1. Summary information						
School	Wadebridge School					
Academic Year	2020-21	**Total PP budget**	£187935	**Date of most recent PP Review**		June 2020
Total number of pupils		**Disadvantaged pupils**		**Date for next internal review of this strategy**		June 2021

2. Recent attainment and progress 2018 - 2020 results

	2018 school average disadvantaged pupils	*2019 school average disadvantaged pupils	KPI not available 2020	2018 school average *other* pupils	*2019 school average *other* pupils	KPI not available 2020	2018 national average, *other* pupils	2019 national average, *other* pupils	KPI not available 2020
Progress 8	-0.7	-0.45		-0.1	+0.25		+0.1	+0.1	
English Progress	-0.7	-0.4		-0.1	+0.1		+0.1	+0.1	
Maths Progress	-0.7	-0.3		-0.35	+0.1		+0.1	+0.1	
Attainment 8	33.7	34.5		47.5	50.3		50.0	50.3	
English Attainment	7.5	7.6		10.1	10.4		10.6	10.6	
Maths Attainment	6.3	6.3		8.7	9.6		9.75	9.78	

*2019 Progress calculations are on 2018 coefficients

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.	Gaps in learning due to COVID-19 greater effect for disadvantaged pupils than for *other* pupils
D.	Engagement of parents with school is less for disadvantaged students

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.	Disadvantaged pupils significantly under-represented in high ability pupils (based on KS2 scores)
F.	CAT test scores – PP students have lower CAT scores than similar students

4. **Desired outcomes** *(desired outcomes and how they will be measured)*		Success criteria
I.	Disadvantaged pupils attend school regularly	Disadvantaged pupils attendance and persistent absence figures improve and become much closer to those for with *other* 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 & literacy
III.	Disadvantaged pupils have cultural capital enhanced by engaging with enrichment and extra-curricular activities	Analysis of participation rates show that disadvantaged pupils are experiencing enrichment activities
IV.	KS4 outcomes for the whole disadvantaged pupils cohort approaches national figures for *other* pupils	Positive Progress 8 for disadvantaged pupils in all areas
V.	Disadvantaged students able to access Home learning materials to support lost learning	Completion of work from home of disadvantaged student in line with other pupils
VI.	Increased PP parental engagement through Parents evenings	Increased PP parental engagement through Parents evenings Greater positive contact from PP parents

5. Planned expenditure					

Academic year	2020-21				

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.	Analysis of reading ages and English current performance scores for Y7 pupils following Read Write Inc.	LB DRW LWG	Termly monitoring of catch up programme
		In absence of KS2 SATs test data CAT4 and WRAT4 used to enable target setting and identification of students requiring support	Analysis of WRAT4 maths tests and current performance scores for Y7 pupils following Power of 2.	CLW SJA Maths HLTA	Termly monitoring of catch up programme
	CAT4 testing used to identify students in need of intervention	Produces positive effects – EEF /Durham University	Analysis of CAT 4 tests to enable setting of MEGs through FFT Aspire.	KG	Termly monitoring of catch up programme
			Identification of students requiring catch -up sessions	LB KG	Termly monitoring of catch up programme
	Implement Accelerated reader Programme	Increased the reading age of pupils by 3 months in 22 weeks and the effect on low-income pupils was greater with an improvement of 5 additional months in the same time.	Identification of students requiring extra intervention via reading and spelling ages. Analysis of reading ages post intervention	LB PG English	Termly monitoring of catch up programme

High quality teaching and learning results in all pupils making rapid and sustained progress across the curriculum	PP leads monitor Progress checks and using Horsforth quadrants identify students for academic mentoring	Small group tuition = +4 Individualised instruction = 3+	Regular meeting time to look through Progress checks –	LHL EKI ABD	Review after each progress check
			Mentoring programme in place and resourced – regular monitoring meetings	LHL EKI ABD	Termly
			Service Children, LAC (CiCs) & PP+ students regularly monitored, including parental contact made to ensure progress	ABD NRS	Termly
	Literacy focus – whole school	EEF – Literacy and the understanding of written texts was found to be a significant barrier – focus on Reading comprehension strategies for PP students shown to have +6 in Toolkit	TLR 3 – Literacy appointed Focus on Tier 2-3 language and reading INSET for all staff delivered Vocabulary highlighted in all subject areas Book buzz Year 7 Borrow box All years Stop drop and Read – All years	NBS KG ABD	June 2021

Parents of disadvantaged students engage with school in line with figures for non-disadvantaged	Improve parental contact including attendance at parents evenings Use HLTAs to support NRS to contact parents prior to parents evenings. Support parents with new technology for virtual meetings. Booklet produced for parents to help explain how PP works. Assistance and support to complete online application	Parental engagement has impact score of +3 on EEF toolkit	Regular meeting slot with HLTAs 2WedTutor Monitoring of parents evening attendance data following reviews	KG, ABD HLTAS PP team	Termly following parents evenings
Total cost: **3 x TLR3 for PP Progress Leads**		7771	**Contribution from Pupil Premium budget**		**£7771**

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 – Whole class grouping and seating plans = +3 score	Staff booklet produced to remind staff of their role Identification of students on class charts Mentors selected to be advocates for key PP students using Horsforth quadrants	KG, ABD, EKI ABD EKI, LHL, ABD	Termly learning reviews
Disadvantaged pupils receive high quality T&L that included strategies that have proven impact	Literacy 5s – sharing good practice Build up	EEF- Improving Literacy in Secondary School Reading comprehension strategies =+6 score	Dedicated Literacy Co-Ordinator appointed to drive up literacy skills across the school Range of literacy foci throughout the year	NBS KG, ABD	July 2021
Disadvantaged pupils make progress in line with *other* pupils nationally.	Deployment of dedicated HLTAs in key curriculum areas	EEF Toolkit Small Group tuition +3 months	Each HLTA given year group responsibility HLTA to gather and update information via Provision maps HLTA given PPA time to complete these tasks. LRC used as one stop Ready to Learn base and support for homework. Staffed by HLTAs at break and lunch	KG, ABD CALs	Termly data captures Termly Learning Reviews

Disadvantaged students have access to home learning resources	All students surveyed and those without Internet or laptops identified.	Disadvantaged students less likely to be able to access home learning resources – shown by questionnaire and less support at home.	Engagement with home learning resources monitored by Pupil premium leads for students who are absent from learning due to COVID	KG, ABD, EWO, NRS	
Total cost: HLTA	£118898	**Contribution from Pupil Premium budget**	**£118898**		

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	£50 personal budget for all disadvantaged pupils. Access to a discretionary fund for all students linked to attendance. Increase uptake of Duke of Edinburgh award by PP students	Dawlish Community College winner of SW Pupil Premium awards. Pupil Premium Reviews comment that this is having a positive impact.	Review of bursary structure Information given to parents about accessing funds through information booklet. Students booklet produced. Pupil Premium HLTA to contact home to help with applications also web link placed in parental briefing notes Duke of Edinburgh – free funding	KG, ABD, NRS EKI, ABD NRS CRC, ABD, NRS	Ongoing monitoring of budget spend. 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 and 18-19 improved absence of disadvantaged pupils.	Fortnightly attendance meetings with key stage teams, EWO and attendance Officer. Half-termly monitoring by SLT. Reports to Governors	LB LH / NM PPE POY	Half-termly analysis of attendance.
Cost: Personal budget and hardship fund **School Based EWO**		£25 000 £35 962	**Contribution from Pupil Premium budget**	**£25 000** **£35 962**	
Total cost		£60962	**Total cost from Pupil Premium**	**£60962**	

6. Review of last year's expenditure				
Previous Academic Year		**2019-20**		
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 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	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.	Read Write Inc. & power of 2 programmes were successful & will continued to be rolled out in the next academic year. Maths & English departments have analysed the progress of these students & used the information to allocate appropriate support moving forward.	HLTA £108K
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	Strategies are identified in the all curriculum area RAPs Pupil Premium Progress Leads to monitor RAPs Learning Review 2 focusses on these strategies	Department RAPs clearly showed which teaching strategies were being implemented. Control handed to CALs to ensure high quality teaching & learning continues. Literacy has been identified as a whole school priority in the coming academic year.	PP Leads £7K Class charts £2K
All pupils make good progress regardless of their starting points	Review the strategies for allocating pupils to classes – move away from linear setting	Implement a variety of strategies for allocating pupils to classes including: mixed ability grouping; boys only groups; grouping by tiers of entry.	Removal of ability setting across the school has had a positive impact on lesson engagement & progress for most learners.	

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**
Disadvantaged pupils receive individual tuition / feedback every lesson	Continue PP First strategy. Seating Plans identify PPs Every PP student spoken to every lesson	Learning Reviews Staff have PP 1st strategy reminders on computers/ desks SIG focus PP mentoring which is reviews as the year progresses	Due to lockdown the PP learning review which took place in July 2019 was unable to happen. Government has provided funding towards the tuition of disadvantaged students following lockdown. This will be a focus for 2020/21.	£2K
Disadvantaged pupils receive high quality T&L that included strategies that have proven impact	Feedback and DIRT Metacognition Collaborative Learning	PP provision identified via the production of a PP Learning Journey (as well as all departments producing Learning Journeys).	Learning journeys used to identify provision- we will work on how these can be integrated into lessons more to show students their progress journey. Pupil Premium Passports to be completed using Provision Maps to identify key aspects that will help teachers to form positive working relationships with PP students.	PP Leads £7K
Disadvantaged pupils make progress in line with *other* pupils nationally.	Deployment of dedicated HLTAs in key curriculum areas	Ongoing monitoring of progress following each Progress Report data capture. Learning Reviews focus on effective intervention. Weekly HLTA meetings to share best practice & collaborate ideas.	Use of Horsforth's to identify specific groups for mentoring which will continue in 2020-21. HLTA meetings were successful in the time we were in school, developed shared strategies & promoted more working collaboratively. 2020-21 HLTAs are allocated to year groups to increase capacity for parental engagement. E.g. parents' evenings.	HLTA £106K

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**
Disadvantaged pupils engage fully with educational activity	£100 personal budget for all disadvantaged pupils with good attendance. £50 bonus for excellent	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	A review of the use of bursaries by pupils/parents is needed for 2020-21 to ensure that pupils are using their bursary money for educational needs while ensuring we remain on budget. Removal of attendance criteria for receiving a bonus & replacing with a discretionary fund for 2020-2021.	£20K
Absence and Persistent Absence of disadvantaged pupils is reduced and as a result disadvantaged pupils make good progress	School based EWO	Fortnightly attendance meetings with KST, EWO and attendance Officer. Half-termly monitoring by SLT. Reports to Governors	Fortnightly meetings occurred at the start of the academic year with Key Stage Teams & EWO, however due to the impact of Covid-19 the tracking of attendance in school became a challenge for the second half of the year. In future attendance will need to be a whole school focus to ensure persistent absence levels are reduced.	£35k