectives and targets. 2. Bidding system used when and where necessary to support pupil's academic progress as well as improving an understanding of the wider world. 3. Pupil progress should be monitored closely by all members of the PP team and specific interventions and money used should reflect the need of each individual CLA pupil. Many interventions have taken place over the last academic year. 4. The use of Bluehills to track interventions and their impact needs to be more rigorous. 5. Feedback from carers, Social Workers, Independent Reviewing Officers and the Local Authorities all seem to be positive with how the school supports CLA pupils. 			

Further strategies 2017/18*

<p>In addition to the above strategies, the following successful programmes will also continue:</p> <ul style="list-style-type: none"> • Staff bidding system: £50,000 • Saturday School / Active 8+: PP bid • PP subject Representatives: PP bid • Year 8 Breakthrough scheme: PP bid • Literacy & Numeracy age testing: PP bid 	<u>Total proposed spend 2017/2018</u>	
	Total for Action 1	62,000
	Total for Action 2	75,000
	Total for Action 3	241,800
	Total for Action 4	97,300
	Total for Action 5	20,000
	Total for Action 6	20,000
	Total for Action 7	15,000
	Additional Strategies	£50,000
	Estimated + On costs / Resources	<u>£581,100</u>
<p>*Actual costs will be recorded and reviewed at the end of each term. This estimated budget is correct at the time of publication.</p>		

*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 2****English****Maths****Science**

	<u>On or Above all</u>	<u>On or Above PP</u>	<u>On or Above Non PP</u>	<u>In School Gap</u>
<u>English</u>	71%	70%	71%	-1%
<u>Maths</u>	49%	46%	55%	-9%
<u>Science</u>	62%	52%	70%	-18%

Year 7 Strategies 2017/18:**Further evidence can be found on Blue Hills.**

Interventions	Proposed Action
1.Reader in Residence 2. Catch Up Literacy 3.Sparks 4.Active 8 Saturday School 5.PP Reps Meetings 6.Teacher – Pupil Files 7. Subject Ambassadors 8.Curriculum evenings for year 7 9.Premium parents evening 10.Parents Academy 11. BFL Champions peer mentoring (Pastoral) 12. BFL intervention Cards (Pastoral) 13. Attendance challenge (Pastoral) 14. Y10 peer mentors (Pastoral) 15. Pupil Premium Mentoring (Pastoral) 16. HSLO 17. Homework (Pastoral) 18. Return to School interview (Pastoral)	1) New group identified- Update on Blue Hills Evaluation sheets to be collected and NGRT tests to be completed by previous group. 2) Blue Hills update. Meeting with delivering staff to reflect on progress of pupils at the end of Spr1. Booklets to be monitored. 3) Blue Hills update, meeting with Carol to plan ways forward and reflect on impact so far. 4) Ideas centered around engagement and external experiences. Ideas to ensure intervention is measurable. 5) SCA and RAT to attend next PP meeting for English to share good practice. 6) As per whole school policy. 7) All subject areas to nominate 10 subject ambassadors with 60%+ pupil premium. 8) Excellent attendance and positive feedback 9) Excellent attendance and positive feedback 10)2 parent academies have been completed with the 3 rd organised for 12 th March 2018. 11) Top ten Yr7 pupils working with top ten pupils within Year 8 to maintain and raise BFL further. Also work on how to be effective within lessons and support pupils within classroom. 12) Pupils with BFL concerns in 3 or more areas have been placed on a BFL intervention card. They will be working with Mr Jones trainee PPL to raise attainment and

	<p>improve BFL within lessons</p> <p>13) a selection of pupils in Silver and Bronze attendance banding have been set a challenge to raise their banding to either Silver (if bronze currently) and Gold (if silver currently)</p> <p>14) Peer mentoring where Year 10 pupils will work with Year 7 pupils who are on BFL intervention card program. They will sit 1:1 and look at areas for improvement and share their experiences of raising and maintaining a positive BFL.</p> <p>15) Pupil premium pupils in Year 7 are mentored by staff that have offered there time up to try and support with any areas within school. They use a Yellow report card to track any areas that may need intervention.</p> <p>16) 5 pupils selected for attendance mentoring with HSLO Mr King. Intervention is to support with improved attendance.</p> <p>17) This is an intervention for pupils that have had 3 or more causes for concerns within homework identified by teaching staff. Pupils are placed on Homework report and will attend homework club until improvement is evident.</p> <p>18) For pupils that have attendance and we are concerned for. Will meet APPL on the day of return after any absence. Aim is to reduce the amount of odd days absences and improve attendance percentage.</p>
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Year 8 Summary – Data Drop 2

English
Maths
Science

	<u>On or Above all</u>	<u>On or Above PP</u>	<u>On or Above Non PP</u>	<u>In School Gap</u>
<u>English</u>	71%	70%	71%	-1%
<u>Maths</u>	44%	35%	53%	-8%
<u>Science</u>	67%	67%	67%	0%

Year 8 strategies 2017/18:

Further evidence can be found on Blue Hills.

Interventions	Proposed Action
1.Reader in Residence 2. Catch Up Literacy 3.PP Reps Meetings 4.Teacher – Pupil Files 5.Subject Ambassadors 6.PP reps meetings 7.Boys Breakthrough Programme 8.Y8/Y10 BFL mentoring (pastoral) 9.English BFL 3 (pastoral) 10.Homework club (pastoral) 11.Attendance superstars (pastoral)	1) New group identified- Update on Blue Hills Evaluation sheets to be collected and NGRT tests to be completed by previous group. 2) Blue Hills update. Meeting with delivering staff to reflect on progress of pupils at the end of Spr1. Booklets to be monitored. 3) SCA and RAT to attend next PP meeting for English to share good practice. 4) As per whole school policy. 5) All subject areas to nominate 10 subject ambassadors with 60%+ pupil premium. 6) All subject representatives to meet each half term and share good practices within PP delivery. 7)20 pupils selected to participate in a raising aspirations programme throughout the year. 8) To link up Year 10 ambassadors with struggling pupils, thus providing a meaningful mentoring programme. 9) Pupils who have 3 BFL for English are being monitored using the reporting system. 10) Pupils on poor homework levels 11) Card and reward based programme to monitor attendance with specific PP pupils.

Year 9 Summary

Further evidence can be found on Blue Hills

Data Drop 3 (SSUM 1)

9-4/9-5																													
	TG		PP				NON PP		PP BOYS		PP GIRLS		NON PP BOYS		NON PP GIRLS		SEN K		Sen EHCP		Ability Group H		Ability Group M		Ability Group L		PP GAP		
English	88.5	75.0	74.7	57.6	64.6	45.4	82.9	67.7	57.0	32.9	76.5	64.7	80.9	65.2	85.5	71.0	47.2	22.2	7.1	7.1	96.7	86.7	76.5	53.0	13.2	5.3	-18.3	-22.3	
Maths	81.9	66.7	72.9	42.4	64.6	36.2	79.7	47.5	58.2	29.1	74.5	47.1	76.4	47.2	84.1	47.8	48.6	22.2	21.4	14.3	96.7	85.6	73.2	29.5	15.8	0.0	-15.1	-11.3	
Science Core & Additional	89.3	72.1	81.6	50.5	72.0	37.6	89.5	61.2	68.4	36.8	77.6	38.8	89.5	61.6	89.4	60.6	55.9	23.5	21.4	7.1	98.8	83.5	89.0	44.1	10.8	0.0	-17.5	-23.6	
History	99.2	77.5	78.9	42.1	68.3	31.7	87.7	50.7	53.3	36.7	83.3	26.7	80.6	54.8	92.9	47.6	47.8	26.1	50.0	0.0	92.9	69.0	74.1	33.3	66.7	0.0	-19.4	-19.0	
Geography	99.0	90.6	88.9	66.7	91.2	52.9	87.7	73.8	90.9	45.5	91.7	66.7	84.4	71.1	95.0	80.0	78.6	28.6	33.3	33.3	100.0	90.7	87.0	52.2	0.0	0.0	3.5	-20.9	
French	100.0	97.1	80.0	37.1	75.0	30.0	86.7	46.7	60.0	20.0	90.0	40.0	77.8	33.3	100.0	66.7	0.0	0.0			86.7	46.7	78.9	31.6			-11.7	-16.7	
Spanish	100.0	94.6	71.2	37.8	58.1	29.0	76.3	41.3	50.0	25.0	66.7	33.3	75.6	40.0	77.1	42.9	44.4	22.2			70.7	50.0	73.5	22.4			-18.2	-12.3	
Basics	81.3	64.2	66.3	36.8	57.7	30.0	73.4	42.4	49.4	19.0	70.6	47.1	70.8	42.7	76.8	42.0	38.9	16.7	7.1	7.1	95.6	76.7	63.8	24.2	7.9	0.0	-15.7	-12.4	
Ebacc		50.3		31.6		20.8		40.5		13.9		31.4		37.1		44.9		2.8		0.0		53.3		27.5		0.0		-19.7	
Ebacc entry		50.7		48.3																									

Year 9 strategies 2017/18:

Further evidence can be found on Blue Hills

Interventions	Proposed Action
<ol style="list-style-type: none"> 1. Term Intervention days 2. 1:1 support in English and Maths 3. Smaller Class sizes in English and Maths 4. Funds available to support pupils on trips and enrichment activities 5. Subject Ambassadors 6. Teacher pupil files 7. Free Bus passes 8. Heads progress interviews 9. Attendance intervention for 17 KS4 students 10. AQA Unlocking Potential Programme 11. FFQA 12. PP reps Meeting 13. LJM Dream, plan, Aspire programme 14. Languages Day 15. Top 20 16. ILP's 17. Attendance intervention (Pastoral) 18. Raising the game (Pastoral) 19. High Flyers (Pastoral) 20. BFL Champions (Pastoral) 	<ol style="list-style-type: none"> 1) Maths and English Subject areas to implement 1 intervention day per half term. Pupils off timetable to develop key Numeracy and literacy skills. 2) As per PP priority 3) As per PP priority 4) PP fund bidding system to be available at the start of the academic year. 5) All subject areas to nominate 10 subject ambassadors with 60%+ pupil premium. 6) As per whole school policy. 7) 8 pupils have been given a free bus pass to counter their poor attendance levels and reviewed each term. 8) 6 PP pupils selected to be interviewed by the head and action plans put in place. 9) Support throughout the term 1:1 and with the families to improve attendance. 10) Mentoring secured for 2 students in year 10 for this academic year. 11) This has now been achieved and awarded to school. 12) SCA and RAT to attend next PP meeting for English to share good practice. 13) University visit planned for 9th March 2018 14) 20 pupils attended a languages MFL taster day on 14 February 2018. 15) Top 20 underperforming PP pupils identified in preparation for intensive tracking and support 16) Individual learning plans set up with the Top 20 PP

	<p>pupils outlined above.</p> <p>17) Every Friday for Silver and Bronze PP pupils.</p> <p>18) Positive intervention with progress booklet, tracking BFL and homework. Weekly meetings with SWA and MWI and planned topics for discussion. Prizes at Easter for top 5.</p> <p>19) Positive intervention for top 18 girls (for targets) to help them with potential anxiety issues – especially because of the high expectations of them. Weekly meetings with MWI with planned topics and inspirational videos. Lots of discussion</p> <p>20) High BFL scoring pupils supporting low BFL pupils and tracking their progress</p>
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Key Stage 4:

Year 10

Further evidence can be found on Blue Hills

Year 10 Summary

Data Drop 3 (SUM 1)

9-4/9-5																												
	TG		ALL		PP		NON PP		PP BOYS		PP GIRLS		NON PP BOYS		NON PP GIRLS		SEN K		Sen EHCP		Ability Group H		Ability Group M		Ability Group L		PP GAP	
	English	96.4	89.8	74.1	57.3	64.7	50.4	81.3	62.6	53.8	35.4	77.8	68.5	77.7	59.2	88.5	69.2	40.3	23.9	20.0	0.0	94.4	87.6	74.7	51.4	17.6	5.9	-16.6
Maths	89.8	77.7	69.7	50.4	58.8	39.5	78.1	58.7	53.8	36.9	64.8	42.6	77.7	61.2	78.8	53.8	41.8	28.4	50.0	30.0	97.8	91.0	67.1	37.0	8.8	0.0	-19.3	-19.2
Science Core & Additional	97.0	83.0	68.0	44.0	54.9	38.1	77.8	48.4	49.2	34.4	61.5	42.3	76.5	48.0	80.4	49.0	45.3	26.6	22.2	11.1	93.2	84.1	66.7	30.5	9.4	0.0	-22.9	-10.3
History	99.1	89.3	71.1	50.9	60.0	38.2	81.4	62.7	52.2	26.1	65.6	46.9	83.3	63.9	78.3	60.9	52.6	26.3	50.0	25.0	95.0	75.0	65.6	44.3	11.1	0.0	-21.4	-24.5
Geography	100.0	98.2	82.9	51.4	82.1	51.3	83.3	51.4	81.5	37.0	83.3	83.3	80.4	49.0	90.5	57.1	73.7	52.6	0.0	0.0	91.8	73.5	76.3	33.9	50.0	0.0	-1.2	-0.1
French	100.0	100.0	59.3	33.3	51.9	29.6	66.7	37.0	50.0	21.4	53.8	38.5	60.0	35.0	85.7	42.9	37.5	37.5	0.0	0.0	71.4	46.4	46.2	19.2			-14.8	-7.4
Spanish	100.0	99.2	75.7	32.2	72.7	36.4	77.5	29.6	60.0	15.0	83.3	54.2	77.8	28.9	76.9	30.8	66.7	25.0	100.0	0.0	87.7	50.9	64.9	14.0	0.0	0.0	-4.8	6.8
Basics	89.8	77.7	62.8	42.0	50.4	33.6	72.3	48.4	40.0	27.7	63.0	40.7	70.9	48.5	75.0	48.1	29.9	16.4	20.0	0.0	92.1	82.0	59.6	27.4	0.0	0.0	-21.9	-14.8
Ebacc		63.1		40.1		33.6		45.2		26.2		42.6		44.7		46.2		13.4		10.0		76.4		28.8		0.0		-11.6
Ebacc entry		63.1		60.9																								

Year 10 strategies 2017/18:

Further evidence can be found on Blue Hills

Interventions	Proposed Action
<ol style="list-style-type: none"> 1. Term Intervention days 2. 1:1 support in English and Maths 3. Smaller Class sizes in English and Maths 4. Funds available to support pupils on trips and enrichment activities 5. Subject Ambassadors 6. Teacher pupil files 7. Free Bus passes 8. Saturday College 9. Heads progress interviews 10. Attendance intervention for 17 KS4 students 11. AQA Unlocking Potential Programme 12. FFQA 13. PP reps Meeting 14. University Links 15. LJMU Dream, plan, Aspire programme 16. Top 20 17. ILP's 	<ol style="list-style-type: none"> 1) Maths and English Subject areas to implement 1 intervention day per half term. Pupils off timetable to develop key Numeracy and literacy skills. 2) As per PP priority 3) As per PP priority 4) PP fund bidding system to be available at the start of the academic year. 5) All subject areas to nominate 10 subject ambassadors with 60%+ pupil premium. 6) As per whole school policy. 7) 8 pupils have been given a free bus pass to counter their poor attendance levels and reviewed each term. 8) Funds and facilities available for pupils to come in on various Saturday mornings of the Year 9) 6 PP pupils selected to be interviewed by the head and action plans put in place. 10) Support throughout the term 1:1 and with the families to improve attendance. 11) Mentoring secured for 2 students in year 10 for this academic year. 12) This has now been achieved and awarded to school. 13) SCA and RAT to attend next PP meeting for English to share good practice.

	<p>14) Continuation of the University link programme for pupils to experience a day at various campuses.</p> <p>15) 30 PP pupils to visit the University in April 2018.</p> <p>16) Top 20 underperforming PP pupils identified in preparation for intensive tracking and support</p> <p>17) Individual learning plans set up with the Top 20 PP pupils outlined above.</p>
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Year 11 Summary

Final Exam Data: See page 34

Year 11 strategies 2017/18:

Further evidence can be found on Blue Hills

Autumn *A number of these strategies continue throughout the year	Spring	Summer
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Interventions	Proposed Action
1. Term Intervention days 2. 1:1 support in English and Maths 3. Smaller Class sizes in English and Maths 4. Funds available to support pupils on trips and enrichment activities 5. Subject Ambassadors 6. Teacher pupil files 7. Free Bus passes 8. Saturday College 9. Heads progress interviews 10. Attendance intervention for 17 KS4 students 11. AQA Unlocking Potential Programme 12. FFQA 13. PP reps Meeting 14. Pupil Premium English Residential 15. DTT / Learning contracts 16. University Links 17.RAPP club 18.Heads intervention	1) Maths and English Subject areas to implement 1 intervention day per half term. Pupils off timetable to develop key Numeracy and literacy skills. 2) As per PP priority 3) As per PP priority 4) PP fund bidding system to be available at the start of the academic year. 5) All subject areas to nominate 10 subject ambassadors with 60%+ pupil premium. 6) As per whole school policy. 7) 8 pupils have been given a free bus pass to counter their poor attendance levels and reviewed each term. 8) Funds and facilities available for pupils to come in on various Saturday mornings of the Year 9) 6 PP pupils selected to be interviewed by the head and action plans put in place. 10) Support throughout the term 1:1 and with the families to improve attendance. 11) Mentoring secured for 2 students in year 10 for this academic year. 12) This has now been achieved and awarded to school. 13) SCA and RAT to attend next PP meeting for English to share good practice. 14) April- Glan Llyn Balla- 2 nights, 60+% PP Focus- Converting grade 4 to grade 5. Planning started 15) Plans in place to initiate learning contracts – Spring 16) Continuation of the University link programme for pupils to experience a day at various campuses. 17) Targeted pupils to attend Maths revision and past papers club on Mondays after school. 18) Intensive mentoring support for 8 PP underperforming pupils.
1.Liverpool University ‘Shaping future’ Programme 2.Saturday College with University link 3.DTT / Learning contracts 4.Top 20 5.ILP’s 6.The last hurdle 7.Easter Provision	1)48 under target pupils selected to participate in this study skills programme that incorporates a day at the University. 2)Saturday College supported by University graduates (3 this term) 3) Every pupil identified as either a 3- or 4- have been flagged for after school learning contract sessions (first Wave) 4)Top 20 underperforming PP pupils identified in

	<p>preparation for intensive tracking and support</p> <p>5) Individual learning plans set up with the Top 20 PP pupils outlined above.</p> <p>6) Using P8 data linked with high effort pupils, ensuring that they are tracked through weekly meetings and outcome sessions.</p> <p>7) Every department offering a time over Easter for pupils to continue with their academic studies, focusing on exam technique and application.</p>
<p>1.Exam transport 2.English and Maths action plans 3.High profile student allocation programme</p>	<p>1)Exam transport provided for specific pupils during exam season</p> <p>2)14 pupils identified for action plan meetings with parental support.</p> <p>3)22 pupils identified as potential 'at risk' pupils during exam season and allocated a personal mentor for the duration of the exams.</p>

Section 5:

Whole School information

Year		7	8	9	10	11	Total
2014	Total No Pupils	285	282	284	280	276	1407
	Total No FSM	75	70	73	56	55	329
	Total No CLA	6	2	4	5	7	24
	Total No PP	131	120	130	111	130	622
	%PP	9.31%	8.53%	9.24%	7.89%	9.24%	44.21%
2015	Total No Pupils	295	289	283	278	272	1417
	Total No FSM	131	63	66	58	47	365
	Total No CLA	5	3	2	3	0	13
	Total No PP	142	127	117	126	104	616
	%PP	10.02%	8.96%	8.26%	8.89%	7.34%	43.47%
2016	Total No Pupils	292	293	281	281	275	1422
	Total No FSM	62	62	55	58	55	292
	Total No CLA	5	4	3	4	4	20
	Total No PP	132	134	131	116	121	634
	%PP	9.28%	9.42%	9.21%	8.16%	8.51%	44.59%
2017	Total No Pupils	287	284	289	280	280	1420
	Total No FSM	68	59	62	50	54	293
	Total No CLA	6	4	4	5	4	23
	Total No PP	131	129	133	125	118	636
	%PP	9.23%	9.08%	9.37%	8.80%	8.31%	44.79%

Closing the Gap:

% of pupils who have achieved 5 A* - C / Basics				
		PP	Non PP	Gap
2013 / 2014	WHS	36	64	-28
	National	36	62	-26
2014 / 2015	WHS	51	66	-15
	National	36	63	-27
2015 / 2016	WHS	40.2	63	-22.8
	National	36	63	-27
2016 / 2017*	WHS	45.8	71.4	-25.6
	National	39	TBC	TBC
2017 / 2018*	WHS	50.5	67.3	-16.8
	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	-0.41	TBC	TBC
	English - 0.01	-0.23	TBC	TBC
2017 / 2018	Maths			
	English			

Overall Progress 8

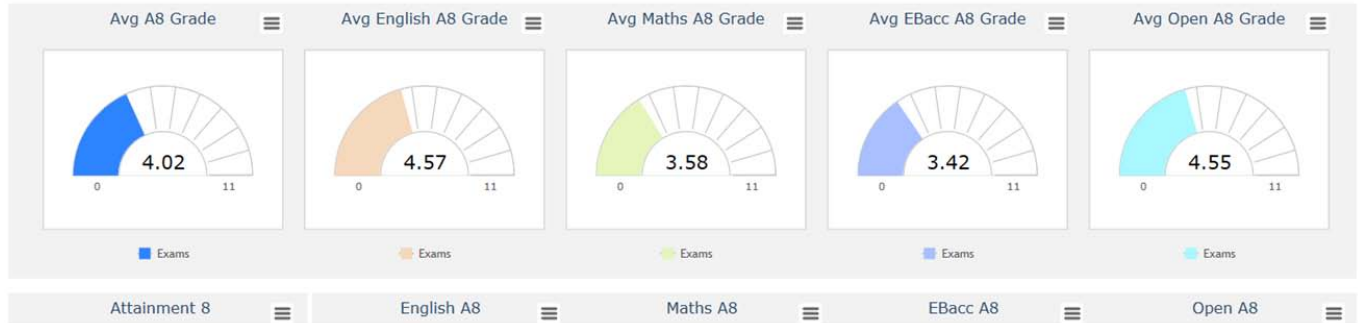
Overall Progress 8 Scores				
ALL		Disadvantaged	Other	Gap
2015 / 2016	+ 0.04	-0.46	0.36	-0.82
2016 / 2017	+ 0.06	-0.17	TBC	TBC

Progress 8/attainment 8 Ability Banding (disadvantaged)

	P8 2016	P8 2017	Diff	P8 2018	Diff
High	0.06	-0.26	-0.20	-0.41	-0.15
Mid	0.13	0.12	-0.01	0.05	0.07
Low	-0.21	-0.03	-0.18	0.05	0.08

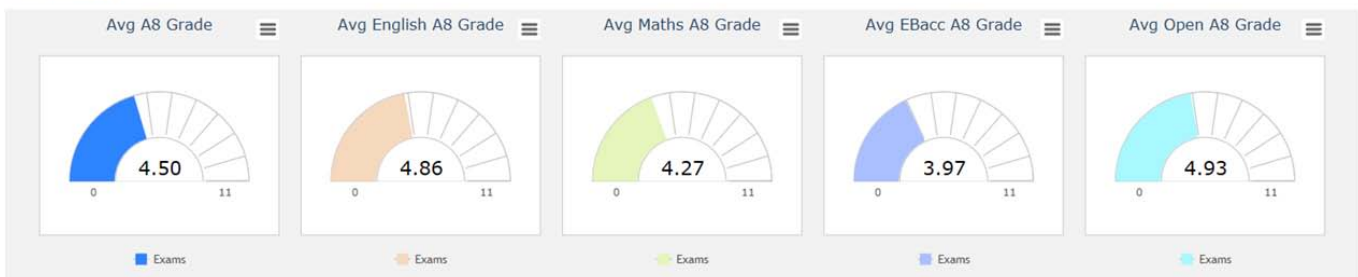
Attainment 8 disadvantaged data

Attainment 8



Attainment 8 non-PP data

Attainment 8



Attendance Data

Historical attendance data Disadvantaged v other				
		Disadvantaged	Other	Gap
2014 / 2015	WHS	91.8	96.1	-4.3
	National	94.7		-5.6
2015 / 2016	WHS	91.9	95.4	-3.8
	National	94.5		-5.8
2016 / 2017	WHS	93.4	96.4	-3.0
	National	93.5		TBC
2017 / 2018	WHS	92.9	95.9	-3.7
	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			