

Disadvantaged students strategy – Whickham School 2019-20

Summary information

| | | | | | |
|------------------------|---------|---------------------|----------------|--------------------|-----------|
| Academic year | 2019/20 | Total DS budget | £285 175 | DS grant per pupil | £935 |
| Total Number of pupils | 1334 | Number of DS pupils | 334 (22.07%) * | Date of DS review | Oct 2019 |
| *as at Oct 01 2019 | | | | Next review | Sept 2020 |

Year 13 External Examination performance 2018/19

| Category | 2019 | | | 2018 | | |
|--------------------|---------------|-------------------|------|---------------|-------------------|------|
| | Disadvantaged | Non-disadvantaged | NA | Disadvantaged | Non-disadvantaged | NA |
| A-level VA | 0.27 | 0.10 | 0.12 | 0.47 | 0.33 | 0.00 |
| Applied General VA | 0.28 | 0.59 | 0.54 | 0.23 | 0.35 | 0.00 |

In 2018/19 at Whickham School, our disadvantaged students continued to outperform other students in terms of progress in their A-level subjects. They did not however make as much progress in their Applied General qualifications. There has been a widening of the gap for disadvantaged students in the applied general category this must be a focus for the academic year 2019/20.

Progress of current Sixth Form disadvantaged students

The Sixth Form team works very hard to ensure students engage well with their study programmes. Around 13% of the cohort is classified as disadvantaged (these are students who were classified as Pupil Premium students during Year 11).

The following strategies are being used to successfully support disadvantaged students in making more progress:

- Enrichment opportunities
- Rigorous lesson by lesson attendance monitoring and first day response
- During school and after school study support
- Individual mentoring
- Small group GCSE resit classes in English and mathematics (consistently and significantly outperforming national average rates)
- Fortnightly monitoring of subject performance
- Tracked attendance at Parents/Carers events and invitations to personalised events to break down barriers
- UCAS & employment/destinations support

Year 11 External Examination performance 2018/19

2019 data compares disadvantaged with non disadvantaged. Previous years compare disadvantaged with all pupils. Comparisons between years should be made with caution

| Year 11 18/19 | National figures 2019 | | Whickham School | | | Comparison with 17/18 |
|--------------------------------|-----------------------|-------|-----------------|--------|--------|---|
| | Non DS | DS | DS | Non DS | Gap | |
| % achieving 5 passes inc E & M | | | 46.0% | 74.0% | -28% | 7 % reduction in gap |
| % Achieving 5+ in Eng & Ma | 50% | 24% | 31.0% | 55.2% | -24.2% | 30 % reduction in gap |
| % Achieving 5+ in Eng | | | 44.0% | 72.9% | -28.9% | 11% reduction in gap |
| % Achieving 5+ in Ma | | | 36.0% | 60.8% | -24.8% | 8.4% reduction in gap |
| Progress 8 Score average | -0.45 | -0.41 | -0.42 | 0.05 | -0.47 | Slight widening of gap |
| Attainment 8 Score average | 46.5 | 36.7 | 41.46 | 55.27 | -13.8 | No change |
| Attendance | 95.2% | 91.9% | 93.41% | 96.03% | -3.24% | 0.5% reduction in gap with overall improvement in attendance of +0.5% |

| Measure | All | | | | All disadvantaged (DS) | | | |
|--------------------------|------|------|------|------|------------------------|------|------|------|
| | 2019 | 2018 | 2017 | 2016 | 2019 | 2018 | 2017 | 2016 |
| 7+ English & Maths | 13% | 12% | 9% | 9% | 7% | 7% | 0% | 4% |
| 5+ English & Maths | 50% | 43% | 44% | 30% | 30% | 16% | 27% | 9% |
| 4+ English & Maths | 70% | 64% | 68% | 69% | 46% | 40% | 55% | 44% |
| Studying 3 Science GCSEs | 23% | 28% | 26% | 26% | 14% | 11% | 19% | 11% |
| Basket B completion | 2.88 | 2.89 | 2.92 | 2.80 | 2.8 | 2.78 | 2.85 | 2.71 |
| EBACC APS | 4.98 | 4.06 | 4.12 | n/a | 3.79 | 3.04 | 3.19 | n/a |

This year attainment and progress has improved for all students. Whilst the attainment and progress of our disadvantaged cohort has shown good improvement upon last year's figures, their improvements have been in line with the rest of the pupil cohort. Therefore, there has been little reduction in progress gaps between disadvantaged and non-disadvantaged pupils.

The improvement in the progress of disadvantaged pupils in relation to previous years is significant. From -0.81 in 2018 to – 0.42 in 2019.

There has been a significant improvement in the number of disadvantaged pupils gaining a good pass (5+) in Maths and English

Progress from KS2 starting points

| Measure | 2019 | | 2018 | | 2017 | | 2016 | |
|----------------------|--------|-------|-------|-------|-------|-------|-------|-------|
| | Non DS | DS | All | DS | All | DS | All | DS |
| Progress 8 (overall) | 0 | -0.38 | -0.39 | -0.81 | 0.06 | -0.33 | 0.08 | -0.26 |
| P8 English | -0.32 | -0.72 | -0.59 | -1.20 | -0.47 | -1.02 | -0.28 | -0.57 |
| P8 Maths | -0.39 | -0.67 | -0.63 | -0.91 | -0.35 | -0.78 | -0.23 | -0.61 |
| P8 EBACC | -0.13 | -0.57 | -0.56 | -1.00 | 0.03 | -0.37 | 0.10 | -0.45 |
| P8 Open | +0.62 | +0.15 | 0.02 | -0.34 | 0.72 | 0.47 | 0.52 | 0.37 |

Comparisons against national figures

| Measure | 2019 | | 2018 | | 2017 | | 2016 | |
|----------------------|-------|--------|-------|--------|-------|--------|-------|--------|
| | Gap | NA Gap |
| Progress 8 (overall) | -0.38 | -0.45 | -0.42 | -0.55 | -0.39 | -0.40 | -0.34 | -0.38 |
| P8 English | -0.40 | -0.39 | -0.61 | -0.53 | -0.55 | -0.41 | -0.29 | -0.33 |
| P8 Maths | -0.29 | -0.37 | -0.28 | -0.43 | -0.43 | -0.38 | -0.38 | -0.33 |
| P8 EBACC | -0.44 | -0.46 | -0.44 | -0.57 | -0.40 | -0.44 | -0.55 | -0.45 |
| P8 Open | -0.47 | -0.43 | -0.36 | -0.42 | -0.25 | -0.37 | -0.15 | -0.38 |

The above tables show the progress improvements for all pupils. The 2019 figures show a rise in figures from 2018. These figures are similar to our figures for 2017 and 2018. There is still much work to do to improve the progress that DS pupils make from KS2 to KS4

Key stage 4 and 3 performance

Current gaps Year 11 and Year 10

| Measure | Year 11 | | Year 10 | |
|----------------------|---------|------|---------|------|
| | Non DS | DS | Non DS | DS |
| Progress 8 (overall) | -1.3 | -1.3 | -1.9 | -1.8 |
| P8 English | -1.4 | -1.5 | -2.4 | -2.2 |
| P8 Maths | -0.9 | -1.0 | -1.8 | -1.7 |
| P8 EBACC | -0.9 | -0.9 | -1.9 | -1.7 |
| P8 Open | -1.9 | -2.1 | -1.8 | -1.7 |

Current gaps Year 9 and Year 8

| Measure | Year 9 | | Year 8 | |
|---|--------|------|--------|------|
| | Non DS | DS | Non DS | DS |
| Progress against flight path Average across all subjects | -0.7 | -0.7 | -0.4 | -0.5 |

The tables above show that disadvantaged pupils are performing in line with their peers in years 8-11. Year 7 data is currently unavailable.

The data would suggest that the gap between disadvantaged and non-disadvantaged widens rapidly in year 11.

Improving levels of progress and diminishing the difference between disadvantaged students and all students in their qualifications and particularly in English and Mathematics is a priority. Disadvantaged progress is a priority for all staff at Whickham School. This priority is incorporated into the appraisal cycle 2019/20. All staff have the target to 'Reduce the performance gaps between disadvantaged and other pupils'.

All staff must ensure:

- a) Short and medium term teaching makes certain that disadvantaged pupils understand subject knowledge and apply key skills effectively.
- b) They interleave learning activities (including homework) to accelerate progress.
- c) They communicate pupil strengths and areas for development effectively with pupils and parents.

Understanding the needs of disadvantaged pupils and quality first teaching lie at the heart of our disadvantaged strategy. At Whickham School the following areas have been identified as barriers to progress for disadvantaged pupils:

- a) Poor attendance
- b) Low expectations and aspirations
- c) Poor parental engagement with school
- d) A lack of cultural capital
- e) Weaker literacy and numeracy skills
- f) Poorer relationships with school leading to a higher frequency of behavioural incidents

Whilst the data suggests that much of the disadvantage gap develops in KS4 the strategies outlined in this plan are designed to support pupils in all key stages by promoting good working habits, raising aspirations and providing interventions where necessary. There are also short-term strategies to support our pupils in year 11.

Short-term actions 1 year

| Barrier | Actions | Who | Cost | Impact |
|---|---|---------------|---------|--------|
| Lower attendance than peers | 1) Monitoring of attendance with a priority for contact with DS parents. | MTH | £11,000 | |
| | 2) Specific needs identified and where appropriate support offered. E.g. transport | HOY | £1000 | |
| | 3) Breakfast club to support DS pupils with punctuality | HOY | £1000 | |
| Lower levels of parental engagement with school | 1)DS parent meeting to explain the support available through school | LWO/SBE | £1000 | |
| | 2) Priority of contact home given to DS parents for parent evenings and parental support workshops. | HOY/SBE | £0 | |
| | 3) DS home visits to take place to improve communication and buy in with school. | HOY/A Team | £45 000 | |
| | 4)Additional parent events | A- Team | £500 | |

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|---|--|------------------|--------------|--|
| Lower Numeracy and literacy skills on entry | <p>1) Tutor time interventions to support numeracy and literacy development.</p> <p>2)HLTA staffing in Maths and English to support one 2 one or small group interventions</p> <p>3) Use of accelerated reader to support literacy Individual/small group interventions</p> <p>4) Year 12 reading programme (staffing 80hrs)</p> | SHE/SR | £10 000 | |
| Lower expectations/aspirations | <p>1) Target setting that requires pupils to make more progress than peers to reduce gaps.</p> <p>2) lower the threshold for identify higher ability DS pupils</p> <p>3) Early identification of individual needs. Transition staff to identify DS needs with primary staff and clearly communicate to faculty teams.</p> <p>4) Use of DS subject events to support pupils, identify needs and support positive relationships. (Staffing 2hrs x 10 staff x 3 events)</p> <p>5)Set moves are carefully considered for DS pupils</p> | PEW | £0 | |
| Lower engagement with enrichment and support sessions | <p>Staffing of the Academic Achievement Team to support disadvantaged in the following ways</p> <p>1)DS first strategy that gives priority to DS students attending enrichment and support events</p> <p>2) Achievement team mentoring used to encourage and support participation in events.</p> <p>3) Homework hub supported by academic Achievement team</p> <p>4) Enrichment opportunities specifically targeted to DS pupils for example university experiences.</p> <p>5) Travel support offered to enable pupils to engage with study and revision sessions during holidays and weekends.</p> | ALL staff | £ 0 | |
| | | SBE | * | |
| | | ALL | * | |
| | | ALL | £0 | |
| | | SBE/ A - Team | £1000 | |
| | | | £ 40 000 (*) | |

| | | | | |
|--|--|--|---|--|
| Weaker personal organisation and time management. Poor exam preparation | 1) GCSE mind set programme to support Y10 and Y11 pupils with study and organisation. 2) Assertive mentoring to support pupils with organisation and time management. 3) Specific DS guidance parental meetings to support with exam preparation. 4) DS pupils signposted to homework hub to support with organisation and time management. 5) One to one or small group tutoring for identified pupils. 6) Targeted revision sessions for DS pupils 7) Specific Maths and English support during tutor time | ADA A-Team A-Team /LWO A-Team LWO All KGN/RSC | £1000 * £500 See above £30 000 £2000 £15000 | |
| Lack of equipment, study materials and resources | 1) Pupil resource fund to support pupils with material needs Books, revision guides and essential equipment. 2) Homework hub to support with IT needs and supportive calm environment to complete work. | LWO A-Team | £5000 Staffing | |
| Lower cultural capital | 1) Specific experiences organised for DS pupils. 2) Continue to develop the link with KOMATSU UK providing pupils with clear CEIAG guidance on apprenticeships 3) Afternoon tea with governors and local business leaders 4) Music tuition fund 5) Enrichment fund to support pupils participation in trips and visits | LWO LWO A-Team LWO LWO | £1000 £200 £200 £1000 £20 000 | |
| Higher frequency of behavioural incidents leading to lost learning time. | 1) Staffing in BIS to support the quick re integration of pupils back into lesson through restorative approaches. 2) Provision of professional counselling and support services to help resolve issues that extend beyond school. | SMA SMA | £70 000 £3000 | |
| Total | | | £289 000 | |

In many instance pupil premium money funds a proportion of the activities. Where the activity would not happen without the pupil premium funding then the whole cost is allocated from the funding stream. These activities are constantly revised and the proportion of the funding allocated changes according to need and impact. Even though we are required to state what we allocate the Pupil Premium funding on, we do not limit the resources that we allocate to improving the attainment and progress of disadvantaged students.

Long-term actions 3-5 years

Long-term actions aim to support DS pupils by raising aspirations and providing early interventions that close knowledge and skills gaps in KS3 thereby giving students the best platform to begin KS4. There are no costs attributed to these actions yet.

| Barrier | Actions | Who | Impact |
|---|---|-------------------------------|---------------|
| Lower attendance than peers | 1) Effective monitoring and support systems in place to support good attendance by DS pupils | MTH | |
| Poor aspirations – potential lack of professional role models | 1) Development of a higher aspirations programme to include opportunities to visit universities, local business and industry. 2) Priority for CEIAG meetings | LWO A-Team | |
| Poor attainment in KS2 with setting and target setting implications | 1) Target setting that positively discriminates DS pupils. Requiring pupils to make more progress than peers to reduce gaps. 2) Lowering the threshold for higher ability DS pupils | PEW PEW | |
| Lack of cultural capital due to fewer experiences than peers | 1) Seek further links with local business and industry to provide pupils with aspirational experiences. | LWO DRO | |
| Skills dip during the transition from KS2 – KS3 is more pronounced for DS pupils. | 1) Transition events to support DS pupils 2) Improve communication with KS2 staff to identify academic needs. 3) Establishment of cluster working group to develop agreed teaching practices that reduces knowledge and skills slippage between KS2 and KS3. | JMG LWO JMG LWO | |
| Lower levels of parental engagement with school | 1) Establish a parent liaison officer whose responsibility it is to engage with hard to reach parents 2) Development of parental liaison team who meet with parents to sell the positives of good attendance. 3) Seek alternative opportunities to communicate with parents | SMA/LWO HOY MPH | |

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| Poor understanding of individual needs and increasing numbers of DS pupils. | 1) Establish a system that improves the dissemination of DS information to all staff. In particular, the identification of long term disadvantaged pupils. | LWO | |
|---|--|-----|--|

Review of 2018/19 funding impact

| Area | Allocation (/£) | Reason |
|--|-----------------|---|
| One to One intervention | 25,000 | 1:1 teaching for disadvantaged students. EEF toolkit shows this to have a very significant impact. Interventions with pupils in KS3 were positive. Staffing implications and GDPR complications with online tutoring prevented this from being as effective with year 11. |
| Tutor time literacy and intervention | 7,800 | Gaps in Mathematics have remained stable – the gap has not widened |
| Tutor time numeracy and intervention | | Gaps in English have not widened – Where gaps were emerging these have been closed. |
| Maths and English HTLA/TA | 19,700 | Allows for additional 1:1 and small group support. Targeted support for individuals has led to positive outcomes. Y11 low attainers on entry made positive overall progress of 0.08 |
| Assessment pack provision | 200 | Provision of resources to DS pupils has had a positive impact on learning. There is less lesson time wasted and pupils are able to access homework more easily. For example, the provision of calculators has supported DS pupils with Sciences and Maths. |
| Enrichment activities and out of school support | 23,000 | Employment of afterschool learning officer to supervise students and increase take-up (internal tracking shows disadvantaged students accessing less enrichment than other students). Supports aspiration building. Higher proportions of DS pupils are taking part in enrichment activities as a result of support. |
| Behaviour Inclusion Support | 68,000 | Disadvantaged students were losing more learning time to behavioural issues than other students. Data shows a 50% reduction in behavioural instances for DS pupils. There is also a reduction in the time spent in BIS. |
| Attendance Officer | 10,500 | Disadvantaged students' attendance is lower than that for all students the attendance of DS pupils has gradually increased to 93.4% and the gap between DS and non-DS has reduced by 0.5% |
| Leadership support and Progress Officer (KS3/4 PP) | 44,000 | To ensure that the needs of disadvantaged students are met and championed at a personal level, including access to after school academic and pastoral support. Some of this is targeted specifically at current FSM as FSM students currently make less progress than the disadvantaged cohort as a whole. The overall progress of DS students has improved in comparison to 17/18 however a gap still remains. |
| Catch-up programme | 9,000 | Provide intervention to underachieving KS3 students The data show little to no gap between DS and non-DS pupils in KS3 and KS4. The gap is widening in year 11 and future strategies must seek to address this. |

| | | |
|--------------------------|--------|--|
| Additional parent events | 500 | To engage parents who have not come to Parents' evenings in the past (school internal tracking). Time is also spent on individual phone calls to increase attendance from the parents of disadvantaged students. Data shows variable impact |
| Student resource support | 9,000 | To ensure that disadvantaged students have access to the same additional resources that other students have Allow disadvantaged students to access professional counselling services to help resolve issues that extend beyond the school. Revision guides and extra support have supported the improvements in progress for DS pupils – however the gap between DS and non-DS still remains |
| Breakfast club | 1,000 | Programme to support pupil premium pupils with punctuality. The attendance and punctuality of disadvantaged pupils has improved. |
| Music tuition | 750 | Subsidy of fees for pupil premium students has allowed them to access music tuition |
| Academic Mentoring | 60,000 | Academic mentoring for all disadvantaged pupils first during tutor sessions |
| Year 11 Support | 2,000 | Targeted revision skills and careers and attendance information. Also includes two days of holiday support to improve performance of GCSE Art. Improvement in progress figures for DS pupils. |
| Word shark support | 900 | Targeted intervention to improve literacy in KS3. Data shows that targeted support is having a positive impact on pupils. Pupils are rarely referred to use this programme for longer than 1 year. 90% of pupils reach their target reading level within 2 years with support from the programme. |