

Disadvantaged students strategy – Wickham School 2020-21

Summary information

Academic year	2019/20	Total DS budget	£298 915	DS grant per pupil	£955
Total Number of pupils	1362	Number of DS pupils	348 (25.5%) *	Date of DS review	Oct 2020
*as at Oct 01 2020				Next review	Sept 2021

Year 13 Grades 2019/2020

A level cohort

Measure	2020	2019	2018	2017	2016	NA
Average point score per entry	41.29	35.07	36.80	34.97	30.79	33.33
Average point score per A level entry (as grade)	B=	B-	B-	C+	C	C+
Number of students at the end of A-Level study	80	97	95	117	114	
Value added score		0.09	0.35	0.32	-0.03	0.00
Value added score (DS)		0.17	0.47	0.38		

Academic cohort

Measure	2020	2019	2018	2017	2016	NA
Average point score per academic entry	41.53	35.61	36.87	34.97	30.66	33.66
Average point score per academic entry (as grade)	B=	B-	B-	C+-	C	C+
Number of students at the end of academic study	85	99	104	122	118	
Value added score		0.14	0.33	0.29	-0.06	0.00
Value added score (DS)		0.28	0.40	0.42		

Applied general cohort

Measure	2020	2019	2018	2017	2016	NA
Average point score per applied general entry	41.77	35.98	31.62	46.83	47.06	28.47
Average point score per applied general entry (as grade)	Dist*-	Dist	Dist-	Dist*	Dist*	Merit+
Number of students at the end of applied general study	44	52	64	74	99	
Value added score		0.54	0.34	0.82	1.05	0.00
Value added score (DS)		0.31	0.27	0.96		

In 2019/20 at Whickham School, our disadvantaged cohort continued to perform well. Direct comparisons with previous years are not appropriate due to the awarding of Centre assessed grades. All students left the sixth form with either a university placement, apprenticeship or employment

Progress of current Sixth Form disadvantaged students

The Sixth Form team works very hard to ensure students engage well with their study programmes. Around 16% of the cohort is classified as disadvantaged (these are students who were classified as Pupil Premium students during Year 11).

The following strategies are being used to successfully support disadvantaged students in making more progress:

- Enrichment opportunities
- Rigorous lesson by lesson attendance monitoring and first day response
- During school and after school study support
- Individual mentoring
- Small group GCSE resit classes in English and mathematics (consistently and significantly outperforming national average rates)
- Small group tutoring for Eng and Ma PP students
- Fortnightly monitoring of subject performance
- Tracked attendance at Parents/Carers events and invitations to personalised events to break down barriers
- UCAS & employment/destinations support

Year 11 Grades 2019/2020

2020 grades are centre assessed grades and comparisons with previous years is inappropriate. It is not possible to provide progress data.

Measure	All				All disadvantaged (DS)			
	2020	2019	2018	2017	2020	2019	2018	2017
7+ English & Maths	16%	13%	12%	9%	3.4%	7%	7%	0%
5+ English & Maths	59%	50%	43%	44%	29%	30%	16%	27%
4+ English & Maths	82%	70%	64%	68%	66%	46%	40%	55%
Studying 3 Science GCSEs	27%	23%	28%	26%	10%	14%	11%	19%
EBACC slots filled	2.95	2.88	2.89	2.92	2.8	2.8	2.78	2.85
EBACC APS	4.72	4.98	4.06	4.12	3.71	3.79	3.04	3.19

This year attainment has improved. It is not possible to make meaningful assessments of progress due to the nature of CAG's which were awarded this year. Attainment for disadvantaged has shown a dip at the 7+ level, is stable at 5+ and has shown big improvements at 4+.

There has been a significant improvement in the number of disadvantaged pupils gaining a pass (4+) in Maths and English

It is not possible to make any further comparisons. National figures have not been published.

Key stage 4 and 3 performance

Current gaps Year 11 and Year 10

Measure	Year 11		Year 10	
	Non DS	DS	Non DS	DS
Progress 8 (overall)	-0.95	-1.21	-1.81	-1.51
P8 English	-1.32	-1.74	-2.12	-1.82
P8 Maths	-0.80	-1.39	-2.22	-1.95
P8 EBACC	-1.05	-1.21	-1.55	-1.12
P8 Open	-0.72	-1.06	-1.62	-1.40

Current gaps Year 9 and Year 8

Measure	Year 9		Year 8	
	Non DS	DS	Non DS	DS
Progress against flight path Average across all subjects	-0.5	-0.7	-0.3	-0.3

The above tables show progress gaps **before lockdown**. Current gaps have not yet been fully assessed and this data should be used with caution. It is expected that the school closure will have widened the gaps significantly. Pupils have not been formally tested on their return to school instead staff have used more informal techniques to assess gaps and misconceptions. Pupils will undertake more formal tests and assessments in November and December once pupils have settled back into school life. Data will be updated at the end of Term 1.

Improving levels of progress and diminishing the difference between disadvantaged students and all students in their qualifications and particularly in English and Mathematics is a priority. Disadvantaged progress is a priority for all staff at Whickham School.

All staff must ensure:

- a) Short and medium term teaching makes certain that disadvantaged pupils understand subject knowledge and apply key skills effectively.
- b) They interleave learning activities (including homework) to accelerate progress.
- c) Use proven assessment techniques to identify gaps in knowledge.
- d) They communicate pupil strengths and areas for development effectively with pupils and parents.

- e) Use intervention strategies effectively to accelerate progress of DS pupils

Understanding the needs of disadvantaged pupils and quality first teaching lie at the heart of our disadvantaged strategy. At Whickham School the following areas have been identified as barriers to progress for disadvantaged pupils:

- a) Poor attendance
- b) Low expectations and aspirations
- c) Poor parental engagement with school
- d) Lack of access to IT and study materials
- e) A lack of cultural capital
- f) Weaker literacy and numeracy skills
- g) Poorer relationships with school leading to a higher frequency of behavioural incidents

Whilst the data suggests that much of the disadvantage gap develops in KS4 the strategies outlined in this plan are designed to support pupils in all key stages by promoting good working habits, raising aspirations and providing interventions where necessary. There are also short-term strategies to support our pupils in year 11.

Short-term actions 2020-2021

Barrier	Actions	Who	Cost	Impact
Lower attendance than peers	1) Monitoring of attendance with a priority for contact with DS parents. 2) Specific needs identified and where appropriate support offered. E.g. transport	MTH HOY/ADA	£12,000 £1000	
Lower levels of parental engagement with school	1) DS parent meeting to explain the support available through school 2) Priority of contact home given to DS parents for parent evenings and parental support workshops. 3) DS home visits to take place to improve communication and buy in with school.	LWO/SBE HOY/SBE HOY/ DE	£1000 £0 £45 000	

Lower Numeracy and literacy skills on entry	<p>1) Tutor time interventions to support numeracy and literacy development.</p> <p>2)HLTA staffing in Maths and English to support one 2 one or small group interventions</p> <p>3) Use of accelerated reader to support literacy Individual/small group interventions</p> <p>4) Year 12 reading programme (staffing 80hrs)</p>	<p>SHE/SR</p> <p>HLTA's</p> <p>RCO</p> <p>LEN/STU</p>	<p>£12 000</p> <p>£20, 000</p> <p>£2500</p> <p>£3600</p>	
Lower expectations/aspirations	<p>1) Target setting that requires pupils to make more progress than peers to reduce gaps.</p> <p>2) Adjust the threshold for identifying higher ability DS pupils to take into account potential poorer attainment in KS2.</p> <p>3) Early identification of individual needs. Transition staff to identify DS needs with primary staff and clearly communicate to faculty teams.</p> <p>4) Use of DS subject events to support pupils, identify needs and support positive relationships. (Staffing 2hrs x 10 staff x 3 events)</p> <p>5)Set moves are carefully considered for DS pupils</p>	<p>PEW</p> <p>PEW</p> <p>SLE/LFO</p> <p>JMG</p> <p>FL's</p>	<p>£0</p> <p>£0</p> <p>£1600</p> <p>£3000</p> <p>£0</p>	
Lower engagement with enrichment and support sessions	<p>Staffing of the Academic Achievement Team to support disadvantaged in the following ways</p> <p>1)DS first strategy that gives priority to DS students attending enrichment and support events</p> <p>2) Achievement team mentoring used to encourage and support participation in events.</p> <p>3) Homework hub supported by academic Achievement team</p> <p>4) Enrichment opportunities specifically targeted to DS pupils for example university experiences.</p>	<p>ALL staff</p> <p>SBE</p> <p>ALL</p> <p>ALL</p> <p>SBE/ A – Team</p>	<p>£ 42 000 (*)</p> <p>£ 0</p> <p>*</p> <p>*</p> <p>£0</p> <p>£1000</p>	

	<p>5) Travel support offered to enable pupils to engage with study and revision sessions during holidays and weekends.</p> <p>6) All Sixth form students to receive one extra period per fortnight for each subject that they study. This will support all students with catch up but will have a greater impact on DS students.</p>	PWE	£16 896	
Weaker personal organisation and time management. Poor exam preparation	<p>1) GCSE mind set programme to support Y10 and Y11 pupils with study and organisation.</p> <p>2) Assertive mentoring to support pupils with organisation and time management.</p> <p>3) Specific DS guidance parental meetings to support with exam preparation.</p> <p>4) DS pupils signposted to homework hub to support with organisation and time management.</p> <p>5) One to one or small group tutoring for identified pupils.</p> <p>6) Targeted revision sessions for DS pupils</p> <p>7) Specific Maths and English support during tutor time</p>	<p>ADA</p> <p>A-Team</p> <p>A-Team /LWO</p> <p>A-Team LWO</p> <p>All</p> <p>KGN/RSC</p>	<p>£1000</p> <p>*</p> <p>£500</p> <p>See above</p> <p>£30 000</p> <p>£2000</p> <p>£15000</p>	
Lack of equipment, study materials and resources	<p>1) Pupil resource fund to support pupils with material needs Books, revision guides and essential equipment.</p> <p>2) Provision of IT hardware to DS pupils</p> <p>3) Homework hub to support with IT needs and supportive calm environment to complete work.</p>	<p>LWO</p> <p>A Team</p> <p>A-Team</p>	<p>£5000</p> <p>£5000</p> <p>Staffing (*)</p>	
Lower cultural capital	<p>1) Specific experiences organised for DS pupils.</p> <p>2) Continue to develop the link with KOMATSU UK providing pupils with clear CEIAG guidance on apprenticeships</p> <p>3) Afternoon tea with governors and local business leaders</p> <p>4) Music tuition fund</p> <p>5)Enrichment fund to support pupils participation in trips and visits</p>	<p>LWO</p> <p>LWO</p> <p>A-Team</p> <p>LWO</p> <p>LWO</p>	<p>£1000</p> <p>£1000</p> <p>£250</p> <p>£1000</p> <p>£20 000</p>	

Higher frequency of behavioural incidents leading to lost learning time.	1) Staffing in BIS to support the quick re integration of pupils back into lesson through restorative approaches.	SMA	£70 000	
	2) Provision of professional counselling and support services to help resolve issues that extend beyond school.	SMA	£3000	
Total			£316 346	

In many instance pupil premium money funds a proportion of the activities. Where the activity would not happen without the pupil premium funding then the whole cost is allocated from the funding stream. These activities are constantly revised and the proportion of the funding allocated changes according to need and impact. Even though we are required to state what we allocate the Pupil Premium funding on, we do not limit the resources that we allocate to improving the attainment and progress of disadvantaged students.

Long-term actions 3-5 years

Long-term actions aim to support DS pupils by raising aspirations and providing early interventions that close knowledge and skills gaps in KS3 thereby giving students the best platform to begin KS4. There are no costs attributed to these actions yet.

Barrier	Actions	Who	Impact
Lower attendance than peers	1) Effective monitoring and support systems in place to support good attendance by DS pupils	MTH	
Poor aspirations – potential lack of professional role models	1) Development of a higher aspirations programme to include opportunities to visit universities, local business and industry. 2) Priority for CEIAG meetings	LWO A-Team	
Poor attainment in KS2 with setting and target setting implications	1) Target setting that positively discriminates DS pupils. Requiring pupils to make more progress than peers to reduce gaps. 2) Lowering the threshold for higher ability DS pupils	PEW PEW	
Lack of cultural capital due to fewer experiences than peers	1) Seek further links with local business and industry to provide pupils with aspirational experiences.	LWO DRO	

Skills dip during the transition from KS2 – KS3 is more pronounced for DS pupils.	1) Transition events to support DS pupils 2) Improve communication with KS2 staff to identify academic needs. 3) Establishment of cluster working group to develop agreed teaching practices that reduces knowledge and skills slippage between KS2 and KS3.	JMG LWO JMG LWO	
Lower levels of parental engagement with school	1) Development of parental liaison team who meet with parents to sell the positives of good attendance. 2) Seek alternative opportunities to communicate with parents	SMA/LWO MPH/LWO	
Poor understanding of individual needs and increasing numbers of DS pupils.	1) Establish a system that improves the dissemination of DS information to all staff. In particular, the identification of long term disadvantaged pupils.	LWO	

Review of 2019/20 funding impact

Barrier	Actions	Who	Cost	Impact
Lower attendance than peers	1) Monitoring of attendance with a priority for contact with DS parents. 2) Specific needs identified and where appropriate support offered. E.g. transport 3) Breakfast club to support DS pupils with punctuality	MTH HOY HOY	£11,000 £1000 £1000	The attendance gap between DS and non DS was - 2.5%. Overall DS attendance between Sept and lockdown was 92.7%. The gap reduced but the overall figure shows a small decrease in attendance. Transport was provided to pupils wishing to attend revision improving attendance. The provision of breakfast for severely disadvantage pupils supported the punctuality of those identified.

Lower levels of parental engagement with school	<p>1)DS parent meeting to explain the support available through school</p> <p>2) Priority of contact home given to DS parents for parent evenings and parental support workshops.</p> <p>3) DS home visits to take place to improve communication and buy in with school.</p> <p>4)Additional parent events</p>	LWO/SBE	£1000	A number of DS parent meetings were arranged with limited impact. DS parents were contacted as a matter of priority however as a result of Covid-19 many of the strategies listed were unable to occur. Contacts with DS parents did improve as a result of communications to support home learning and loans of IT equipment. Knowledge and understanding of individual pupil needs has improved. The achievement team are equipped with the knowledge to be more proactive when supporting pupils.
		HOY/SBE	£0	
		HOY/A Team	£45 000	
		A- Team	£500	
Lower Numeracy and literacy skills on entry	<p>1) Tutor time interventions to support numeracy and literacy development.</p> <p>2)HLTA staffing in Maths and English to support one 2 one or small group interventions</p> <p>3) Use of accelerated reader to support literacy Individual/small group interventions</p> <p>4) Year 12 reading programme (staffing 80hrs)</p>	SHE/SR	£10 000	These strategies were showing promise and will continue next academic year.
		HLTA's	£20, 000	
		RCO	£2000	
		RCO/STU	£3600	
Lower expectations/aspirations	<p>1) Target setting that requires pupils to make more progress than peers to reduce gaps.</p> <p>2) lower the threshold for identify higher ability DS pupils</p> <p>3) Early identification of individual needs. Transition staff to identify DS needs with primary staff and clearly communicate to faculty teams.</p>	PEW	£0	Progress data is unavailable for GCSE and Level 3 qualifications. Attainment for DS improved overall however there was a dip in the number of DS pupils attaining the highest grades. DS subject events were unable to occur.
		PEW	£0	
		SLE/LFO	£1600	
		JMG	£2400	

	<p>4) Use of DS subject events to support pupils, identify needs and support positive relationships. (Staffing 2hrs x 10 staff x 3 events)</p> <p>5) Set moves are carefully considered for DS pupils</p>	FL's	£0	
Lower engagement with enrichment and support sessions	<p>Staffing of the Academic Achievement Team to support disadvantaged in the following ways</p> <p>1) DS first strategy that gives priority to DS students attending enrichment and support events</p> <p>2) Achievement team mentoring used to encourage and support participation in events.</p> <p>3) Homework hub supported by academic Achievement team</p> <p>4) Enrichment opportunities specifically targeted to DS pupils for example university experiences.</p> <p>5) Travel support offered to enable pupils to engage with study and revision sessions during holidays and weekends.</p>	<p>ALL staff</p> <p>SBE</p> <p>ALL</p> <p>ALL</p> <p>SBE/ A - Team</p>	<p>£ 40 000 (*)</p> <p>£ 0</p> <p>*</p> <p>*</p> <p>£0</p> <p>£1000</p>	<p>Opportunities for DS pupils to attend enrichment events improved with many directed to the homework hub, tutoring and revision. Many of the enrichment events take place during the summer term. These did not occur due to school closure. Where events were held for example Careers workshops, disadvantaged pupils were prioritised.</p>
Weaker personal organisation and time management. Poor exam preparation	<p>1) GCSE mind set programme to support Y10 and Y11 pupils with study and organisation.</p> <p>2) Assertive mentoring to support pupils with organisation and time management.</p> <p>3) Specific DS guidance parental meetings to support with exam preparation.</p> <p>4) DS pupils signposted to homework hub to support with organisation and time management.</p> <p>5) One to one or small group tutoring for identified pupils.</p> <p>6) Targeted revision sessions for DS pupils</p> <p>7) Specific Maths and English support during tutor time</p>	<p>ADA</p> <p>A-Team</p> <p>A-Team /LWO</p> <p>A-Team LWO</p> <p>All</p> <p>KGN/RSC</p>	<p>£1000</p> <p>*</p> <p>£500</p> <p>See above</p> <p>£30 000</p> <p>£2000</p> <p>£15000</p>	<p>Evidence of positive impact between Nov and March mocks would indicate that these strategies should continue. GCSE mindset programme is supporting pupils with exam preparation and motivation. DS attendance at homework support was good. One to one tuition showed very strong progress between Nov and March mocks. Pupils who were in an English or Maths tutor group made significantly more progress than their peers.</p>

Lack of equipment, study materials and resources	1) Pupil resource fund to support pupils with material needs Books, revision guides and essential equipment. 2) Homework hub to support with IT needs and supportive calm environment to complete work.	LWO A-Team	£5000 Staffing	Where required pupils were supported with equipment and resource purchases. Following school closure DS pupils were supported with the loan of computer equipment. Pupil engagement with home learning improved as a result of equipment loans.
Lower cultural capital	1) Specific experiences organised for DS pupils. 2) Continue to develop the link with KOMATSU UK providing pupils with clear CEIAG guidance on apprenticeships 3) Afternoon tea with governors and local business leaders 4) Music tuition fund 5)Enrichment fund to support pupils participation in trips and visits	LWO LWO A-Team LWO LWO	£1000 £200 £200 £1000 £20 000	DS pupils have been positively discriminated in order to promote attendance at careers events. Many events take place during the summer term. As a result of school closure many of the planned trips and visits did not take place.
Higher frequency of behavioural incidents leading to lost learning time.	1) Staffing in BIS to support the quick re integration of pupils back into lesson through restorative approaches. 2) Provision of professional counselling and support services to help resolve issues that extend beyond school.	SMA SMA	£70 000 £3000	Whilst referrals to the BIS have not reduced in frequency the length of referrals has reduced significantly. Pupils reintegration to lessons have been more successful with less re referrals.
Total			£289 000	