

1. Summary information								
School	Wadebridge School							
Academic Year	2017-18	Total PP budget	£184 195	Date of most recent PP Review	June 2016			
Total number of pupils	1102	Disadvantaged pupils	197	Date for next internal review of this strategy	June 2018			
2. Recent attainment and progress – 2016 and 2017 results								
	2016 school average disadvantaged pupils	2017 school average disadvantaged pupils	2016 school average <i>other</i> pupils	2017 school average <i>other</i> pupils	2016 national average <i>other</i> pupils	2017 national average <i>other</i> pupils	2016 national average all pupils	2017 national average all pupils
Progress 8 score – overall	-0.22	-1.03	+0.16	-0.15	+0.12	+0.11	0.00	-0.03
Progress 8 score – English	-0.20	-0.91	+0.06	-0.23	+0.09	+0.11	0.00	-0.03
Progress 8 score – Maths	-0.18	-1.03	+0.02	-0.48	+0.11	+0.12	0.00	-0.02
Attainment 8 score – overall	41.11	30.72	53.35	50.01	52.72	49.51	49.50	46.02
Attainment 8 score – English	9.17	7.18	10.98	10.46	10.98	10.51	10.44	9.84
Attainment 8 score – Maths	7.97	5.64	10.21	9.22	10.41	9.67	9.81	8.92
3. Barriers to future attainment (for disadvantaged pupils)								
In-school barriers ( <i>issues to be addressed in school</i> )								
A.	Persistent absence rates are too high and attendance rates are too low for disadvantaged pupils							
B.	Low standards of literacy and numeracy of many disadvantaged pupils upon entering the school in Year 7							
External barriers ( <i>issues which also require action outside school</i> )								
D.	Disproportionate number of disadvantaged pupils enter Year 7 with low prior attainment from KS2							
E.	Attendance and persistent absence rates are much worse than for other pupils in KS1 and 2							
4. Desired outcomes ( <i>desired outcomes and how they will be measured</i> )				Success criteria				
A.	Disadvantaged pupils attend school regularly			Disadvantaged pupils attendance and persistent absence figures improve and become much closer to those for with <i>other</i> pupils				
B.	Disadvantaged pupils make progress by receiving high quality teaching and learning and effective intervention			All lessons are judged to be high quality and best practice is identified and shared during Learning Reviews				
C.	KS4 outcomes for disadvantaged pupils approaches national figures for other pupils			Positive Progress 8 for disadvantaged pupils in all areas				

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017-18</b>			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. High quality teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All pupils make rapid progress across the curriculum	High quality feedback is linked to effective DIRT activities in each curriculum area	Evidence from EEF Toolkit on impact of effective marking and feedback strategies. Recommendation from previous PP reviews.	New model departmental reviews will focus on quality of feedback and effectiveness of DIRT strategies RAP group monitor the quality of feedback and DIRT across the curriculum and share best practice.	SW SLT CALs SW	See Learning Reviews schedule.  RAP group established in Feb 2018
Improved progress in literacy for Year 7 with low prior attainment.	Read, Write Inc. delivered in small groups (Y7 Catch Up)	Evidence built up over time, where the majority of pupils make accelerated progress to reach required standard.	Reading ages assessed at start and end of programme. English assessments show progress	LB, DRW, LWG	September 2017
Improved progress in numeracy for Year 7 with low prior attainment	Power of 2 Delivered in small groups (Y7 Catch Up)	Evidence built up over time, where the majority of pupils make accelerated progress to reach required standard.	WRAT4 maths tests at the start and end of the programme. Maths assessments show progress	SJA, CLW/NCT AIS	September 2017
Pupils receive high quality feedback that facilitates progress	Review assessment and DIRT policy in each curriculum area	EEF toolkit on feedback Previous learning reviews	Scheduled Learning Reviews focus on progress and DIRT	SW CALs	See Learning Review schedule on school calendar
<b>Total cost: Catch-up in Year 7</b>		<b>£30 000</b>	<b>Contribution from Pupil Premium budget</b>		<b>£11 000</b>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All teachers are aware of which pupils are disadvantaged	PP identified on SIMS class lists and 4Matrix.	In order to ensure that disadvantaged pupils make rapid progress teachers must know who they are.	Learning Reviews monitor seating plans and teachers' records.	SW	Following each data capture
Disadvantaged pupils make rapid progress in line with <i>other</i> pupils.	Deployment of dedicated HLTAs in various curriculum areas.	Outcomes of previous PP reviews indicate this is having a positive impact. EEF Toolkit on small group tuition.	Learning reviews will monitor quality of T&L. PP review in LR 3. HLTA team will monitor progress of disadvantaged pupils after each data capture using 4 Matrix TMs.	SW / SLT CALs HLTAs SDL	See Learning Reviews schedule Following each data capture for each year.
Pupils make rapid progress in core subjects (En, Ma & Sc).	Core subject intervention lessons for small groups during tutor time	EEF Toolkit on small group tuition.	On-going monitoring of progress following each data capture	SW EBR SLD KGD	June 2017
<b>Total cost: HLTA Tutor time interventions</b>		<b>£118 800</b> <b>£15 000</b> <b>£133 000</b>	<b>Contribution from Pupil Premium budget</b>		<b>£108 195</b>

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Removal of barriers that hinder learning due to financial disadvantage	Provision of £100 personal budget for every disadvantaged student with good attendance	Visit to Dawlish Community College (Pupil Premium award winner). Previous PP reviews indicate that this is having a positive impact.	Monitor attendance of disadvantaged pupils	SW SDL	Ongoing monitoring of budget spend Half-termly analysis of attendance and PA figures
Disadvantaged pupils supported outside of the classroom with a view to improving attendance and progress.	Deployment of school based EWO	Analysis of 2017 attainment and progress figures show that pupils with good attendance attain higher grades at GCSE (1 grade across all subjects) and make more progress (half a grade across all subjects)	Ongoing monitoring of attendance and progress of disadvantaged pupils	SW LB LH (EWO) NM (AO)	Half-termly attendance monitoring
<b>Cost: Personal budget and hardship fund School Based EWO</b>		£25 000 £40 000	<b>Contribution from Pupil Premium budget</b>		<b>£65 000</b>
<b>Total cost</b>		£228 000	<b>Total cost from Pupil Premium</b>		<b>£184 195</b>

6. Review of last year's expenditure				
Previous Academic Year		2016-17		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils make rapid progress across the curriculum	Embedding DIRT strategies in each curriculum area	Learning Reviews in 2016-17 show that DIRT is embedded within most curriculum areas although the effectiveness of the various approaches varies.	Progress outcomes for Year 11 suggest that the approach is yet to impact on older pupils. Continue to focus on developing effective DIRT strategies to improve teacher feedback and build learners' resilience.	Twilight and CPD time.
Improved progress in literacy for Year 7 with low prior attainment.	Read, Write Inc. Delivered in small groups (see Y7 Catch Up)	Improvements in Reading and Spelling Ages show that the Catch Up programme (Read, Write Inc.) is having a positive impact:	Disadvantaged pupils are disproportionately represented in this cohort - continue to use PP funds to supplement the Catch Up funding	£29 372 Of which <b>£14 390</b> from PP budget
Improved progress in numeracy for Year 7 with low prior attainment	Power of 2 Delivered in small groups (see Y7 Catch Up)	Improvements in numeracy ages identified from WRAT4 analysis shows that Power of 2 is having a positive impact.	Disadvantaged pupils are disproportionately represented in this cohort - continue to use PP funds to supplement the Catch Up funding	
Pupils receive high quality feedback that facilitates progress	Review assessment policy and include DIRT policy in each curriculum area	Learning Reviews carried out in 2016-17 identify the following % of lessons as good or outstanding: English & Maths 87.5%; Science 100%; EBacc. 93%; open bucket 95%. Each review identified areas of excellent feedback but also made	Continue to focus on improving the quality of marking and feedback across the curriculum. Learning reviews to include specific issues for action rather than recommendations.	SLT and external colleagues' time for learning

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
All teachers are aware of disadvantaged pupils	PP identified on SIMS class lists and 4Matrix	SIMS class lists and teacher records all identify PP students. Teachers' 4Matrix analysis of results indicate an awareness of disadvantaged pupils.	Continue to use 4Matrix. Greater analysis of the targets set for disadvantaged pupils and on-going tracking of performance needs to be discussed more by CALs and SLT	£1000
Disadvantaged pupils make rapid progress in line with <i>other</i> pupils.	Deployment of dedicated HLTAs in various curriculum areas.	Learning Reviews show that over 90% of lessons are judged good or outstanding, this includes lessons supported by HLTAs. Progress figures for 2017 suggest the strategy was less successful this year than previously.	Reduce the size of this team – reallocate funds to employ EWO (see plans for 2017-18)	£108 000
Pupils make rapid progress in core subjects (En, Ma & Sc).	Core subject intervention lessons for small groups during tutor time	CALs and other colleagues in English, Maths and Science delivered support sessions in tutor time but there were problems with the attendance of key pupils at these sessions	Re-direct funds to employ school based EWO in order to improve attendance of disadvantaged pupils.	CALs not acting as tutors
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Removal of barriers that hinder learning due to financial disadvantage	Provision of £100 personal budget for every student supported by the pupil premium	Majority of disadvantaged pupils used the bursary to support aspects of their education but too many continued to have poor attendance rates.	Maintain bursary system but stipulate good attendance (>95%) as a qualifying criteria. Introduce additional £50 bonus for continued good attendance. PP Advocate to continue to manage the bursary using the attendance criteria	£25 000
Disadvantaged pupils supported outside of the classroom with a view to improving attendance and	Deployment of dedicated Pupil Premium Advocate. Education Engagement Partner works with	Minimal impact! Attendance of disadvantaged pupils remained low throughout 2016-17 (more than 10% absence) and persistent absence for this group exceeds 30%	Do not use PP funding to support these two positions. <u>Redirect funds to employ a school based EWO to focus on reducing persistent absence and improve overall attendance.</u>	£40 000