

**Dean Trust Wigan**

**Pupil Premium Review 2019-2020 (extraordinary circumstances - Sept 2019 - March 2020)**

<b>Pupil Premium Details</b>	
<b>Pupil Premium Number (@ October 2019)</b>	360 – 50%
<b>Total Pupil Premium Income 2019-2020</b>	£329,120
<b>Children Looked After Number</b>	8
<b>Children Looked After Income (based on provision map)</b>	TBC
<b>Date of Review</b>	31st Oct 2020

**Pupil Premium Population Breakdown**

<b>Year Group</b>	<b>Number of Pupil Premium / Percentage of Year Group</b>	<b>LPA PP Number / Percentage of Pupil Premium</b>	<b>MPA PP Number / Percentage of Pupil Premium</b>	<b>HPA PP Number / Percentage of Pupil Premium</b>
<b>Year 7</b>	67/36%	25/37%	37/55%	4/6%
<b>Year 8</b>	88/58%	26/30%	57/65%	3/3%
<b>Year 9</b>	59/49%	25/42%	25/42%	8/14%
<b>Year 10</b>	78/70%	34/44%	42/54%	0
<b>Year 11</b>	69/46%	14/20%	41/59%	11/16%

### What are the potential barriers to learning for students eligible for Pupil Premium?

- A. When students arrive at Dean Trust Wigan, there is already a significant difference in the attainment between the students eligible for Pupil Premium and their peers. This highlights the need to develop reading, writing and mathematical skills during this first year.
- B. Historically, Pupil Premium students who are identified from KS2 assessments as higher ability learners, make less progress in Key Stage 3 and 4 than their peers.
- C. Aspiration and educational ambitions are often low in students eligible for Pupil Premium.
- D. Some Pupil Premium students have specific behaviour issues which can impact on academic progress. Therefore, support needs to be implemented to ensure this has minimal impact for students.
- E. The attendance of Pupil Premium students is generally lower than their peers.
- F. The home learning environments of students eligible for Pupil Premium are often poor, meaning students struggle to complete high quality learning and revision out of school.

### Whole School Key P.P. Focus

Barrier	Strategy	Impact (Evaluated by dates given)	Staff Responsible	RAG
Learning behaviours inhibit progress	Whole school focus on identifying the cognitive gaps of PP pupils.	Using the new Knowledge Sequencing approach to planning in each subject area, staff will focus on how pupils will make their way through these curriculum journeys. Precision Planning is a key tool in making sure this happens. All PP identified pupils will be identified through seating plans and learning gaps will become clear through the teaching and learning episodes. Staff Precision Planning is monitored and quality assured through lesson visits, book samples, curriculum meetings and moderation. <b>QA Calendar Impact Review Dates: QA of Precision Planning leading into T&amp;L CPD – 30/09/19 to 11/10/19. Follow up QA after CPD 14/10/19 to 01/11/19</b>	Whole Staff QA Leads: AHN, IBN, MFH	

## 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'	Precision Planning to ensure staff are focused on the 'learning gap.' This may derive from a learning behavioural need and the school approach to attachment theory should be used where and when appropriate. Key Competencies (identified with the Assistant Headteacher KS3) are assessed as they are a key indicator of success and ability to progress through the curriculum.	Impact is measured through pupils making progress through the knowledge-based curriculum. Progress through the competencies within each subject also quantify the progress of the PP v Non-PP. <b>Half-termly reports</b> from Heads of Faculty based on the findings of the PP agenda points. Actions in place to be documented and QA by subject/faculty leadership and the Core Leadership Team. <b>Evaluation of teaching and learning:</b> <ul style="list-style-type: none"> <li>December '19 – Implementation of Key Competencies</li> <li>February '20 – Impact of Precision Planning</li> <li>April '20 – Impact of Key Competencies</li> <li>June '20 – Impact of Precision Planning</li> </ul>	All staff QA/Leads: PHN, IBN, TSR, LWN	
** Precision Planning document to be further developed with seating plans  <b>Addition based on work with NLE Support</b>	Based on our work with our NLE support and focusing on improving the progress and knowledge of our disadvantaged learners, our precision planning document and process is to be enhanced through a strategic approach to the document and seating. These plans/documents are shared and accessible to the whole school.	The improved process will foster more focused conversations regarding the disadvantaged pupils in each class. Best practice/teaching strategies are shared via annotated plans. Faculties/subjects view the documents in meetings and have focused discussions regarding planning, resources, seating and approaches to ensure maximal learning takes place in every lesson. <b>QA Schedule:</b> Introduced 10/10/19 Pilot Implementation 14/10/19 to 01/11/19 CPD 06/11/2019 – evaluation and full implementation from 11/11/2019	QA/Leads: PHN, IBN, TSR	

<p>2. Consolidating key knowledge in each subject area</p>	<p>Whole school implementation of metacognition strategies with teachers ensuring PP pupils master the subject specific strategies deployed.</p>	<p>Pupils move through the curriculum in each subject at each data review point.  Faculty/subject leaders to review the progress in books and assessments/key tasks and triangulate with Precision Planning.  Pupils can apply key strategies to help them, at three different levels:  1. Access the work/tasks/challenge  2. Independently complete (consolidate) the work/tasks/challenge  3. Use and adapt the key strategies to complete work above (above = above age-related expectation/ 'grade') the expected level of the work/task/challenge.  Measured by subjects/faculties moderating key pieces/working at data.  Also moderated across The Trust.  <b>QA Calendar Impact Review Dates:</b>  <b>Evaluation and Impact of current strategies used: 04/11/2019 to 15/11/2019</b></p>	<p>Faculty and Subject Leads to ensure strategies to improve the long term memory of PP are prioritized.  QA/Leads:  PHN, IBN, TSR</p>	
<p>3. Learning resilience as the difficulty increases</p>	<p>All staff to foster an environment where failure, especially as tasks increase in difficulty, is seen as a tool to improve.</p>	<p>Pupils are comfortable with being challenged and more pupils start to access the extend/challenge part of the lesson.  <b>QA Calendar Impact Review Dates:</b>  <b>06/11/2019 CPD to refine Challenge Me/Extension Tasks.</b>  <b>Follow up on CPD of challenge – 18/11/2019 to 29/11/2019</b></p>	<p>All Teaching Staff – monitored and evaluated by Faculty and subject leads.  QA/Leads:  TSR, KSN</p>	
<p>5. Curriculum design</p>	<p>Schemes of Work 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. Precision Planning respond to this identification.</p>	<p>Schemes of Work are in place at the start of each academic year. Subject leadership ensure Precision Planning is consistently and effectively used, or, upon completion of key pieces.  <b>QA Calendar Impact Review Dates:</b>  <b>06/09/2019 – Knowledge Sequencing in place</b></p>	<p>QA/Leads:  PHN, IBN, TSR, LWN</p>	

	Reading opportunities to be integral to the curriculum journey.			
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 termly for those operating below their chronological age. <b>Reading ages will improve during each term.</b> Numeracy intervention, as identified by the mathematics team, <b>improves mathematics and allows access to the age-related curriculum.</b> <b>QA Schedule:</b> <b>Reading ages are measured when programme leaders feel it is appropriate to retest.</b>	Programmes run through the inclusion manager and TA leads for numeracy and literacy QA/Leads: IBN	
Addition: Use of Reading Plus and an electronic library to be researched/trialed	To focus on the need for improved vocabulary, we will look at implementing an accessible E-Library to enhance opportunities for reading. We will look at the use of Reading Plus to improve reading but also improve the effectiveness of speed of reading.	Impact to be assessed through trial period.	PHN, LWN, MOS, KMN – Lead on implementation	
7. Deeper knowledge of the wider curriculum on entry and through KS3	Non-core subjects deliver Schemes of Work that allow for discovery, awe and wonder. Mastery of key terms associated with each subject and age-related knowledge is explicit within subject planning. General Studies and PSHE develop the whole pupil and increase knowledge whilst also developing skills applied across the whole curriculum. Senior staff deliver these lessons to also ensure the expected standards of presentation and learning behaviours are reinforced.	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. <b>QA Calendar Impact Review Dates:</b> <b>General Studies to be reviewed 14/10/2019</b> <b>PSHE to be reviewed 14/10/2019</b>	PHN, AHN	
Teaching and Learning Budgeted Cost:			£110,968	

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 Headteacher 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 Year and/or Pastoral Development Manager	Attendance % reviewed for improvements every half-term: <b>October '19</b> <b>December '19</b> <b>February '20</b> <b>April '20</b> <b>June '20</b> <b>Heads of Year present PP attendance data at each Head of Year meeting/appropriate briefing.</b>	AHN	
3. PP pupils receive more negative sanctions	Use of Attachment Theory strategies to be used to ensure pupils are engaged with high quality learning for maximal periods of time.	The number of sanctions of PP reduces, resulting in more learning and ultimately improved progress. <b>Half- Termly analysis Behaviour Data is analysed monthly.</b>	IBN	
3. UPS Programme	A programme to re-engage/improve a targeted group of KS3 learners to allow them to work towards accessing the appropriate curriculum.	Precise work with vulnerable/highly disadvantaged pupils to enable them to work towards the school expectations and learning behaviours. Less disruption to others. Impact measured through increase in attendance, ability to meet all basic school expectations.	AHN, LNN	
5. Precise Intervention	Heads of Year and Pastoral Development Managers to work with distinct, vulnerable PP and deliver interventions	Assistant Headteacher and Deputy Headteacher for Welfare to identify pupils to be placed on <b>Behaviour Intervention Improvement every half-term.</b>	AHN, IBN	

Behaviour Lessons	to help improve behaviour, self-esteem, confidence and engagement with school.			
Behaviour and Welfare Budgeted Cost:			£163,673.00	