

1. Summary information									
School	Wadebridge School								
Academic Year	2018-19	Total PP budget	£190 875		Date of most recent PP Review			June 2018	
Total number of pupils	1100	Disadvantaged pupils	201		Date for next internal review of this strategy			June 2019	
2. Recent attainment and progress 2016 - 2018 results									
	2016 school average disadvantaged pupils	2017 school average disadvantaged pupils	2018 school average disadvantaged pupils *	2016 school average other pupils	2017 school average other pupils	2018 school average other pupils *	2016 national average, other pupils	2017 national average, other pupils	2018 national average, other pupils
Progress 8	-0.2	-1.0	-0.7	+0.2	-0.15	-0.1	+0.1	+0.1	+0.1
English Progress	-0.2	-0.9	-0.7	+0.1	-0.2	-0.1	+0.1	+0.1	+0.1
Maths Progress	-0.2	-1.0	-0.7	0.0	-0.5	-0.3	+0.1	+0.1	+0.1
Attainment 8	41.11	30.72	33.7	53.4	50.0	47.5	52.7	49.5	50.0
English Attainment	9.17	7.18	7.5	11.0	10.5	10.1	11.0	10.5	10.6
Maths Attainment	7.97	5.64	6.3	10.2	9.2	8.7	10.4	9.7	9.5
<ul style="list-style-type: none"> <li>2018 Progress calculations are on provisional 2018 coefficients</li> </ul>									
3. Barriers to future attainment (for disadvantaged pupils)									
In-school barriers (issues to be addressed in school)									
A.	Persistent absence rates are too high and, although improving, 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								
C.	Too many disadvantaged pupils fail to complete KS4 'in school' and have <i>alternative provision</i> put in place								
External barriers (issues which also require action outside school)									
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
I.	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
II.	Disadvantaged pupils make progress by receiving high quality teaching and learning and effective intervention	All lessons are judged to be of high quality and include T&L strategies that are proven to have impact on disadvantaged pupils' progress – high quality feedback and DIRT; development of metacognition; collaborative learning activities
III.	<b>All</b> disadvantaged pupils receive a broad and balanced curriculum that is appropriate for the individual and equips them for their next steps in education	Curriculum provision for all disadvantaged pupils is mapped and the number receiving alternative provision outside of school is minimised
IV.	KS4 outcomes for the whole disadvantaged pupils cohort approaches national figures for <i>other</i> pupils	Positive Progress 8 for disadvantaged pupils in all areas

5. Planned expenditure					
Academic year		2018-19			
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. High quality 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 with low prior attainment make rapid progress in Year 7 that is maintained through to GCSE	Year 7 Catch up programme for pupils with low prior attainment in English and Maths	EEF Toolkit Phonics (+4 months) Analysis of progress of LA pupils in Y7 suggests that this strategy is highly effective. In 2017 disadvantaged pupils with low prior attainment gained positive	Analysis of reading ages and English current performance scores for Y7 pupils following Read Write Inc. Analysis of WRAT4 maths tests and current performance scores for Y7 pupils following Power of 2.	DRW LWG  AIS SJA	September 2018 when GCSE results and progress scores are available. Termly monitoring of catch up programme
High quality teaching and learning results in all pupils making rapid and sustained progress across the curriculum	Appointment of PPPLs Feedback and DIRT Metacognition  Collaborative Learning	Hattie effect size (+0.7) EEF Toolkit (+8 months) Hattie effect size (+0.7) EEF Toolkit (+0.7 months) EEF Toolkit (+5 months)	Strategies are identified in the all curriculum area RAPs Pupil Premium Progress Leads to lead regular twilight training Pupil Premium Progress Leads to monitor RAPs Learning Review 2 focusses on these strategies	DT  ABD SHD LHL ESW	Ongoing review of RAPs starting in July 2018  Learning Review 2 has T&L focus on these strategies
All pupils make good progress regardless of their starting points	Review the strategies for allocating pupils to classes – move away from linear setting	EEF Toolkit Setting (-1 month) Analysis of GCSE progress scores in 2017 show that only top sets in English, Maths Science and EPR make positive progress overall.	Implement a variety of strategies for allocating pupils to classes including: mixed ability grouping; boys only groups; grouping by tiers of entry.	RAP group SW EBR KGD SLD	Termly reviews of progress
<b>Total cost: Catch-up in Year 7 4Matrix licence 4 x TLR3 for PP Progress Leads</b>		£30 664  £8 000	<b>Contribution from Pupil Premium budget</b>		<b>£14 000 £1 000 £8 000</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?
Disadvantaged pupils receive individual tuition / feedback every lesson	PP First strategy. Seating Plans identify PPs Every PP student spoken to every lesson	EEF Toolkit Individualised Instruction +3 months	Regular staff twilight training from PPPLs identified on school calendar.  Learning Reviews  SIG focus	DT PPPLs	Termly learning reviews
Disadvantaged pupils receive high quality T&L that included strategies that have proven impact	Feedback and DIRT Metacognition  Collaborative	Hattie effect size (+0.7) EEF Toolkit (+8 months) Hattie effect size (+0.7) EEF Toolkit (+0.7 months) EEF Toolkit (+5 months)	Regular staff twilight training from PPPLs Pupil Premium provision maps identify strategies in place in all curriculum areas and accessed by all individual	DT PPPLs	Termly learning reviews
Disadvantaged pupils make progress in line with <i>other</i> pupils nationally.	Deployment of dedicated HLTAs in key curriculum areas	EEF Toolkit Small Group tuition +3 months	Ongoing monitoring of progress following each Progress Report data capture. Learning Reviews focus on effective intervention	SW DT CALs	Termly data captures Termly Learning Reviews
<b>Total cost: Class Charts HLTA</b>		£3000 £106 000	<b>Contribution from Pupil Premium budget</b>		<b>£3000 £106 000</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?
Disadvantaged pupils engage fully with educational activity	£100 personal budget for all disadvantaged pupils with good attendance. £50 bonus for excellent attendance	Dawlish Community College winner of SW Pupil Premium awards. Pupil Premium Reviews comment that this is having a positive impact.	Recent reviews of spending reveal an average 30% uptake – PP leads to administer the budget more proactively. Termly reviews of spending and engagement – pupil voice interviews	DT ABD SHD LHL ESW SDL	Ongoing monitoring of budget spend. Half-termly analysis of attendance. PP review in summer term
Absence and Persistent Absence of disadvantaged pupils is reduced and as a result disadvantaged pupils make good progress	School based EWO	Analysis of progress indicates a close correlation between attendance and achievement especially for disadvantaged pupils. Strategies used in 2017-18 improved absence of disadvantaged pupils from 10.3% in 2016-17 to 8.3% in 2017-18. PA figures improved from 35.6% to 25.8% in same period.	Fortnightly attendance meetings with KST, EWO and attendance Officer. Half-termly monitoring by SLT. Reports to Governors	LB LH / NM PPE POY	Half-termly analysis of attendance.
<b>Cost: Personal budget and hardship fund</b>		£25 000	<b>Contribution from Pupil Premium budget</b>		<b>£25 000</b>
<b>School Based EWO</b>		£35 000			<b>£35 000</b>
<b>Total cost</b>			<b>Total cost from Pupil Premium</b>		<b>£192 000</b>

6. Review of last year's expenditure				
Previous Academic Year		2017-18		
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 show that DIRT is embedded within most curriculum areas although the effectiveness of the various approaches varies. Projected progress scores for disadvantaged pupils suggest much improved outcomes in 2018.	Continue to focus on developing effective DIRT strategies to improve teacher feedback and build learners' resilience. All areas should hold a work scrutiny each half term to identify and share best practice	CAL meeting 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	DIRT included in revised assessment and feedback policy. Learning Reviews focus on quality of feedback.	Learning Reviews include work scrutiny to look at consistency of feedback within and across departments. Excellent practice has been identified although some inconsistencies were still present in LR1 and 2	Continue to focus on improving the quality of marking and feedback across the curriculum. All areas should hold a work scrutiny each half term to identify and share best practice Learning reviews to include specific issues for action rather than recommendations.	SLT and external colleagues' time for learning reviews

<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. Learning Walks show disadvantaged pupils identified. Teachers' 4Matrix analysis of results indicate an awareness of disadvantaged pupils.	Continue to use 4Matrix. Introduce 'sit where you learn' policy using Class Charts software and seating plans are evident for all classes 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 £2632.50
Disadvantaged pupils make rapid progress in line with <i>other</i> pupils.	Deployment of dedicated HLTAs in various curriculum areas.	Progress figures for 2018 suggest that disadvantaged pupils, who attend school, make good progress.	Introduce additional HLTA role looking at supporting disadvantaged pupils with coursework in those subject areas where this is a significant part of the assessment	£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, projected outcomes suggest that these had a positive impact on progress.	Some Y11 pupils received intervention from multiple areas and as a result missed a considerable amount of tutor time. Build interventions into tutor programme to avoid clashes	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 disadvantaged pupils with good attendance and introduce a £50 attendance bonus	Records show that allocated budgets are only around 30% spent revealing that the majority of disadvantaged pupils are not accessing this.	Personal Budgets to be proactively managed by the Pupil Premium Progress Leads.	£25 000
Disadvantaged pupils supported outside of the classroom with a view to improving attendance and progress.	Deployment of dedicated, full-time EWO	In May 2017 absence for disadvantaged pupils was 10.3% and PA 35.7% In May 2018 absence for disadvantaged pupils was 8.3% and PA was 25.8%. Projected P8 in 2018 for disadvantaged pupils with attendance of 95% or more is +0.7 compared to -1.7 for those with attendance below 90%	Continue to fund the EWO post from pupil premium. Start to work with our primary school partners to identify families where pupils' attendance is a concern and begin early interventions	£40 000