Dean Trust Wigan

Pupil Premium Impact Review 2018-2019

Pupil Premium Details	
Pupil Premium Number	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)	Final Impact Review September 2019	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.**	Whilst planning approaches for PP pupils improved there was no progress made within GCSE Results. This has led to the school focusing on Precision Planning and introducing an Attachment Friendly approach to improve and enhance learning behaviours.	Whole Staff

Leadership Strategic Pupil Premium Plan

Teaching and Learning				
Barrier	**Strategy**	**Impact (Evaluated by dates given)**	**Final Impact Review September 2019**	**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:** • **December '18** • **February '19** • **April '19** • **June '19**	Staff are aware of the barriers to learning for the disadvantaged and are beginning to more effectively plan and deliver lessons that allow the PP pupils to become more successful in terms of attainment and progress.	Staff
2. Memory	Whole school implementation of metacognition strategies with teachers	Pupils move towards their targets (more pupils 'on track') at each data review point.	Metacognition was implemented with varying success.	Staff/LPs/SCE

	ensuring PP pupils master the subject specific strategies deployed	*Data Review Points:* **Key Stage 4:** • 31/10/18 • 09/01/19 • 14/03/19 • 22/05/19 – Y11 • 05/07/19 – Y10 **Key Stage 3:** • 28/11/18 • 28/01/19 – Y9 • 06/03/19 – Y7 & Y8 • 02/07/19	Within science it was successful and continues to improve the learning of disadvantaged pupils. However, some subjects are still adapting their learning journeys and individual lessons to implement the principles of metacognition effectively.	
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.		Challenge and extension tasks are consistently applied and the aim to ensure the 'in-class' gap is narrowed is a clear objective for all staff.	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.'	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. *Data Review Points:* **Key Stage 4:** • 31/10/18 • 09/01/19 • 14/03/19 • 22/05/19 – Y11 • 05/07/19 – Y10 **Key Stage 3:** • 28/11/18 • 28/01/19 – Y9	Homework was consistently set and monitored. Whilst PP completed the majority of homeworks set there is a need to review the impact of hmwk on learning journey through each curriculum.	Staff/DOLs/2nds/TSR/SCE

			06/03/19 – Y7 & Y8		
			02/07/19		
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.	SOWs are in place at the start of each academic year. 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. ***Data Review Points:*** **Key Stage 4:** • 31/10/18 • 09/01/19 • 14/03/19 • 22/05/19 – Y11 • 05/07/19 – Y10 **Key Stage 3:** • 28/11/18 • 28/01/19 – Y9 • 06/03/19 – Y7 & Y8 • 02/07/19	Curriculum planning was in place, however, the school moved to focus on the 'sequencing of knowledge' at the start of 2019. Planning is now focused on the acquisition, consolidation and mastery of knowledge.	PHN/DOLs
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	Non-core subjects deliver SOWs that allow for discovery, awe and wonder. Mastery of key terms associated with each subject and	Pupils become more aware of the world around them. Pupils can make links across the curriculum.	KS3 SOWs are delivered to provide opportunities for depth, however, the new approach to	SCE/LPs/DOLs/2nds

	curriculum on entry and through KS3	age-related knowledge is explicit within subject planning.	They are exposed to knowledge that underpins their progress through each curriculum area. **SCE and LPs to audit planning before December 2018.**	curriculum planning and delivery will further enhance this and ensure pupils master the appropriate knowledge.	
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.	The use of Praise Postcards across the school is effective, however, the new policy of more 'live' marking will hopefully address misconceptions and create more precise opportunities for praise that allow pupils to progress in each curriculum area.	Staff/LPs/ TSR/SCE

Behaviour and Welfare				
Barrier	**Strategy**	**Impact**	**Final Impact Review September 2019**	**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.**	Attendance continues to be an area for improvement. Robust strategies and processes are in place.	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.	The Hall system was relaunched along with a new Head of Year structure to continue to promote engagement with the school and the ethos of Be Respectful	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.**	PP pupils continued to receive more sanctions than non-PP. This has led to a review of this system and focusing on ensuring consequences and sanctions are not limiting the learning exposure of identified pupils. Based on this data and analysis amendments to the C3 system have been made for 2019-2020, and, along with the attachment focus the aim is to ensure more PP remain in lessons whilst receiving appropriate consequences.	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 International)	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.	Pupils - through pupil voice - felt more confident regarding exams and homework and quizzing was in place to help build confidence. Again, GCSE outcomes indicate that there needs to be a change in how we prepare certain pupils - in particular Middle Ability PP boys for their exams to ensure they are confident, resilient and have consolidated the necessary knowledge and skills in order for them to be successful.	Staff/HoH/HoY

GCSE Outcomes 2019

Basics	Whole Cohort	Non-P.P.	P.P.	National (Non-P.P.)
9-4	47%	66%	27%	TBC
9-5	31%	43%	18%	TBC

	Whole Cohort	Non-P.P.	P.P.	National (Non-P.P.)
Attainment 8 (provisional)	40.3	48.1	31.9	TBC

	Whole Cohort	Non-P.P.	P.P.	National (Non-P.P.)
Progress 8	TBC	TBC	TBC	TBC

		Outcomes		
Barrier	**Strategy**	**Impact**	**Final Impact Review September 2019**	**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)**	There was an increase in 9-5 percentage in E&M. Attainment 8 increased from 2018 to 2019 for HPA. P8 increased for HPA PP from 2018 to 2019.	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:** • 31/10/18 • 09/01/19 • 14/03/19 • 22/05/19 – Y11 • 05/07/19 – Y10 **Key Stage 3:** • 28/11/18 • 28/01/19 – Y9 • 06/03/19 – Y7 & Y8 • 02/07/19	Whilst the curriculum remains similar there was a review of the curriculum offer in line with Trust requirements.	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)**	Middle Ability is an area that still requires improvement. In particular there is a need for improvement with MPA Disadvantaged Boys.	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: **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: **Week Beginning 24/06/19**	In house data/tracking shows that there is significant improvement with the majority groups as they begin KS4.	Staff/DOLs/TSR/SCE
1. At risk pupils understanding of Post 16 provision and application to post 16 provisions	- 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	All 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)**	All pupils received the support.	NCN

2. Raising of Aspiration for PP pupils	- GM Higher involvement - Ensure all PP NCOP learners have more than one engagement with GM Higher activities - Activities booked include: *University taster day Y10 – 7th March 2019* *Higher Education uncovered presentation Y11 – 9th November 18* *Interview skills presentation Y10 – 6TH June 2018* *Revision skills workshop Y11 16th November 2018* *Futures Fair parents talk 6th October 2018* - Liaise with KSN over activities which cross reference NCOP PP and HPA PP	**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**	All programmes ran.	NCN
3. A coherent careers programme that focuses on Gatsby benchmarks and PP	- 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.**	A full IAG programme is in place and works across all year groups in line with Gatsby benchmarks.	NCN