



The Deanery High School and 6th Form College

Closing the Gaps – Impact Report for 2015/2016 PP Spending



At KS3 the gap is closing as demonstrated by:

Y7

% Overall on track in English (2,1,0)	90.2%
% Overall on track in Maths (2,1,0)	89.4%

% PP on track in English (2,1,0)	91.6%
% PP on track in Maths (2,1,0)	86.5%

% Non PP on track in English (2,1,0)	93.3%
% Non PP on track in Maths (2,1,0)	92.2%

Y7 Summary:

PP

PP gap English -1.7%
PP gap Maths -5.7%

Y8

% Overall on track in English (2,1,0)	91.4%
% Overall on track in Maths (2,1,0)	81.9%

% PP on track in English (2,1,0)	88.1%
% PP on track in Maths (2,1,0)	74.7%

% Non PP on track in English (2,1,0)	92.9%
% Non PP on track in Maths (2,1,0)	85.3%

Y8 Summary:

PP

PP gap English -4.8%
PP gap Maths -10.6%

Y9

% Overall on track in English (2,1,0)	87.7%
% Overall on track in Maths (2,1,0)	74.0%

% PP on track in English (2,1,0)	87.3%
% PP on track in Maths (2,1,0)	75.4%

% Non PP on track in English (2,1,0)	93.5%
% Non PP on track in Maths (2,1,0)	75.7%

Y9 Summary:

PP

PP gap English -6.2%
PP gap Maths -0.3%

Effective Practice That Has Led to Narrowing the Gap in KS3:

The progress made by KS3 learners shows positive improvements in every year group. This is due to quality first teaching, rigorous assessment to inform feedback and next steps. The development of the KS2 curriculum ensures challenge and demonstrates high expectations for all learners, particularly PP learners. Assessment is now four times each year in order to allow timely, targeted intervention by teachers, Pupil Premium Champions and Progress Leaders. The most significant contributory factor in reducing the gap has been the timely intervention given by the KS3 Learning Mentor, coupled with the supportive role of the Pupil Premium Champions who have worked on aspects of subject specific underachievement, study skills, parental engagement and pastoral/ curriculum liaison. Effective transition has been a school priority and this has allowed all staff to build on the progress made from primary. Parental links have been successfully embedded to ensure higher engagement as evidenced by attendance at parents' evenings, information meetings and progress discussions. There has been an increase in parent consultations for those for whom it is important.

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At KS4 the gap is closing as demonstrated by:

Y10 CURRENT DATA (NOT END OF KS PREDICTIONS)

% Overall on target in English	63.0%
% Overall on target in Maths	45.2%

Y10 Summary:

PP gap English -17.8%
PP gap Maths -0.2%

% PP on target in English	50.0%
% PP on target in Maths	45.3%

% Non PP on target in English	67.8%
% Non PP on target in Maths	45.1%

Y11 CURRENT DATA (NOT END OF KS PREDICTIONS)

Y11	PP	Non-PP	Gap
English 3 LOP	85.3	67.2	-18.1
English 4 LOP	40.6	20.7	-19.9
Maths 3 LOP	42.4	41.7	-0.7
Maths 4 LOP	13.5	6.7	-6.8

Y10 Summary:

More able are under performing in both English and maths, (though % is higher than overall on target) All pupils at the very beginning of their GCSE studies and this is their starting point for progression throughout their GCSE

PP
PP gap English -17.8% **significant: gap plans being reviewed by AH/ HoF/ PP champion to monitor impact of interventions/ provision**
PP gap Maths -0.2%

SEND 9 pupils on track in English; 2 pupils on track in maths. IEPs being reviewed for those not on track and LSA support being increased.

Additional detail regarding Y11

English – real progress has been made from Autumn 1 to Autumn 2 for Y11. Whilst the PP % for both 3 and 4 LOP has dipped slightly, the gap has increased significantly as they have not progressed at the same rate as the remainder of the cohort. AH/HoF working closely to support those PP in need of extra support with more resources/ parental engagement and interventions where necessary

Maths – due to the stringent adherence to grade boundaries and the zealous marking of full papers without recent coverage of topics, the maths results show a significant decline from Autumn 1 to 2. This assessment process has been agreed as good practise which will from this point show on-going progress from a very low starting point as pupils revisit topics in the lead up to the exam. The gap, however, has reduced significantly.

Effective Practice That Has Led to Narrowing the Gap in KS3:

The progress made at KS4 is due to a focus on teaching and learning together with a rigorous approach to assessment. This is linked with work on raising aspirations such as business leaders visiting school, trips to universities, celebrating the successes of former pupils together with aspirational targets and challenge in teaching and learning. Successful professional development for staff, in a range of teaching and learning strategies, has secured improvements in closing the gap at KS4 (with a particular focus upon stretching the more able, effective questioning and pupil feedback adding the most value).



Overarching Reason for focus: for focus upon PP:

	2014			2015		
	English			English		
	3+	4+	5+	3+	4+	5+
Non-FSM	78.7%	33.3%	5.30%	79.2%	36.5%	8.20%
FSM	67.7%	22.6%	3.20%	54.5%	15.2%	9.10%
Gap	11.0%	10.7%	2.1%	24.7%	21.3%	-0.9%
	2014			2015		
	Maths			Maths		
	3+	4+	5+	3+	4+	5+
Non-FSM	73.4%	28.0%	5.30%	68.0%	35.4%	13.30%
FSM	42.4%	15.2%	6.10%	43.1%	11.8%	2%
Gap	31.0%	12.8%	-0.8%	24.9%	23.6%	11.3%
	2014			2015		
	Science			Science		
	3+	4+	5+	3+	4+	5+
Non-FSM	56.1%	23.9%	6.70%	77.6%	35.9%	9.60%
FSM	36.4%	22.7%	9.10%	53.3%	13.3%	3.30%
Gap	19.7%	1.2%	-2.4%	24.3%	22.6%	6.3%

Y11 Results showed a gap wider than the previous year. This is because the vast majority of work which focuses upon supporting PP children occurs in KS3 as this is where the most impact can be made according to The Sutton Report and Ofsted. Results at GCSE will improve in future years for PP students because of the intervention that is happening earlier on in their education.

	2014	2015
	5 A*-C inc. E & M	5 A*-C inc. E & M
Non-FSM	71.7%	65.1%
FSM	48.5%	30.4%
Gap	23%	35%

Report on Spending of the Pupil Premium and Impact 2015 – 2016

Pupil Premium 2013/2014	
Number of eligible pupils	347
Amount received per pupil	£935
Total Pupil Premium received	£312,434

Plan & costings:

Barrier to learning	Chosen Strategies	Cost	Desired Outcomes	Who?	Monitored by:	Success Criteria
Low self-esteem.	Nurture sessions. Wigan Youth Zone life skills sessions. Pupil voice (1) questionnaires to ascertain attitude to school life & support then given by Pupil Premium champions.	£20,498 £5000 £6679	Less behaviour incidents/ detentions/ fixed term exclusions. Effort grades to be 1 or 2 on data analysis. Attendance to be above 95%.	TUR, SCH, Pastoral Managers / Progress Leaders	TUR, RYD, Progress Managers / Progress Leaders.	Incidents/detentions to be similar in number to non-pupil premium. Pupil voice (2) to show improvement in attitude to school where this has been an issue. Attendance to be above 95%. Effort grades to be 1 or 2 on data analysis.
Poor concentration.	Breakfast provided - £1.50 added to pupil account for the provision of breakfast only.	£4260	Pupils will have eaten well and will be able to concentrate fully throughout the morning.	TUR, REA	Progress of those who regularly attend is monitored	40% of PP pupils to attend breakfast club. Incidents in poor behaviour/ lack of concentration to reduce to be similar in number to non-pupil premium. Effort grades to be 1 or 2 on data analysis.

Focus: Pupil Premium Quality First Teaching

Reason for focus: Quality First Teaching in closing the gaps document supports the 'identify, reflect, respond' model. Identify barriers, reflect on practice, adapt teaching to meet the needs of ALL learners.

Barrier to learning	Chosen Strategies	Cost	Desired Outcomes	Who?	Monitored by:	Success Criteria
Students struggle to follow instructions/ listen/ focus/ engage with curriculum/ tackle difficult subject matter.	<p>Careful curriculum planning to meet the needs of all learners.</p> <p>Quality curriculum delivery to meet the needs of all learners.</p> <p>Assessment and tracking to ensure timely interventions.</p> <p>Suitable interventions that will move learning and progress on rapidly.</p> <p>In class support for Pupil Premium SEND pupils.</p>	<p>£20,092</p> <p>£42,781</p> <p>£75,557</p>	Pupils will engage with the subject, learn well and make good or better progress on their learning pathway.	BUR, TUR, HOFs, CDT	TUR. All SLT	<p>Lesson observations will reflect:</p> <ul style="list-style-type: none"> challenge of subject matter/ skills resilient learners who are inspired to achieve. success in terms of results and in terms of attitude to learning, based on meaningful and challenging teacher feedback that moves T&L on.
Extra resources needed to support pupils lacking in motivation or cultural depth.	Departments can bid to receive funds to support Pupil Premium pupils.	£6000	Subject leaders and individual teachers can identify the barriers, reflect upon their practice and what a Pupil Premium child may need, then adapt their practice to meet that need.	TUR, all staff.	TUR – Project leaders to monitor impact and report in interim and upon completion.	Progress of students provided with support to be monitored to ensure value for money. Departments to justify spend in academic terms via data collection.

Focus: Pupil Premium Transition

Reason: Government initiative to help disadvantaged students make a successful transition from primary to secondary school. Sutton Trust document – summer schools, moderate impact for moderate costs. Reduce the traditional attainment dip between year 6 and year 7. *'Summer schools boost the self esteem, aspirations and work ethic of more vulnerable children, many of whom are on free school meals.'* TES – David Linsell; 2012.

Barrier to learning	Chosen strategies	Cost	Desired outcomes	Who?	Monitored by:	Success criteria
Dip in attainment from Y6-7, with particular reference to literacy.	Tracking and monitoring of data of PP cohort via data collection, student feedback, work scrutiny, Y6 data, Y7 Progress Leader.	£19,748	Pupils will be challenged to make progress from the very beginning of their time at the Deanery. Extended writing will be equitable with the quality they were producing at the end of Y6; this will rapidly develop from the very beginning across all subjects.	Y7 Progress Leader & Pastoral Manager	TUR, Y7 Progress Leader	All pupils will make sustainable and rapid progress, monitored by Star testing. Increased literacy skills will have a supportive effect on other subject areas ensuring at least 2 sub-levels of progress during Y7 for all, and 3 sub-levels of progress for most. In our new system of assessment without levels, this will mean the vast majority of pupils (80%) will be on target for their learning pathway.
	Lesson observation schedule of intervention lessons.			Primary Liaison Co-ordinator		
	Identified cohort of PP students invited to attend English, Maths, Science.	Paid from external funds	Pastorally, pupils will settle with fewer friendship/settling issues being recorded by Pastoral Manager.	LRC Manager SEND dept. KS3 Learning Mentor		

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Barrier to learning	Chosen strategies	Cost	Desired outcomes	Who?	Monitored by:	Success criteria
<p>Dip in attainment from Y6-7, with particular reference to literacy.</p>	<p>Literacy testing and sharing of extended writing ability from Y6-7.</p> <p>AR & Star testing. All students whose attainment falls below the national expectations for reading and functional literacy (RA 9.6) are supported during registration time by LSAs to follow reading scheme. Cohort identified from Y6 scores, transition day, Star testing and IDL testing from Term 1 RA data.</p> <p>Reading champions.</p> <p>Parent information evenings to support parents in helping their children with reading and writing.</p>	<p>£550 £1623</p>	<p>KS3 Learning Mentor will pick up pupils from primary exit data to work with those just above SEND, but not quite L4. They will make rapid progress using IDL, Star reading and numeracy packages.</p> <p>Good relationships between the new Y7 cohort and their older reading champions.</p>	<p>Y7 Progress Leader & Pastoral Manager</p> <p>Primary Liaison Co-ordinator</p> <p>LRC Manager</p> <p>SEND dept.</p> <p>KS3 Learning Mentor</p>	<p>Literacy Co-ordinators.</p> <p>Head of English & FLG.</p> <p>Y7 Progress Leader.</p> <p>TUR.</p>	<p>All pupils will make sustainable and rapid progress, monitored by Star testing.</p> <p>Increased literacy skills will have a supportive effect on other subject areas ensuring at least 2 sub-levels of progress during Y7 for all, and 3 sub-levels of progress for most. In our new system of assessment without levels, this will mean the vast majority of pupils (80%) will be on target for their learning pathway.</p>

Focus: Pupil Premium Promotion of good behaviour for learning

Reason for focus: Sutton document '*the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.*' All staff may make a bid for this fund .Examples of spending may include revision guides, resources for technology, staffing for Pupil Premium workshops etc., all of which must have a direct impact curriculum attainment and pupil engagement in subjects.

Barrier to learning	Chosen Strategies	Cost	Desired Outcomes	Who?	Monitored by:	Success Criteria
Low expectations/ aspirations of academically more able	<p>Increased monitoring.</p> <p>Interventions to be creative & aspirational.</p> <p>Y6 Summer school to provide smooth transition and deliver aspirational message with particular reference to literacy and numeracy.</p> <p>Pupil voice (1) questionnaires to ascertain attitude to school life.</p>	<p>Provided for by additional funding.</p> <p>£8767 broken down for:</p>	<p>Pupils will be well motivated, want to achieve well. Staff will know which students to particularly focus upon for interventions. Interventions will be timely and suitably aspirational pupils.</p>	All staff	<p>TUR</p> <p>Progress Leaders</p> <p>Leading Practitioner</p> <p>Differentiation</p>	<p>Pupil voice (2) to show improvement in attitude to school where this has been an issue.</p> <p>Pupils will be making progress within their learning pathway to show they are on or above target.</p>
Lacking in basic equipment/ access to educational visits.	<p>Pastoral Manager monitoring.</p> <p>Pupil voice (1) questionnaires to ascertain material shortfalls.</p> <p>Contribute up to £100 towards educational visits and trips.</p>	<p>Trip Contributions</p> <p>Resources</p> <p>Faculty resources</p> <p>Pastoral / SEN resources</p>	<p>PP pupils like their non-PP counterparts will have access to all curriculum opportunities. They will not be limited by a lack of resources such as basic equipment, ingredients, uniform, trips etc.</p>	All staff	TUR	<p>In being well equipped for each lesson, pupils will be ready to learn and this will be reflected in data inputted by staff in terms of achievement, attendance, punctuality and behaviour for learning.</p> <p>LoP in line with other subjects nationally. Majority of pupils make expected progress or better in core subjects.</p> <p>Attitude for learning will be good.</p> <p>Pupil voice (2) to show improvement in attitude to school where this has been an issue.</p>

The remainder of the funds have been broken down in detail to support our Pupil Premium pupils who are specifically EAL, Gifted and Able and SEND, with the interventions that have been identified by faculties, Pastoral Leaders and Pupil Premium Champions. This has been allocated on an individual basis pertaining to the needs of the pupil. The impact of the support and interventions given is monitored by Pupil Premium Champions and Progress Leaders, who report to the Assistant Headteacher leading on closing the gap.

Review date : April 2017