

An Overview of the Attainment and Progress of Disadvantaged Students at Weatherhead High School – 2016-17

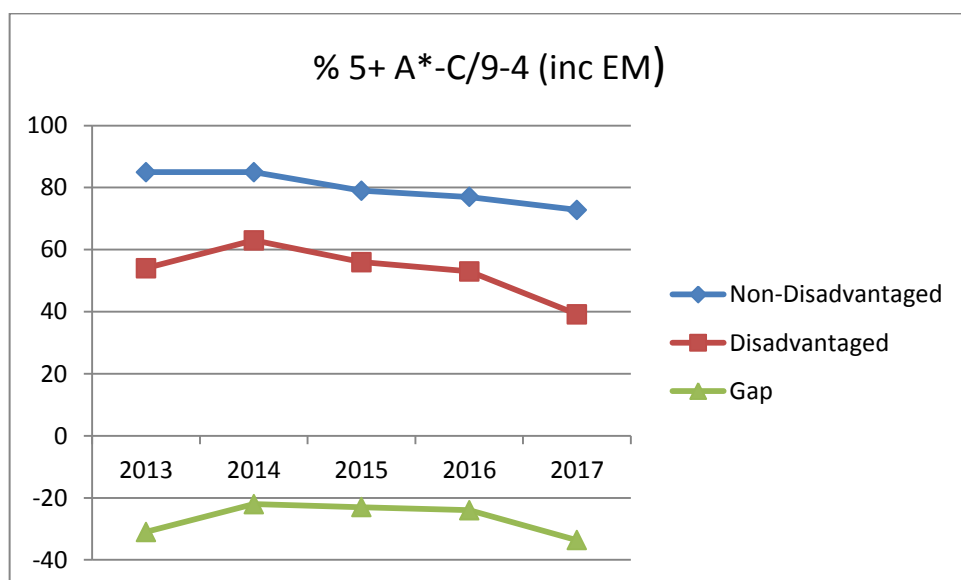
1. Attainment and Progress:

In 2016-2017, 467 (39%) of students were Disadvantaged and WHS was allocated a total Pupil Premium funding of £420,000.

In Year 11, 74 students were Disadvantaged (16% of the whole Disadvantaged cohort).

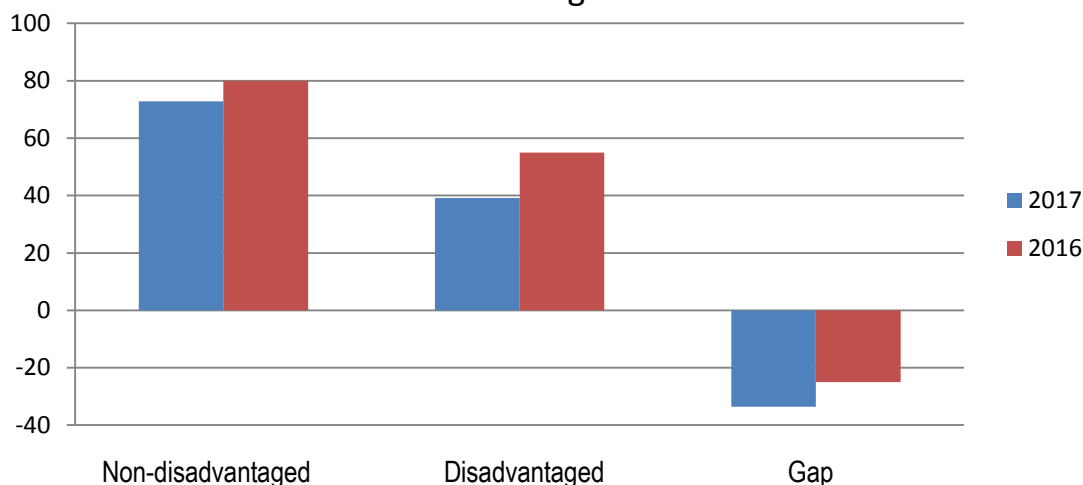
37% of Year 11 were Disadvantaged.

The graph below illustrates the attainment of disadvantaged and non-disadvantaged students at Weatherhead High School.



- The gap between the attainment of disadvantaged and non-disadvantaged learners has widened this year. For the last three years, the attainment gap had been consistent.
- The results in Maths across the school were below expectation because students failed to cope with the challenging Maths curriculum, especially with problem solving and reasoning questions.

Students achieving 9-4 grades in 2017 in both English & Maths vs A*-C grades in 2016



Attainment

- In 2017, 39% of disadvantaged students achieved a standard pass 4+ grade in both GCSE English and Maths.
- 18% of the disadvantaged cohort achieved a strong pass 5+ in both GCSE English and Maths.
- Attainment in English of disadvantaged students was as good as in previous years; with 70% of the Year 11 disadvantaged cohort (52 students) achieving at least a standard pass (4+).
- Over half of the Year 11 disadvantaged cohort (55%, 40 students) achieved at least a strong pass (5+) in English.
- Attainment of the disadvantaged cohort in Maths was not as good as English and previous years. Only 39% of the disadvantaged cohort (29 students) secured a standard pass (4+) with 19% of the disadvantaged cohort (14 students) achieving a strong pass 5+.

Progress 8

	P 8 Score	P 8 Score - English	P 8 Score - Maths	P 8 Score - EBacc	P 8 Score - Open	Average A 8 Score	Average A 8 Score - English	Average A 8 Score - Maths	Average A 8 Score - EBacc	Average A 8 Score - Open
2017										
All Students	0.25	0.60	-0.11	0.39	0.13	45.88	10.63	8.01	12.62	14.62
Disadvantaged	-0.31	0.09	-0.68	-0.21	-0.41	37.73	9.14	6.24	9.97	12.38
Gap	-0.56	-0.51	-0.57	-0.60	-0.54	-8.15	-1.49	-1.77	-2.65	-2.24

Progress of Disadvantaged Students

- The Progress 8 score of 0.09 for disadvantaged students in English is above the national P8 score of zero, which indicated that our disadvantaged students are making good progress in English.

- The -0.68 Progress 8 score for Maths is a concern. Raising attainment and improving the progress of all students in Maths is the main improvement target for the school, with a particular focus and targeted intervention for all disadvantaged students.
- In relation to the EBACC P8 score, 9 disadvantaged students were entered for BTEC Science. Despite this qualification not counting in the performance tables, the school felt that this was correct course for some of the low attaining disadvantaged students who may have failed to achieve a grade studying the core and additional science curriculum. 56% of the 9 students achieved two BTEC science qualifications.
- 7 disadvantaged students followed a vocational curriculum. These students left school with qualifications in Child Care and Hair and Beauty. Despite these qualifications carrying no P8 points, the students have left Weatherhead with practical qualifications and are now continuing to study vocational qualifications at college. However, these students did not achieve any points in the Open Element slot.

High, Middle and Low Prior Attaining Students

- Middle ability disadvantaged students made more progress than the high and low ability students, with 20 students achieving an overall P8 higher than the school's P8 score of 0.25 for all students.
- Significantly, 27 middle ability disadvantaged students achieved a P8 score for the EBacc element higher than the school's P8 score, with 14 of these students achieving a P8 score higher than 1.00 for the EBacc element.
- 8 students from the middle ability disadvantaged cohort achieved P8 scores above the School's P8 of 0.25 for all aspects of the P8 measures.
- One high ability disadvantaged student achieved a P8 score higher than 1.00 in all aspects of the P8 measures. Notably achieving a P8 score of 3.013 for the EBacc element.
- Two low ability disadvantaged students achieved a P8 score for English above 1.00.

The impact of Outliers

- At Weatherhead High School, we continually strive to remove barriers to learning to ensure the best possible outcomes for all our students. We have not used the Alternative Provision Census to off-roll students. Instead we have used Pupil Premium funding to engage with parents and hard to reach students by providing vocational opportunities and reduced timetables to ensure students leave our school with a qualification in at Maths, English and Science. With the exception of two students all students secured qualifications in at least the three core curriculum areas; however this had resulted in 17 students having incomplete or empty slots for the P8 measures, which in turn has resulted in some students gaining a very low P8 scores.

2. Effectiveness of Pupil Premium Expenditure

One to One/Small Group Tuition (in school)

English: Pupil Premium funding was used to provide disadvantaged students with additional one to one and small group tuition in English, which has had a significant impact on enabling disadvantaged students to secure some good grades in English:

- 79% of the high ability disadvantaged cohort achieved a strong pass (5+), with 5 students out of the cohort of 14, securing a grade 7-9.
- From the middle ability disadvantaged cohort, 76% (35 students) achieved a standard pass (4+), with 57% (26 students) of the cohort achieving a strong pass.
- 7% (3 students) of the middle ability disadvantaged cohort achieved a 7-9 grade, with one student achieving a grade 9 in English Language and grade 8 in English Literature.
- 100% of the students in the low ability disadvantaged cohort were entered for both English Language and English Literature. The students were given two additional periods of small group tuition in Year 11 to support them with the challenging Literature content and the learning of poems and quotations. Two students from this cohort exceeded expectation and achieved a strong pass (grade 5) in English Literature. With the exception of one student, all of the students achieved two grades between 5-1 in both English Language and English Literature. These students also benefitted from an overnight revision residential funded by the Pupil Premium, which focused on preparing the English Literature examinations.

- The English results show that the use of the Pupil Premium to fund, in part, a specialist primary trained teacher to teach low ability disadvantaged students from the beginning of Year 7 to the end of Year 9, has been effective in securing outcomes for students. 5 of the low ability disadvantaged cohort achieved a P8 score for English higher than the overall P8 for the school.
- The investment made in additional intervention from lessons was beneficial because 76% of the middle ability disadvantaged cohort secured a standard GCSE pass in English.

Maths: Pupil Premium Funding was used to provide disadvantaged students with additional one to one and small group tuition however; disadvantaged students performed better in English than in Maths, which mirrors the achievement of all other Year 11 students.

One and one and small group had limited effect with disadvantaged students due to the personnel delivering the provision. **Significant changes have been made to the delivery of Maths intervention for Year 11 disadvantaged student this academic year. See the Maths Improvement Plan.**

- Notably, the middle ability disadvantaged students performed the best in Maths.
- 41% (20 students) of this cohort achieved at least standard pass 4+ and 20 % (10 students) achieved at least strong pass 5+
- One middle ability disadvantaged student achieved a grade 7.
- 2 high ability disadvantaged students and 2 middle ability disadvantaged students are continuing to study A Level Maths at WHS.

Home Tuition:

Pupil Premium funding was used to provide home tuition in Maths and English to support four disadvantaged students. One student achieved 7 GCSE qualifications ranging from grade A-F and grade 3s in Maths and English. Another high ability disadvantaged student, who spent a significant amount of Y11 in hospital, achieved two grade 5s in English and a pass in Maths and Science. The students did underperform as a consequence of suffering from high levels of anxiety, persistent poor attendance and medical issues. However, without the Pupil Premium funding, these students would have left school without any GCSE qualifications.

Additional GCSE Lessons:

Some of the Pupil Premium funding was used to increase curriculum provision in English; to accommodate the teaching of the new GCSE English Language and GCSE English Literature specifications. From September 2015, the time allocation for the delivery of GCSE English was increased from 4 to 5 lessons each week. This has had a significant impact on the performance of Year 11 disadvantaged students.

- Overall, 34 disadvantaged students achieved an English P8 score higher than the school's P8 score
- 39 disadvantaged students achieved an English P8 score the same or higher than the P8 score for disadvantaged students in English.

Changes have been made this year and curriculum provision has increased for Maths. The time allocation for the delivery of GCSE Maths has increased from 4 to 5 lessons each week. This will enable the new, more demanding Maths course content to be delivered more effectively through quality first teaching.

Vocational Curriculum:

- In part, Pupil Premium funding was used to support vulnerable students with vocational placements. 5 out of the 6 students secured GCSEs in Maths, English Literature and English Language, as well as, gaining a vocational qualification in either sport, childcare or hair and beauty. These students are now continuing their vocational studies.

Most Able Provision: HADS

Pupil premium funding was used to support the most able disadvantaged students with their learning. Students received mentoring and tutoring from the school's Gifted and Talented Co-ordinator and they also took part in a study skills programme delivered by Learning Performance.

In relation to achieving the highest grades, high ability disadvantaged students performed exceptionally well in the EBacc subjects, achieving A*-B grades in the following subjects:

- Biology (44%)
- French (50%)
- Chemistry (44%)
- History (75%)
- Computer Science (50%)

Teaching Assistants:

A teaching assistant was deployed to support a cohort of low ability disadvantaged students with the challenging English Literature course content. 10 out of the 11 students passed the GCSE course, with one student achieving a grade 5.

A higher level teaching assistant manages the school's Learning Zone Provision. Her work with the disadvantaged students who attended vocational placements enabled the students to catch up with school work and sit exams in English, Maths and Science. In addition to this, she supported disadvantaged student who suffered from pastoral issues and high levels of anxiety.

The school has invested in a higher level teaching assistant, who specialises working with students with poor literacy skills. Pupil Premium funding has been used to support her work and to buy in support from outside agencies, which has, in part, help to secure positive outcomes for disadvantaged students in English.

Impact of specialist English teacher/smaller class sizes:

It is pleasing to note that disadvantaged students in English achieved a positive progress score. 25 students from the disadvantaged cohort achieved an individual P8 score for English that is higher than the overall school's English P8 Score of +60, with 18 disadvantaged students achieving a P8 score over +1. One middle ability disadvantaged student achieved a P8 score of +4.09. Overall, the progress made by the disadvantaged students in English is pleasing; with 46% of the cohort achieving a P8 score for English greater than the school's overall P8 score of +0.25. In part, this reflects the school's extensive Literacy across the Curriculum Programme and the impact of a specialist primary trained English teacher, who has worked at the school for 5 years. The school's investment in reducing class sizes for lower middle and low ability students at KS3 and for all students in English at KS4 has also had a positive effect on the achievement of disadvantaged students in English.

The investment in smaller class sizes for Maths has not worked and action has been taken this year to address this. See the Maths Improvement Plan.

Student Well Being:

- The KS4 pastoral support worker and academic support worker helped to engage with the most hard to reach parents and students. They provided the link between school, exams and home by offering support to the most vulnerable students. Out of a cohort of 74 disadvantaged students and a total Year 11 cohort of 199 students, only one student failed to sit her GCSE exams, this was because she had a baby during the exam season.
- Students receive extensive support from pastoral support workers. This year, they have conducted home visits and arranged parent sessions, in school, to engage more hard to reach families.

Travel Assistance:

- Pupil Premium funding was used to support disadvantaged students with transport to and from school.
- The school provided a mini bus service to enable students to get to school.
- Transport was provided from some students on the days off their external GCSE examinations.
- Students were also supplied with bus passes to assist with transport cost to and from vocational placements.

Careers support:

- All students access bespoke careers support at WHS. Disadvantaged students received addition help and guidance from the school's full time careers worker.
- Only one student is NEET and this is because she has become a stay at home mum.