

1. Summary information					
School	Wadebridge School				
Academic Year	2016-17	Total PP budget (based on Jan 2016 census)	£181 390	Date of most recent PP Review	June 2016
Total number of pupils	1159	Number of disadvantaged pupils (Sept 2016 role)	202	Date for next internal review of this strategy	June 2017

2. Current attainment – 2016 results				
	2015 national average disadvantaged pupils	2016 school average disadvantaged pupils	2015 national average <i>other</i> pupils	2016 school average <i>other</i> pupils
Progress 8 score – overall	-0.36	-0.18	+0.13	+0.22
Progress 8 score – English	-0.27	-0.18	+0.10	+0.09
Progress 8 score – Maths	-0.31	-0.12	+0.11	+0.08
Attainment 8 score – overall		41.3	51.46	53.4
Attainment 8 score – English		9.18	10.91	10.98
Attainment 8 score – Maths		8.06	10.34	10.24

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)		
A.	Persistent absence rates for disadvantaged pupils are too high	
B.	Low standards of literacy and numeracy of many disadvantaged pupils upon entering the school in Year 7	
C.	Attendance rates are lower for disadvantaged pupils than for <i>other</i> pupils	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Disproportionate number of disadvantaged pupils enter Year 7 with low prior attainment from KS2	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Disadvantaged pupils attendance improves to be in line with other pupils	>95%
B.	KS4 outcomes for disadvantaged pupils approaches national figures for other pupils	Positive Progress 8 for disadvantaged pupils

5. Planned expenditure					
Academic year			2016-17		
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.					
i. Quality of teaching for all					
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?
Pupils make rapid progress across the curriculum	Embedding DIRT strategies in each curriculum area	Evidence from EEF Toolkit on impact of effective marking and feedback strategies.	New model departmental reviews will focus on quality of teaching including DIRT.	DT CALs	See Learning Reviews schedule
Improved progress in literacy for Year 7 with low prior attainment.	Read, Write Inc. Delivered in small groups (see 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 assessment show progress	DRW, LWG	June 2017
Improved progress in numeracy for Year 7 with low prior attainment	Power of 2 Delivered in small groups (see 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	CLW, AIS	June 2017
Pupils receive high quality feedback that facilitates progress	Review assessment policy and include DIRT policy in each curriculum	EEF toolkit on feedback Previous learning reviews	Scheduled Learning Reviews focus on progress and DIRT	SW CALs	See Learning Review schedule on school calendar
Total cost		£29 372	Contribution from Pupil Premium budget		£14 390
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 disadvantaged pupils	PP identified on SIMS class lists and 4Matrix		Department meeting have progress as fixed agenda item.	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. HLTA team will monitor progress of disadvantaged pupils after each data capture using 4 Matrix TMs.	SW CALs HLTAs	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
Total cost		£108 000	Contribution from Pupil Premium budget		£108 000
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 student supported by the pupil premium	Visit to Dawlish Community College (Pupil Premium award winner). Previous PP reviews indicate that this is having a positive impact.	Monitor progress of all disadvantaged pupils using Transition Matrices and Progress 8 scores	SW SDL	Ongoing monitoring of progress Ongoing monitoring of personal budgets. Summer term learning review
Disadvantaged pupils supported outside of the classroom with a view to improving attendance and progress.	Deployment of dedicated Pupil Premium Advocate. Education Engagement Partner works with disadvantaged pupils	Visit to Dawlish Community College (Pupil Premium award winner). Previous PP reviews indicate that this is having a positive impact. EEF toolkit review of Social & Emotional Learning.	Ongoing monitoring of attendance and progress of disadvantaged pupils	SW LB SDL HLT	Half-termly attendance reviews by EWS
Total cost		£25 000 £21 000 £19 000	Contribution from Pupil Premium budget		£59 000
Total planned spend for 2016-17					£181 390

6. Review of expenditure				
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 £14 390 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 recommendations for improvements in this area.	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 reviews

ii. Targeted support				
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
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
iii. Other approaches				
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
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 progress.	Deployment of dedicated Pupil Premium Advocate. Education Engagement Partner works with disadvantaged pupils.	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