

An Overview of the Attainment and Progress of Disadvantaged Students at Weatherhead High School – 2019-20 The Impact of Pupil Premium Funding

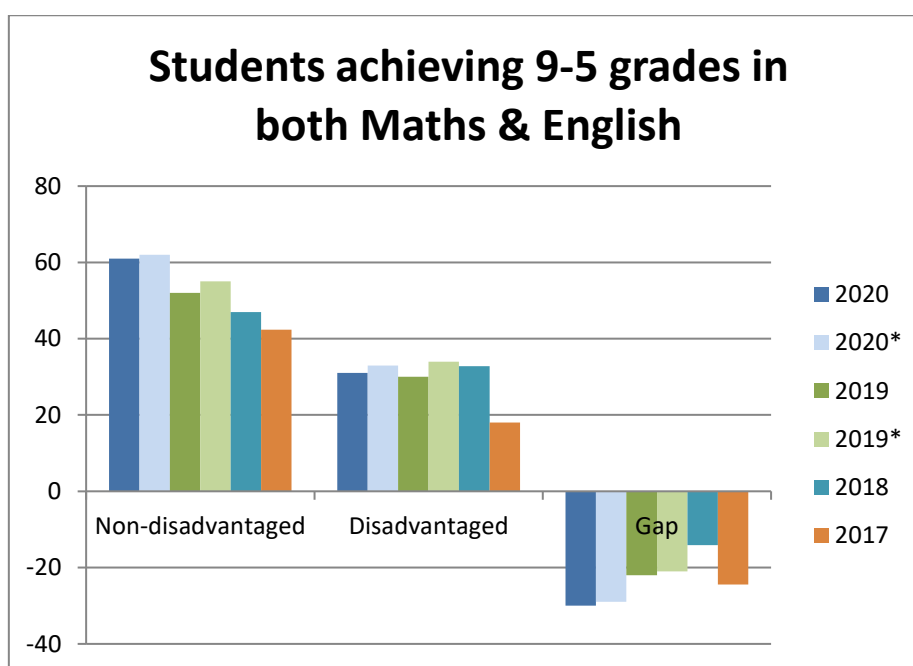
Attainment and Progress:

Due to the Covid-19 pandemic, the 2020 examination results cannot be used to compare with any targets set or results from previous years. The results on their own are a very good reflection of the significant progress and improvement expected from our Year 11 cohort.

In 2019-2020, 467 (37%) of students were Disadvantaged and WHS was allocated a total Pupil Premium funding of £440,000.

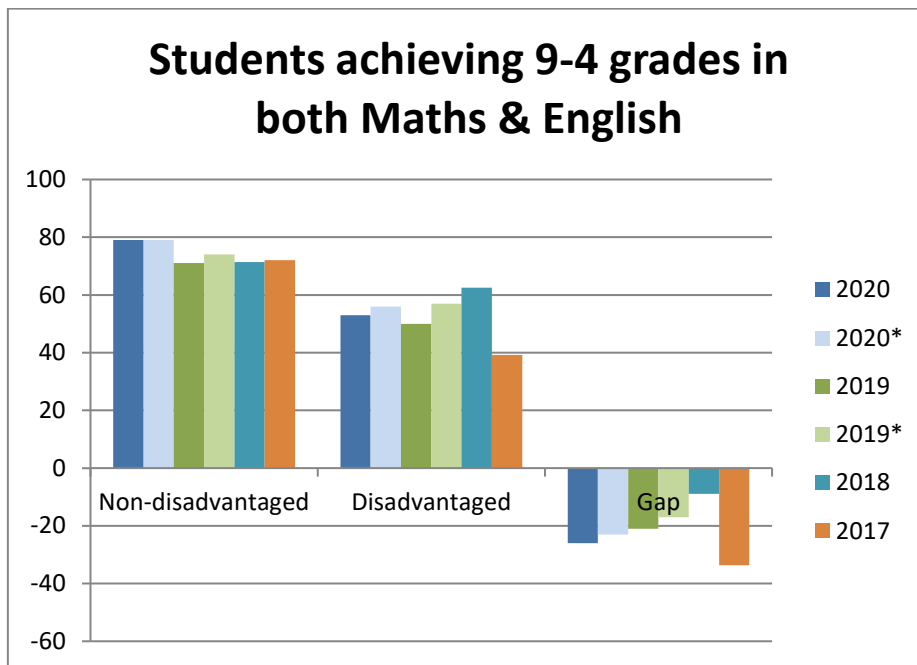
In Year 11, 91 students were Disadvantaged (19% of the whole Disadvantaged cohort). 36% of Year 11 were Disadvantaged.

The graphs below illustrate the attainment of disadvantaged students compared to the attainment of non-disadvantaged students in GCSE Maths and English. The data for 2019-20 is a stand alone figure but it is interesting to see where the Centre Assessed Grades sit compared to other year groups.



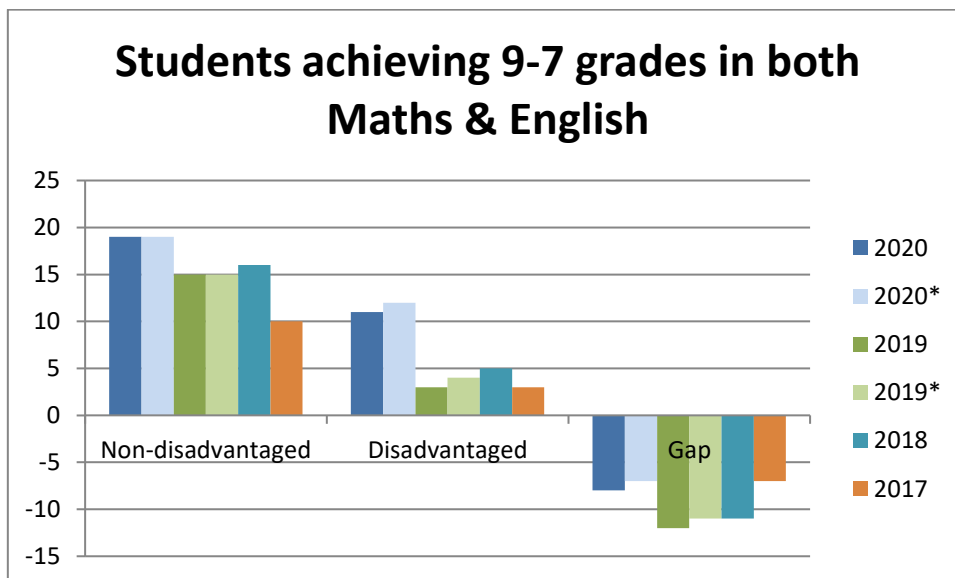
* - excluding outliers & APP students

- The gap between the attainment of disadvantaged and all students increased by 8% in 2020 in relation to the percentage of students achieving a GCSE grade 5 or above in both Maths and English.
- For those students in school (*excluding outliers), 62% of non-disadvantaged students and 33% of disadvantaged students achieved 9-5 grades in English & Maths. These are both improvements on previous years and the gap decreases to 29%.



* - excluding outliers & APP students

- The gap between the attainment of disadvantaged and non-disadvantaged students increased by 5% in 2020 in relation to the percentage of students achieving a GCSE grade 4 or above in both Maths and English. This is still an improvement of 8% since 2017.
- For those students in school (*excluding outliers), the percentage of non-disadvantaged students achieving 9-4 grades remains at 79% and the percentage of disadvantaged students achieving 9-4 grades increases to 56%. This decreases the gap to 23%.



* - excluding outliers & APP students

- The gap between the attainment of disadvantaged and non-disadvantaged students decreased by 4% in 2020 in relation to the percentage of students achieving a GCSE grade 7 or above in both Maths and English.
- For those students in school (*excluding outliers & APP), the percentage of disadvantaged students achieving 9-7 grades increases to 12% reducing the gap to be in line with 2017.

Attainment

- In 2020, 53% of disadvantaged students achieved a standard pass 4+ grade in both GCSE English and Maths, which is an increase of 3% on the results for 2018/19.
- 31% of the disadvantaged cohort achieved a strong pass 5+ in GCSE English and Maths, which is an increase of 1% on the previous academic year but an improvement of 13% compared to 2016/17.
- Attainment in English of disadvantaged students was good; with 80% of the Year 11 disadvantaged cohort (73 students) achieving at least a standard pass (4+).
- Over half of the Year 11 disadvantaged cohort (68%, 62 students) achieved at least a strong pass (5+) in English.
- Attainment of the disadvantaged cohort in Maths was not as good as English, with 55% of the disadvantaged cohort (50 students) securing a standard pass (4+) and 33% of the disadvantaged cohort (30 students) achieving a strong pass 5+, in GCSE Maths.

Progress 8 - October 2020

2020	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	0.541	0.943	0.024	0.359	0.787	53.12	11.82	9.17	14.77	17.37
Disadvantaged	0.195	0.567	-0.216	0.051	0.330	45.63	10.36	7.78	12.52	14.97
Gap	-0.346	-0.376	-0.240	-0.308	-0.457	-7.49	-1.46	-1.39	2.25	2.40

2020 (excluding outliers)	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	0.632	1.043	0.074	0.440	0.922	54.56	12.12	9.36	15.17	17.91
Disadvantaged	0.404	0.789	-0.080	0.232	0.643	48.05	10.84	8.10	13.14	15.97
Gap	-0.228	-0.254	-0.154	-0.208	-0.279	-6.51	-1.28	-1.26	-2.03	-1.94

Progress of Disadvantaged Students

- The Progress 8 score of 0.567 for disadvantaged students in English is in line the overall P8 score of 0.541, which indicated that our disadvantaged students are continuing to make good progress in English.
- The -0.080 Progress 8 score for Maths (excluding outliers) is in line with the average P8 score of zero and shows how the Pupil Premium strategy 2018/19 has helped to raise the progress of disadvantaged students in Maths. [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 0.232 for the EBacc (excluding outliers) reflects some of the notable successes students had in the EBacc subjects. The maximum points score for the EBacc P8 bucket is 27. One high ability student secured 25 points by achieving impressive grade 9s in History and Spanish, and a grade 7 in Biology, Chemistry and Physics. Another high ability disadvantaged student achieved grade 8s in Biology, Chemistry and Physics, securing 24 points in bucket two. In terms of

attainment, the average grades disadvantaged students achieved in French was 7-, Spanish was 5- and 54- in trilogy science. However, attainment was not as good in Geography, History and synergy science, with the average grade in History and Geography being 4+ and 33+ in synergy science.

- Half of the high ability disadvantaged students took triple science and the average grade achieved for these learners was 7- in chemistry, 7- in Biology and 6+ in Physics.
- It must be noted that 10 disadvantaged students filled only 2 of the 3 Ebacc slots as they did not study a language or humanities subject as the curriculum provision at Weatherhead is planned around the needs of individual learners. Two further students did not fill any Ebacc slots. This resulted in some students gaining very low P8 scores.

ACTION:

Targeted intervention for students using rebranded study skills programme in Y11.

Additional Maths and English intervention for Y11 students from the TutorTrust.

Greater EBacc entry, meaning that students can gain more points for the EBacc strand of the P8.

- 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.

ACTION: The EBacc Tracker group will continue this academic year, focusing on high quality teaching and learning and intervention.

- The Progress 8 score for the Open bucket was 0.330 for disadvantaged students, which is above the national P8 score of zero. This indicates that our disadvantaged students make good progress in Open element subjects. Notable successes were in BTEC HSC, which had a subject progress indicator of 2.17 for disadvantaged students; BTEC IT, which had a subject progress indicator of 1.70 for disadvantaged students; BTEC Business which had a subject progress indicator of 1.56 and Art, with an SPI of 1.25. In Child Development, the average grade for disadvantaged students was a grade A.

High, Middle and Low Prior Attaining Students

- Low ability disadvantaged students made excellent progress, with 47% of students achieving an overall P8 higher than the school's P8 score of 0.541 for all students.
- Significantly, 60% of low ability disadvantaged students achieved a P8 score for the Open element higher than the school's P8 score, with 3 of these students achieving a P8 score higher than 2.00 for the Open element.
- Six low ability disadvantaged students achieved a P8 score for English above the school's P8 score and two low ability disadvantaged students achieved a P8 score for Maths above the school's P8 score.
- Three middle ability disadvantaged students achieved a P8 score higher than 1.00 in all aspects of the P8 measures with one of these students achieving a P8 score for the Open bucket of 2.671.
- Another middle ability disadvantaged student achieved a P8 score of 2.957 for the English element.
- The highest disadvantaged P8 score was achieved by a high ability disadvantaged student with 2.387 achieving mostly 9-7 grades with 2 grade 9s in English, 3 grade 8s in Geography, French & English, and 1 grade 7 in Maths. They also achieved a Distinction* in BTEC IT.

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 off-site provision, vocational opportunities and reduced timetables to ensure students leave our school with GCSE qualifications in Maths, English and Science. Most students secured qualifications in at least the three core curriculum areas.
- The progress score for disadvantaged students is affected by seven disadvantaged outlier students. The high ability outlier disadvantaged student had the most impact on the progress score for high ability students in English. This student reduced the P8 from 1.109 to 0.877. In relation to the progress of middle and low ability disadvantaged students in English, the

progress scores improved from 0.446 to 0.666 for middle ability disadvantaged students and from 0.531 to 0.735 for low ability disadvantaged students. Without the seven outliers, the progress score for disadvantaged students in English is 0.789.

- Again, in Maths, the impact of the disadvantaged outlier students is significant. For the high ability students, the progress improves from 0.070 to 0.109. Likewise for middle ability students, the progress score improved from -0.325 to -0.126 and from -0.257 to -0.212 for low ability disadvantaged students. The overall disadvantaged Maths P8 score is almost 0 (-0.080) without the seven outliers.

Off-site Provision and Vocational Curriculum: A significant amount of Pupil Premium funding was used to provide off-site tuition in Maths, English and Science for some disadvantaged students. There is a lack of support services on Wirral for vulnerable students and families and Wallasey is an area of high deprivation. The school allocated pupil premium money to support some of the most disadvantaged and vulnerable students ensuring these students engaged in education and work experience, and most importantly that they left school with qualifications and in a post 16 destination. Seven of the outlier students were disadvantaged.

- One student achieved 4 GCSE qualifications : achieving a grade 4 in English Language, a grade 4 in Maths, as well as achieving a 44 grades in combined science.

7 Outliers

- One high ability disadvantaged student achieved a grade 4 in English Language, a grade 5 in Maths and a grade 44 in Science.
- 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.

Destinations

- 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 are in full-time Post-16 education or training.
- 60% of the disadvantaged students returned to Weatherhead to complete Post-16 courses.