

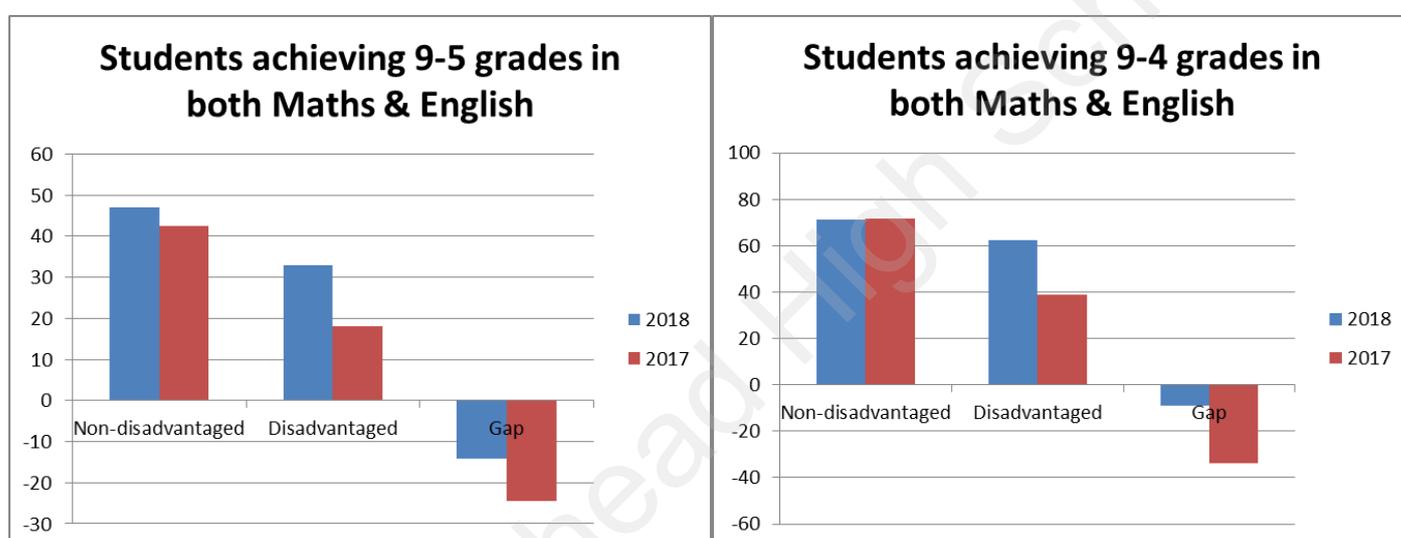
## An Overview of the Attainment and Progress of Disadvantaged Students at Weatherhead High School – 2017-18 The Impact of Pupil Premium Funding

### 1. Attainment and Progress:

In 2017-2018, 500 (40%) of students were Disadvantaged and WHS was allocated a total Pupil Premium funding of £440,000.

In Year 11, 64 students were Disadvantaged (13% of the whole Disadvantaged cohort). 30% of Year 11 were Disadvantaged.

The graphs below illustrate the attainment of disadvantaged students compared to the attainment of all students in GCSE Maths and English.



- The gap between the attainment of disadvantaged and all students reduced by 10% in 2018 in relation to the percentage of students achieving a GCSE grade 5 or above in both Maths and English.
- The gap between the attainment of disadvantaged and all students reduced by 25% in 2018 in relation to the percentage of students achieving a GCSE grade 4 or above in both Maths and English.
- Pupil Premium funding was used, in part, to improve the attainment of disadvantaged students.

### Attainment

- In 2018, 63% of disadvantaged students achieved a standard pass 4+ grade in both GCSE English and Maths, which is an increase of 24% on the results for 2016/17.
- 33% of the disadvantaged cohort achieved a strong pass 5+ in GCSE English and Maths, which is an improvement of 15% on the previous academic year.
- Attainment in English of disadvantaged students was better than previous years; with more than 80% of the Year 11 disadvantaged cohort (52 students) achieving at least a standard pass (4+).
- Over half of the Year 11 disadvantaged cohort (61%, 39 students) achieved at least a strong pass (5+) in English.

- Attainment of the disadvantaged cohort in Maths was not as good as English but it was significantly better than in 2017, with 64% of the disadvantaged cohort (41 students) securing a standard pass (4+) and 39% of the disadvantaged cohort (25 students) achieving a strong pass 5+, in GCSE Maths.

## Progress 8

2018 Compared to 2017	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
All Students	0.16 -0.09	0.54 -0.06	-0.06 +0.05	-0.03 -0.42	0.23 +0.10	48.26 +2.38	11.10 +0.47	8.93 +0.92	13.31 +0.69	14.92 +0.30
Disadvantaged	-0.25 +0.06	0.11 +0.02	-0.46 +0.22	-0.52 -0.31	-0.16 +0.25	42.86 +5.13	9.97 +0.83	7.88 +1.64	11.45 +1.48	13.57 +1.19
Gap	-0.41	-0.43	-0.40	-0.49	0.39	-5.4	-1.13	-1.05	-1.86	-1.35

## Progress of Disadvantaged Students

- The Progress 8 score of 0.11 for disadvantaged students in English is above the national P8 score of zero, which indicated that our disadvantaged students are continuing to make good progress in English.
- The -0.46 Progress 8 score for Maths is below expectation, however the Pupil Premium strategy 2017/18 has helped to raise the progress of disadvantaged students in Maths: the P8 score of disadvantaged students increased significantly by +0.22 points. Raising attainment and improving the progress of all students in Maths continues to be an improvement target for the school, with a particular focus and targeted intervention for all disadvantaged students.
- The Progress 8 score of -0.52 for the EBacc is disappointing and does not reflect some of the notable successes students had in the EBacc subjects. The maximum points score for the 2<sup>nd</sup> P8 bucket is 27. One high ability student secured 25 points by achieving an impressive grade 9 in Biology and a grade 8 in Physics and Geography. Another high ability disadvantaged student achieved 3 grade 8 in French, Biology and Physics, securing 24 points in bucket two.
- The school acknowledges that disadvantaged students may need additional support and intervention in the EBacc subjects because in previous years the Controlled Assessment units would have made the curriculum more accessible to some disadvantaged learners. Therefore, support **plans are now in place to raise the progress and attainment of students in History, Geography and Double Science for the academic year 2018/19.**
- All students secured qualifications in at least the three core curriculum areas; however there are 15 students with incomplete or empty slots for the P8 measures, which in turn resulted in some students gaining very low P8 scores. 11 disadvantaged students did not achieve the EBacc measure because they did not take a language. The curriculum provision at Weatherhead is planned around the needs of individual learners.

## High, Middle and Low Prior Attaining Students

- Low ability disadvantaged students made exceptional progress, with 60% of students achieving an overall P8 higher than the school's P8 score of 0.16 for all students.
- Significantly, 80% of low ability disadvantaged students achieved a P8 score for the Open element higher than the school's P8 score, with 4 of these students achieving a P8 score higher than 1.00 for the Open element.
- Four low ability disadvantaged students achieved a P8 score for English above 1.00 and three low ability disadvantaged students achieved a P8 score above 1.00 for Maths.
- One middle ability disadvantaged student and one low ability disadvantaged student achieved a P8 score higher than 1.00 in all aspects of the P8 measures.
- One high ability disadvantaged student achieved a P8 score for English of 3.43 and another high ability disadvantaged student achieved a P8 score of 2.26 for the Open element.

## 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. The school does not off-roll students but it uses the 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. In 2018, two high ability students had extremely negative P8 scores: -3.656 (adjusted to -3.531 and) -4.369 (adjusted to -3.725). Both students were educated at an Alternative Provision provider to avoid permanent exclusion from school. Although, they did not achieve a full set of P8 qualifications, the students left school with GCSEs in English, Maths, Science and vocational qualifications that do not have P8 points. The students are continuing in Post-16 training and Everton Free School and Wirral Metropolitan College.

## 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 delivered by a specialist English intervention teacher. The impact of this has enabled disadvantaged students to secure pleasing outcomes in English:

- 79% of the high ability disadvantaged cohort achieved a strong pass (5+), with 10 students out of the cohort of 24, securing a grade 7-9.
- From the middle ability disadvantaged cohort, 79% (22 students) achieved a standard pass (4+), with 61% (17 students) of the cohort achieving a strong pass.
- 4% of the middle ability disadvantaged cohort achieved a 7-9 grade.
- 100% of the students in the low ability disadvantaged cohort were entered for both English Language and English Literature. Three students from this cohort exceeded expectation and achieved a strong pass (grade 5) in English. All of the students achieved two grades between 6-1 in both English Language and English Literature.
- These students benefitted from being taught by the Director of SEND, who used his specialist knowledge and training to secure strong outcome for low ability disadvantaged students in English. Notably, one low ability disadvantaged student achieved a grade 5 in English Language and grade 4 in English Literature. Another low ability, disadvantaged SEN student achieved a grade 4 in English Literature.
- This cohort of students also benefitted from an overnight revision residential funded by the Pupil Premium, which took place in May just before the 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, which has led to a significant improvement in the progress of disadvantaged students in Maths.

- Overall improvement in Attainment 8 and Progress 8 scores in Maths.
- In terms of A8, the score of 7.88 for disadvantaged students in maths is a +1.64 improvement on the 2016/17 A8 score of 6.24.
- The P8 score of -0.46 for disadvantaged students in Maths, is a +0.24 improvement on the -0.70 score in 2016/17.
- Notably, the low ability disadvantaged students performed the best in Maths achieving a positive P8 score of 0.64.
- 61% (39 students) of the disadvantaged cohort achieved at least standard pass 4+ and 39 % (25 students) achieved at least strong pass
- Three high ability disadvantaged students are continuing to study A Level Maths at WHS. One student, who secured a grade 7 in Maths, achieved a commendable +1.235 P8 score for Maths. This student benefitted from Maths 1-2-1 tuition.
- Another notable achievement is the P8 score of +2.09, which was achieved by a middle ability disadvantaged student.

**Off-site Provision and Vocational Curriculum:** Pupil Premium funding was used to provide off-site tuition in Maths, English and Science for two disadvantaged students.

- One student achieved 8 GCSE qualifications: achieving grade 4s in English Language, English Literature and Maths, as well as achieving a 4/3 grades in combined science.
- Another low ability disadvantaged student, achieved two grade 3s in English and secure a 2,1 grade in science and pass grade 1 in maths.
- Some 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, 30 disadvantaged students achieved an English P8 score higher than the school's P8 score
- 34 disadvantaged students achieved an English P8 score the same or higher than the P8 score for disadvantaged students in English.

For Year 10, in 2016, the time allocation for the delivery of Maths increased from 4 to 5 lessons each week. This enabled the new, more demanding Maths course content to be delivered more effectively through quality first teaching and it has had a significant impact on the performance of Year 11 disadvantaged students in Maths:

- The overall P8 score for disadvantaged students in 2018 improved by +0.22
- The percentage of disadvantaged students achieving a 4+ grade improved by 26%
- The percentage of disadvantaged students achieving a 5+ grade improved by 22%
- The percentage of disadvantaged students achieving a 7+ grade improved by 5%

### **Most Able Provision: HADS (24 students)**

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 well in the following EBacc subjects, achieving 9-6 grades in the following subjects:

- Biology = 78% (44% A\*-B in 2016-17)
- Chemistry = 56% (44% A\*-B in 2016-17)

- Physics = 67% (33% A\*-B in 2016-17)
- French = 50% (50% A\*-B in 2016-17)

The school provided additional exam and revision support to the disadvantaged students by providing them with a 'revision pass', which enable the students to revise and work in the school's LRC during the Easter holiday.

- One student achieved 2 x grade 9, 4 x grade 8 and 3 x grade 7 (overall P8 score of 0.704).
- Another student achieved 2 x grade 9, 1 x grade 8, 4 x grade 6, 1x grade 5 and 1 grade B (overall P8 score of 1.816).
- A third student achieved 1 x grade 9, 1 x grade 8, 2 x grade 7, 3 x grade 6 and 2 x grade 5 (overall P8 score of 1.137).

#### Teaching Assistants:

- 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.

- 27 students from the disadvantaged cohort achieved an individual P8 score for English that is higher than the overall school's English P8 Score of +0.54, with 15 disadvantaged students achieving a P8 score over +1.
- One high ability disadvantaged student achieved a P8 score of +3.43.
- Overall, the progress made by the disadvantaged students in English is pleasing; with 47% of the cohort achieving a P8 score for English greater than the school's overall P8 score of +0.16. 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 6 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.

Notably, in 2017, an additional English class was created that included 9 Year 11 high ability disadvantaged students. Overall the English P8 score for these students was 0.06. They had a negative P8 score across all other strands.

- In both English Language and English Literature, the average grade for the class was 6, which compares to the average grade of 5 for all other learners in English.

Investment was also made in reducing class sizes in Maths. Low ability students benefitted from being taught in small class sizes. As previously mentioned, low ability disadvantaged students performed well in Maths; achieving a +0.64 P8 score.

- Two low ability students achieved a grade 5 in Maths securing P8 scores in Maths of +2.815 and +2.525.

#### 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 64 disadvantaged students and a total Year 11 cohort of 211 students, all students sat GCSE examinations and nobody ended Year 11 without any qualifications.

- Students received 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.
- The 'Fun Friday' Attendance Initiative was introduced in the Autumn Term of 2017, to improve the attendance and well-being of Year 11 students.

#### 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 have access to bespoke careers support at WHS. Disadvantaged students received additional help and guidance from the school's full time careers worker.
- 100% of the disadvantaged cohort have remained in full-time Post-16 education or training.

#### Accelerated Reader:

- Pupil Premium funding was used for the first time in 2018 to improve the reading of disadvantaged Year 9 students. The table below illustrates the impact of the programme.

	<u>Start of AR Reading Age</u>	<u>End of AR Reading Age</u>	<u>Progress in years and months</u>
STUDENT A	5	7.9	<b>+2.9</b>
STUDENT B	6.2	8.1	<b>+1.9</b>
STUDENT C	6	8.6	<b>+2.6</b>
STUDENT D	8.8	9.0	<b>+0.2</b>
STUDENT E	6.2	7.1	<b>+0.9</b>
STUDENT F	8	8.8	<b>+0.8</b>
STUDENT G	5	9.8	<b>+4.8</b>
STUDENT H	5	6.2	<b>+1.2</b>
STUDENT I	6.7	9.7	<b>+3.0</b>
STUDENT J	5	6.1	<b>+1.1</b>

- **The average improvement in reading age for this cohort is +1.9 years.**

#### Attendance:

- Pupil Premium funding was targeted at improving the attendance of disadvantaged students. A variety of initiatives were introduced ranging from a mini-bus service for Year 11 students to assist with transportation to and from school; rewards and incentives; mentoring from pastoral support workers and the Fun Friday initiative for Year 11.
- The attendance of disadvantaged students improved by 0.06% from 91.9% academic year 2016/17 to 92.5% for the academic year 2017/18. Year 11 disadvantaged cohort improved their attendance from 91.8% at the end of Year 10 to 92.2% at the end of Year 11.
- Persistent absenteeism reduced from 11.1 to 10.8%, with the PA of Year 11 falling by 2.1% from 12.1% at the end of Year10 to 10% at the end of Year11.