

Dean Trust Wigan

Pupil Premium Strategy 2018-2019

Pupil Premium Details	
Pupil Premium Number (@ October 2018)	347 – 52% of pupils
Total Pupil Premium Income 2018-2019	£314,160.00
Children Looked After Number	4
Children Looked After Income (based on provision map)	£2,280.00

Pupil Premium Population Breakdown

Year Group	Number of Pupil Premium / Percentage of Year Group	LPA PP Number / Percentage of Pupil Premium	MPA PP Number / Percentage of Pupil Premium	HPA PP Number / Percentage of Pupil Premium
Year 7	90/57%	24/27%	56/62%	5/6%
Year 8	61/51%	26/43%	28/46%	7/11%
Year 9	68/59%	33/49%	35/51%	0
Year 10	62/43%	12/19%	38/61%	11/18%
Year 11	66/49%	10/15%	38/57%	18/27%

Whole School Key P.P. Focus

Barrier	Strategy	Impact (Evaluated by dates given)	Staff Responsible
Learning Behaviours inhibit progress	Whole school focus on identifying the cognitive gaps of PP pupils.	Subject reviews within each term. Lead Practitioner Reports each half-term. Assistant Head Teacher for T & L Quality Assurance each half-term.	Whole Staff

Leadership Strategic Pupil Premium Plan

Teaching and Learning			
Barrier	Strategy	Impact (Evaluated by dates given)	Staff Responsible
1. Teacher awareness of the precise nature of 'the gap.'	Seconds in departments to lead on PP agenda points within curriculum meetings where 'gaps' are discussed with precision (e.g. Y7 gaps within topic 1, Y10 gaps within mock exam). Gaps are not limited to skills and knowledge – they could be learning behaviours, productivity, challenge.	Half-termly reports from DOLs based on the findings of the PP agenda points. Actions in place to be documented and QA by Subject/Faculty leadership and CLT. Evaluation: <ul style="list-style-type: none"> • December '18 • February '19 • April '19 • June '19 	Staff
2. Memory	Whole school implementation of metacognition strategies with teachers ensuring PP pupils master the subject specific strategies deployed	Pupils move towards their targets (more pupils 'on track') at each data review point. Data Review Points: Key Stage 4: <ul style="list-style-type: none"> • 31/10/18 • 09/01/19 • 14/03/19 • 22/05/19 – Y11 • 05/07/19 – Y10 Key Stage 3: <ul style="list-style-type: none"> • 28/11/18 • 28/01/19 – Y9 • 06/03/19 – Y7 & Y8 • 02/07/19 	Staff/LPs/SCE

3. Learning resilience as the difficulty increases	All staff to foster an environment where failure, especially as tasks increase in difficulty, is seen as a tool to improve.		SCE/LPs
4. Independent learning – homework, revision	Show My Homework is used to analyse the engagement and completion of homework. PP engagement/homework is monitored and reported back to DOLs to evaluate the effectiveness in the homework's set and their impact on narrowing 'gaps.'	<p>Monthly Reports produced by the Assistant Head for T&L highlight the PP homework completion. DOLs agenda this item and aim to improve rates of completion and ensure the work sets improves outcomes at each Review Point.</p> <p>Data Review Points:</p> <p>Key Stage 4:</p> <ul style="list-style-type: none"> • 31/10/18 • 09/01/19 • 14/03/19 • 22/05/19 – Y11 • 05/07/19 – Y10 <p>Key Stage 3:</p> <ul style="list-style-type: none"> • 28/11/18 • 28/01/19 – Y9 • 06/03/19 – Y7 & Y8 • 02/07/19 	Staff/DOLs/2nds/TSR/SCE
5. Curriculum Design	SOWs to ensure progress through the curriculum is clearly mapped and knowledge and skills are mastered. Key tasks allow for precise identification of learning gaps for PP. AAA plans respond to this identification.	<p>SOWs are in place at the start of each academic year.</p> <p>Subject leadership ensure AAA plans are revisited at each Review Point, or, upon completion of key pieces. AAA plans focus on the mastery rather than the grade value.</p> <p>Data Review Points:</p> <p>Key Stage 4:</p> <ul style="list-style-type: none"> • 31/10/18 • 09/01/19 • 14/03/19 • 22/05/19 – Y11 • 05/07/19 – Y10 <p>Key Stage 3:</p> <ul style="list-style-type: none"> • 28/11/18 • 28/01/19 – Y9 • 06/03/19 – Y7 & Y8 	PHN/DOLs

		<ul style="list-style-type: none"> 02/07/19 	
6. Literacy and Numeracy ability for some	Identification of PP who are operating below age related expectation and access appropriate intervention. Funding for specific needs/acceleration is available if programmes currently in use do achieve the desired goal.	Reading Ages are tested for termly for those operating below their chronological age. Reading ages will improve during each term. Numeracy intervention, as identified by the maths team, improves maths outcomes at each Review Point.	LWN/DHD/KMN
7. Deeper knowledge of the wider curriculum on entry and through KS3	Non-core subjects deliver SOWs that allow for discovery, awe and wonder. Mastery of key terms associated with each subject and age related knowledge is explicit within subject planning.	Pupils become more aware of the world around them. Pupils can make links across the curriculum. They are exposed to knowledge that underpins their progress through each curriculum area. SCE and LPs to audit planning before December 2018.	SCE/LPs/DOLs/2nds
8. PP pupils self-esteem and confidence in academic ability	Feedback given in class, along with rewards, is to be appropriate and precise.	Learning Walks, book scrutinies/sampling provide evidence for reports to be completed termly that evaluate the effectiveness of feedback on PP pupil progress.	Staff/LPs/ TSR/SCE

Behaviour and Welfare			
Barrier	Strategy	Impact	Staff Responsible
1. Attendance	Improve the attendance of PP pupils. The Attendance Officer develops a clear plan of who to target to ensure pupils are in school. The Assistant Head meets with targeted pupils and families to identify possible barriers to attendance. Pastoral Teams are quick and efficient in identifying pupils whose attendance could dip below the expected attendance rate: Form Tutor – Head of Hall – Head of Year	Attendance % reviewed for improvements every half-term: October '18 December '18 February '19 April '19 June '19 Heads of Hall present PP attendance data at each Head of Hall Meeting/appropriate briefings.	Form Tutor/HoH/HoY/Att. Officer/IBN
2. Social Responsibility	Use of the Hall system and the Heads of Hall to instil high expectations and work with pupils who do not display the expected standards of social responsibility.	Half-termly analysis of sanctions given for the 'Be Respectful' – reduction for targeted pupils over time.	School Leadership/IBN
3. PP pupils receive more negative sanctions	The Assistant Head for Behaviour and Welfare reviews the C3 sanction data and plans to ensure there is minimal impact on 'learning time.' AAA plans are developed based on 'behaviour' data to prescribe the necessary sanctions and/or interventions to enable pupils to effectively return to classrooms.	The number of sanctions of PP reduces, resulting in more learning and ultimately improved progress. – Half- Termly analysis Behaviour Data is analysed monthly.	Staff/HoH/HoY/IBN
4. Psychological demands of high stakes final exams	New 'Exam Suite' – a facility designed to provide the best possible conditions for success under 'testing conditions.' Recall 5 – school T&L policy to aid memory Homework and quizzing – low stakes knowledge to help build towards assessments. Mental Toughness SIF Pilot Bid (with the LA and AQR Intenational)	Quality assurance of the T&L policies as per school QA calendar and subject reviews. LA SIF Pilot programme to have evaluation dates in place once launched.	Staff/HoH/HoY
5. Precise Intervention/Behaviour Lessons	HoY to work with distinct, vulnerable PP and deliver interventions to help improve behaviour, self-esteem, confidence and engagement with school.	IBN and AHN to identify pupils to be placed on Behaviour Intervention Improvement every half-term.	IBN/AHN

GCSE Outcomes 2018

Basics	Whole Cohort	Non-P.P.	P.P.	National (Non-P.P.)
9-4	60%	69%	48%	72%
9-5	32%	43%	18%	50%
Attainment 8				
Attainment 8	Whole Cohort	Non-P.P.	P.P.	National (Non-P.P.)
	40.85	45.5	34.6	50.3
Progress 8				
Progress 8	Whole Cohort	Non-P.P.	P.P.	National (Non-P.P.)
	-0.64	-0.32	-1.04	0.14

Outcomes			
Barrier	Strategy	Impact	Staff Responsible
1. Progress of Higher Ability P.P.	HP Lead Practitioner to identify the HPA PP and implement a program that raises/maintains high aspiration. Progress is tracked via the Review Point data and personalised plans (AAA) are developed to overcome barriers and boost progress beyond targets.	HPA PP move towards and beyond their target grades as per the Y11 RAG Tracking System. Reviewed every month (last day of the calendar month)	KSN/PHN
2. Curriculum offer for Lower Ability P.P.	Audit the current GCSE offer in the open bucket and offer courses that are appropriate to ability and provide access to appropriate post-16 provision.	A better curriculum offer in the 'Open' bucket will lead to improved A8 across and P8 progress for LPA. Reviewed at each Review Point. Data Review Points: Key Stage 4: <ul style="list-style-type: none"> • 31/10/18 • 09/01/19 • 14/03/19 • 22/05/19 – Y11 • 05/07/19 – Y10 Key Stage 3: <ul style="list-style-type: none"> • 28/11/18 • 28/01/19 – Y9 • 06/03/19 – Y7 & Y8 • 02/07/19 	PHN

3. Average A8 points for Middle Ability P.P.	Target setting for middle ability to be refined into sub-groups so staff can have clear expectations of the grades MPA should achieve across the curriculum.	LPA PP move towards and beyond their target grades in the Open Bucket as per the Y11 RAG Tracking System. Reviewed every month (last day of the calendar month)	DOLs/TSR/PHN
4. Competent Learners at the start of KS4	Implementation of the Competency Curriculum across KS3 to ensure pupils are competent in the areas of literacy, numeracy, communication, British Values and Challenge/Resilience at the start of Y10 – provides the platform for GCSE success.	Competency Curriculum is QA'd by the Assistant Head responsible for Teaching and Learning: <ul style="list-style-type: none"> • W/B: 29/10-09/11/18 • W/B:25/02/19-08/03/19 • W/B:13/05/19-24/05/19 Y9 have a Competency Assessment Day: <ul style="list-style-type: none"> • Week Beginning 24/06/19 	Staff/DOLs/TSR/SCE
1. At risk pupils understanding of Post 16 provision and application to post 16 provisions	<ul style="list-style-type: none"> • Identify all 'at risk' Y11 pupils • Inform JT of above to ensure these pupils are given priority for careers interviews • As above for lower years – Y10 –Y7 – HOY/IBN input • All Y11 PP Pupils to have applied for Post 16 provision before December 21st 	Y11 PP pupils to receive at a minimum 2x careers interviews with Julie Tindall 1st – December 2018 2nd – May 2019 All Y11 PP pupils to have applied for Post 16 provision 15th Jan (UK college application deadline)	NCN
2. Raising of Aspiration for PP pupils	<ul style="list-style-type: none"> • GM Higher involvement • Ensure all PP NCOP learners have more than one engagement with GM Higher activities • Activities booked include: • <i>University taster day Y10 – 7th March 2019</i> • <i>Higher Education uncovered presentation Y11 – 9th November 18</i> • <i>Interview skills presentation Y10 – 6th June 2018</i> • <i>Revision skills workshop Y11 16th November 2018</i> • <i>Futures Fair parents talk 6th October 2018</i> 	Pupil Voice to take place after each event. Track applications to Post 16 and ensure it is 'appropriate.' Moderation of applications to take place before February 2019 Half-Term	NCN

	<ul style="list-style-type: none"> • Liaise with KSN over activities which cross reference NCOP PP and HPA PP 		
3. A coherent careers programme that focuses on Gatsby benchmarks and PP	<ul style="list-style-type: none"> • START programme to be implemented across the whole school 29th October 2018 • NCN to be trained by START - TBC • 6x PSHE lesson per year which are careers focused - Ongoing • Careers in the curriculum to be embedded – 1 covert careers lesson per year from each faculty and one display area in department TBC 	All pupils to have accessed and engaged with START by February half-term. Report on PP and their access and engagement with START to be completed by February half-term.	NCN

Appendix A

Role	Personnel	Cost £
Deputy Headteacher Achievement	0.5 of PHN	43,281
Assistant Headteacher Teaching & Learning	0.5 of SCE	38,213
Assistant Headteacher Welfare & Development	0.5 of IBN	33,728
Lead Practitioner HPA PP	0.5 of KSN	26,904
IAG co-ordinator for PP	0.33 of NJS	19,874
Head of Year PP	HHN	29,435
Intervention Teaching Assistant PP	RWN	12,968
Intervention Teaching Assistant PP	CDT	12,968
Intervention Teaching Assistant PP	CPE	12,968
Intervention Teaching Assistant PP	RHT	15,056
6 x 2nd in department PP interventions	JME, RHG, BGR, SJS, GJS, JNN (£2,300)	13,800
MFL NQT PP curriculum expansion	ABN	29,291
Attendance officer re PP	0.5 of JKY	12,148
Man U Foundation work with PP	MLR	12,500
Pupil Premium bidding	PHN	10,000