



Pupil Premium
Term Review

2018 / 2019

Autumn
Spring
Summer

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Section 1: Background

Pupil Premium: 'Diminishing the Difference'

The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.

The Pupil Premium was introduced in April 2012. It was allocated to children from low-income families who were known to be eligible for free school meals, and children who had been looked after continuously for more than six months. Eligibility for the Pupil Premium for 2012 – 2013 was extended to pupils who have been eligible for free school meals at any point in the last 6 years (known as Ever 6 Free School Meals Measure). Schools also receive funding for children who have been looked after continuously for more than six months, and a smaller amount for the children of service personnel.

The Government are not dictating how schools should spend this money, but are clear that schools will need to employ the strategies that they know will support their pupils to increase their attainment, and 'narrow the gap'. Schools will be accountable for narrowing the gap, and school performance tables include new measures that show the attainment of pupils who receive the pupil premium compared with their peers.

Funding for 2018 to 2019

In the 2018 to 2019 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for primary-aged pupils
- £300 for Service children
- **£935 for secondary-aged pupils**

Schools also receive £2,300 (PP+) for each pupil who:

- has been looked after for 1 day or more
- has been adopted from care
- has left care under:
 - A special guardianship order
 - A residence order
 - A child arrangement order

Section 2: School Context

Woodchurch High School is a mixed comprehensive with on average 1427 students in Keys Stages 3 and 4

% of pupils known to be eligible for Free School Meals (FSM)*					
	2014/15	2015/16	2016/17	2017/18	2018/19
School	23.4	22.4	20.4	20.9	22
National	28.7	14.7	14.4	13.9	Not Published

% of pupils known to be eligible as Pupil Premium (Ever6)					
	2014/15	2015/16	2016/17	2017/18	2018/19
School	44.2	43.4	44.4	44.7	43.0
National	29.7	29.3	29.1	24.6	Not Published
Wirral	34.3	33.8	32.7	30.1	Not Published

Pupil Premium Team 2018/19:

Ms Phillips, Mr Canham, Mr Stead, Mr Cartledge,

Mrs Jones, Mrs Evans

Section 3: Areas of Spending

Please see our website for details.

Note:

Latest research carried out by **Sutton Trust** (Nov 2018) to identify which ways of spending time and money are likely to lead to the biggest possible increase in pupils' learning indicates:

- One to one – **potential gains of 5 months**
- Outdoor Adventure Learning – **Potential gains of 4 months**
- ICT – **potential gains of 4 months**
- Homework (Secondary) – **potential gains of 5 months**
- Phonics – **potential gains of 4 months**
- Collaborative Learning – **potential gains of 5 month**
- Smaller group sizes – **Potential gains of 5 months**
- Feedback – **Potential gains of 8 months**
- Meta cognition – **Potential gains of 7 months**
- Holiday courses – **Potential gains of 2 months**
- Mastery Learning – **Potential gains of 5 months**
- Reading comprehension Strategies – **Potential gains of 6 months**
- Peer Tutoring - **Potential gains of 6 months**

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

Woodchurch High School have embedded a strong mentoring focus for academic year 2018/19

Proposed spend of Pupil Premium - 2018/19

Remainder of funds available 2017/18 - £0

New funds available 2018/19 - £576.275

Total for 2018/19 - **£576.275**

Proposed spend for 2018/19 - **£550.000**

The key objectives:

1. **Attendance**: To implement strategies addressing the attendance gap between for PP and CLA and non PP pupils.
2. **Parental engagement**: To engage parents in their child's education and within the Woodchurch High School community.
3. **Raising Attainment**: To continue providing additional support for PP and CLA pupils and ensure every effort is made to close the attainment gap across all year groups, with a focus on the different key groups of pupils.
4. **Enrichment / Pupil Wellbeing**: Developing and improving growth mind-sets, character education and mental wellbeing with all pupils and encouraging these pupils to contribute to the wider life of the School community.
5. **Behaviour for learning / Home study**: To monitor the new BFL strategy and analyse this data for trends between disadvantaged and other pupils with a focus on successful home study habits.
6. **Teaching & Learning**: To maintain and further develop the progress of disadvantaged students within the structure of the Woodchurch lesson and the Essential Learning Principles.
7. **Tracking and Data**: To further embed the 'Blue Hills' tracking system and analyse the impact of interventions 'forensically'. Effectively track new headline data and the subsequent gaps that exist.
8. **Pupil Premium +**: To track and evaluate the effectiveness of all PP+ support strategies and ensure additional academic and pastoral opportunities are provided to further their post 16 options.

(*PP – referring to any student in receipt of Free School Meals in the past 6 years)

Key Objectives 1-7

Attendance

1. Key Objective: Attendance – To implement strategies addressing the attendance gap between PP / CLA and non PP pupils.			
Action 1a: To liaise with hard to reach families outside of school in collaboration with key staff.			
Rationale: Targeting difficult to reach families and pupils with persistent attendance issues. This would provide families with essential support and guidance to ensure pupils achieve 96% and above attendance levels.			
Success Criteria:			
<ul style="list-style-type: none"> Improved attendance within the key groups of at risk pupils and within the pupil premium cohort as a whole Case studies reflecting successful interventions within the community 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Sept 2018 onwards. Review - Dec 2018	MCA RST RPH EJO Pastoral Teams	<ul style="list-style-type: none"> Through Blue Hills and Simms Evaluations on improved attendance levels EHU tracking data 	£30,000
<u>Impact 2018/19</u>			
Academic Year		Disadvantaged pupil Attendance	
16/17		93.4	
17/18		92.9	
18/19		93.3	

Action 1b: Employment of a home-school attendance officer to work with key 'at risk' pupils from years 7-11.			
Rationale: Targeting difficult to reach families and pupils with persistent attendance issues. This would provide families with essential support and guidance to ensure pupils achieve 96% and above attendance levels.			
Success Criteria:			
<ul style="list-style-type: none"> Improved attendance within the key groups of at risk pupils and within the pupil premium cohort as a whole Case studies reflecting successful interventions within the community Positive parent / school relationships with key families 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Sept 2018 onwards. Review – Each term	EJO MCA RST RPH	<ul style="list-style-type: none"> Through Blue Hills and Simms Evaluations on improved attendance levels 	£22,000

Pastoral Teams	• EJO tracking data
<u>Impact 2018/19</u>	
27 PP students received 1:1 intervention this academic year with 16 showing improvements in their attendance, 10 showing a decline and 1 student transferring to another school. See Blue Hills for further evaluation.	
99 internal attendance panel meetings have been held since their implementation at Christmas, of these 45% were with PP parents and of these only 24% led to further escalation. 76% of the PP panel meetings held led to improvements in attendance with the correct support in place.	
X2 case studies are available	

Action 1c: To provide our most at risk pupil premium students with a term time bus pass.			
Rationale: This would remove some of the financial barriers of home to school travel. This would also give pupils more independence and improve levels of attendance.			
Success Criteria :			
<ul style="list-style-type: none"> • An improved attendance record in key group of pupils • Analysis of attendance, late and persistent absences data • Reviewed each term • Half termly meetings with pupils 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Sept 2018 onwards Review: Each Term	RST MCA CEV EJO Pastoral Teams	<ul style="list-style-type: none"> • Regular focus groups • 1:1 meetings • Blue Hills evaluation 	£10,000
<u>Impact 2018/19</u>			
<ul style="list-style-type: none"> • 34% of participating pupil's attendance is better than the whole school average. • 45.7% of participating pupil's attendance is better than all disadvantaged pupil cohort average 			

Parental Engagement

2. Key Objective: Parental engagement - To engage parents in their child's education and within the Woodchurch School community
Action 2a: To further develop the Premium parents evening, 'Bring an Adult sessions', the Woodchurch Parent Academy, School Comms, Youth connect 5 courses and Family Matters.
Rationale: Evidence suggests parental involvement in a Childs education at any stage has a significant impact in progress and attainment.
Success Criteria:
<u>Events to be analysed:</u> Parents evenings, launch evenings, holiday schools parents afternoon, celebration events, induction evening, y11 leavers, results assembly, SEND induction, PEP meetings, CLA reviews
<ul style="list-style-type: none"> • 60% of parents target audience attending the evening(s)

<ul style="list-style-type: none"> • Positive parental feedback • School Comms to be further developed • 5 youth connect courses implemented • Family matters programmes ran throughout the year with targeted families 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Throughout the Academic year	JCA SBA ASM RST MCA	<ul style="list-style-type: none"> • Blue Hills • Parental questionnaire and voice • Evidence of School Comms usage 	£45,000
<p><u>Impact 2018/19</u> <u>82% of PP parents have attended a parental event</u></p> <p>Premium Parents Evening: 32 PP families attended (6% increase from last academic year)</p> <p>School comms Text facility is now being utilised in the HSLO roll to engage hard to reach parents and make communication more effective. All PP students on attendance intervention received text message reminders of the start of term dates throughout the year and individuals have been contacted for ease of communication and to inform them of attendance figures. This tool should be further utilised next academic year.</p> <p>Youth Connect 5 Three courses have been run this year (one per term) we have had 17 families attended with representation across all year groups, 4 PP+, 1 SGO, 9 PP & 3 non-PP. Feedback showed that following the course there were improvements in parents understanding of MH and Wellbeing, in confidence when supporting their children’s emotional wellbeing and improvements in parent’s abilities to talk and listen to their children.</p>			

Attainment

<p>3. Key Objective: Attainment - To continue providing additional support for PP and CLA pupils and ensure every effort is made to diminish the difference.</p>			
<p>Action 3a: Employment of additional staff to further reduce class sizes across the Key Stages in English and Maths.</p>			
<p>Rationale: Substantial evidence suggests that smaller class sizes can increase the levels of progress significantly within targeted pupils.</p>			
<p>Success Criteria:</p> <ul style="list-style-type: none"> • Diminish the difference within English and Maths • To continue the reduction of the attainment gap for school leavers 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Sep 2018 onwards Review: Each term	All English Staff All Maths Staff MCA PJO	<ul style="list-style-type: none"> • Using data drops effectively • Blue Hills • Term Review • Maths and English departmental trackers • Maintain KS 4 class sizes 	£160,000

		between 17-19 pupils																	
<u>Impact 2018/19</u>																			
<table border="1"> <tr> <td>Year</td> <td>P8</td> </tr> <tr> <td>16/17</td> <td>-0.46</td> </tr> <tr> <td>17/18</td> <td>-0.17</td> </tr> <tr> <td>18/19</td> <td>+0.04</td> </tr> </table>		Year	P8	16/17	-0.46	17/18	-0.17	18/19	+0.04	<table border="1"> <tr> <td>Year</td> <td>Disadvantaged pupil data (%4-9/Basics)</td> </tr> <tr> <td>16/17</td> <td>45.8</td> </tr> <tr> <td>17/18</td> <td>52</td> </tr> <tr> <td>18/19</td> <td>45.1</td> </tr> </table>		Year	Disadvantaged pupil data (%4-9/Basics)	16/17	45.8	17/18	52	18/19	45.1
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16/17	45.8																		
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18/19	45.1																		

Action 3b: Targeted interventions for pupils in English, Maths and Science			
Rationale: To target at risk pupils and accelerate levels of progress. Planned and well-structured interventions led by experienced members of staff will have a dramatic effect on levels of progress in any subject area, in particular English, Maths and Science. DTT will be a fundamental area for analysis in year 11.			
Success Criteria:			
<ul style="list-style-type: none"> • Diminishing the difference between disadvantaged pupils and other • Year 11 preparation for GCSE examinations through attendance at DTT signposted sessions 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Oct 2018 onwards Review: Every term	MCA SBA/KGR SHA IPH RST	<ul style="list-style-type: none"> • Blue Hills • English, Maths and Science departmental trackers • Pastoral team tracking and interventions 	£20,000
<u>Impact 2018/19</u>			
182 pupils participated in DTT across a range of subjects. See Blue Hill's for individual data analysis and impact.			

Action 3c: The Reader
Rationale: Creating a culture of reading for pleasure within Woodchurch High School that sits outside the National Curriculum but helps to enhance it. Pupils that have above average levels of literacy are able to access the entire curriculum.
Success Criteria:
<ul style="list-style-type: none"> • An increase in reading level scores • Developing a positive relationship with literacy (pupil voice) • 100% attendance

Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Oct 2018 for 35 weeks. Review: Each term	External member of staff MCA CHA / SBA	<ul style="list-style-type: none"> log books (PV) Blue Hills Project worker notes Baseline data – end of course data 	£13,000
<p><u>Impact 2018/19</u></p> <p>Over the course of the academic year, 80 pupils were chosen for small group reading intervention from The Reader organisation. These sessions aim to improve pupils' confidence with reading individually and as a group, with many pupils being reluctant to read aloud at first. The sessions also aim to improve social skills and wellbeing which is why we target some pupils. 56% of the group made progress with their reading ability when tested at the end of the intervention. 29% of the group increased their reading ages by at least 12 months. Some pupils improved by as much as 48 months and more!</p>			

Action 3d: To further develop the use of pupil premium 'Individual Learning Programmes'. Focus on high achieving PP pupils, with a particular focus on the Year 11 top 20 cohort.			
<p>Rationale: Teachers that have a more detailed knowledge of the pupils they teach allows them to create stronger relationships with hard to reach students. The ILP's suggest specific strategies and teaching techniques to differentiate lessons in accordance with students likes and dislikes.</p>			
<p>Success Criteria :</p> <ul style="list-style-type: none"> Positive feedback from pupils and staff ILP's evident in compulsory teacher pupil profiles Being used every lesson and evidence produced during observations 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Oct 2018 onwards Review: Dec 2018	JCA MCA RST Pastoral Leaders	<ul style="list-style-type: none"> Individual pupil data analysis every term 1:1 interviews Focus groups Blue Hills 	£2,000
<p><u>Impact 2018/19</u></p> <p>ILPs are now called ILFs (individual learning forms). 20 ILFs have been completed for the current Year 11, Year 10, 9, 8 and 7 (100 in total) with coordinators in place to oversee each year group and monitor strategies and interventions. These ILFs will be disseminated to all teaching staff in 2019/20 Autumn Term.</p>			

Action 3e: Identify pupils, organise and support the implementation of the Catch-up Fund
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Rationale: This intervention is provided for pupils with the lowest reading ages. Often, these pupils are Pupil Premium.			
Success Criteria :			
<ul style="list-style-type: none"> • Pixel Code • MFL extractions • Catch Up Literacy • The Reader • Active 8+ 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
October 2018 – July 2019	English staff Maths staff Trained Catch up staff COS	<ul style="list-style-type: none"> • Blue Hills • Excel tracking document • Meetings with delivery staff • Website reporting 	£37,000
<u>Impact 2018/19</u>			
See Website for evaluation			

Action 3f: Identify pupils, organise and support the delivery of Catch Up Literacy for low ability pupils. Review progress of pupils over the academic year.			
Rationale: Catch-Up Literacy is one-to-one reading intervention which is delivered by non-teaching staff during the school day. It aims to support struggling readers with letter and word recognition and language comprehension strategies.			
Success Criteria :			
<ul style="list-style-type: none"> • Improvement in numeracy or literacy age recorded by mid-point review (March) and further progress by July 2019. • Improved confidence with Maths and English (pupil voice). • Expected progress made in English and Maths. 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
October 2018 – July 2019	SBA/RJO	<ul style="list-style-type: none"> • Blue Hills • Excel tracking document • Meetings with delivery staff 	£5,000
<u>Impact 2018/19</u>			
<p>In Year 7, 28 pupils were chosen for Catch-Up intervention to improve their literacy. 93% made progress, 29% made progress that was equivalent to an increase of their reading age scores of at least eight months, when compared with scores taken before the intervention. 64% of pupils made progress that was equivalent to an increase of between 12 and 36 months. In Year 8, 17 pupils were chosen for intervention. 94% made progress. 35% made at least eight months progress and 59% increased their reading scores by between 12 and 36 months.</p>			

Action 3g: Maths in Context

Rationale: The Maths in Context programme looks at ways to improve the Maths skills of young people, particularly their financial skills. The programme has been specifically designed to cover the new GCSE content and look specifically at problem solving, numeracy and literacy.

Success Criteria :

- Successful implementation of the programme to year 10
- Clear impact using financial capability testing
- Final results for GCSE maths – year 11 (2018/19)

Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Application-2016/2017 Implementation-2017/2018 Results 2018/2019	BCA Maths department Pupil Premium Team	<ul style="list-style-type: none"> • Successful application of the MIC resources • Blue Hills • Pupil Voice • Staff Voice • End of assessment data 	£300

Impact 2018/19

- 11x5 (Delivery set) subject progress index: -0.93
- 11y5 (Equivalent group) subject progress: -1.25
Difference: +0.32

Action 3h: Disadvantaged Top 20 pupils in Year 9, 10 and 11 focus

Rationale: Using data effectively to identify the key pupils who are at risk of under achievement. The lowest performing PP pupils in both year 10 and year 11 will have a focus and structured interventions used to maximise learning potential.

Success Criteria :

- Progress of Top 20 pupils
- JCA to meet with full cohort of parents
- Attendance at planned interventions that focus on increased self-study and raising aspirations.

Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Focus pupils targeted in year 9 and groups will not change.	JCA Pupil Premium Team	<ul style="list-style-type: none"> • Top 20 data • Blue Hills 	£1,500

Impact 2018/19 (Year 11 target group)

- Number of pupils who increased their Progress over the period of Summer 2 to final exams was **11 or 55%**.
- The number of pupils with reduced Progress 8 was **6 or 30%**
- The number of pupils who did not attend the sessions was **3 or 15%**

Enrichment / Pupil Wellbeing

4. Key Objective: Enrichment - Developing a growth mind set within Disadvantaged pupils and encouraging these pupils to contribute to the wider school life.			
Action 4a: Whole school CPD on strategies to promote growth mind sets. Growth mind sets focused during teaching and learning meetings. Pastoral leaders to ensure that the promotion of growth mind-sets is part of assemblies and whole year activities. Encourage pupils to attend after school clubs, Saturday College, on track to achieve.			
Rationale: Previous research suggests that a praising effort rather than just attainment leads to higher levels of engagement and student success. This also links to our school priorities (No.2).			
Success Criteria:			
<ul style="list-style-type: none"> • Positive feedback from pupils • DTT attendance • Effort in lessons – Analysis of BFL levels • Attendance to Extra Curricular activities 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Sep 2018	MCA RST Pastoral staff	<ul style="list-style-type: none"> • Assembly rota for pastoral staff • 2 CPD sessions and staff feedback 	£10,000
<u>Impact 2018/19</u>			
<p>On Track To Achieve Ran by the Dame Kelly Holmes Trust provided an athlete mentor to support 16 of our year 9 PP girls throughout this academic year. 88% of the girls successfully completed the course by delivering the social action project. The data showed over the course 4 girls increased their attendance to school, 3 improved their bfl grades and 4 showed improvements in progress. Outside of the data the girls reported improvements in time management, organisation and confidence.</p>			

Action 4b: To raise pupil aspirations through visits to universities and higher education establishments			
Rationale: Visits to universities provide pupils with the opportunity to engage in degree taster sessions, raising aspirations and creating a positive mind-set regarding higher education. Pupils are provided with information on potential routes into university, and the career paths they can follow. Engagement in university lecture theatres and working alongside current degree students in an authentic higher education environment ‘demystifies’ the options available to pupils beyond secondary education			
Success Criteria:			
<ul style="list-style-type: none"> • Positive feedback from pupils through ‘Pupil Voice’ surveys • Year group assemblies delivered by HEI’s • A positive mind-set created regarding higher education • % of pupils who have engaged with careers interviews • KUDOS access (All year 10/11 receive bespoke careers support) • Feedback from Careers convention • Monitoring by Liverpool City Region • Pupils to gain an understanding of further education and the career paths available 			

Dates	Person(s) responsible	Monitoring and Evaluation	Cost
October 2018 onwards	LBA, LQU Pupil Premium Team JMU, LJM, Chester, hope University	<ul style="list-style-type: none"> Pupil voice analysis Blue Hills Numbers of pupils attending 	£1,000
<u>Impact 2018/19</u>			
<ul style="list-style-type: none"> <u>WHS have achieved Stage 3 of Inspiring IAG which meets the Carers Standard</u> <u>Audit in June 2018 which deemed the school as outstanding.</u> <u>Liverpool City Region have announced WHS matches the Gatsby Benchmark</u> <p>Dream, Plan and Achieve programme with Shaping Futures entitles 90 high achieving PP pupils across Year 9, 10 and 11 to access a three year model focused on university attainment for pupils.</p> <p>355 pupils have attended a University establishment during academic year 2018/19</p>			

Action 4c: Active 8 Summer / Easter and Active8+			
Rationale: During holiday periods and weekends, some of the progress that has been made during the previous year is lost. Keeping children's brains engaged will make the transition into secondary school smoother.			
Success Criteria:			
<ul style="list-style-type: none"> 50% of invited pupils attending both the summer and Easter Active 8. Outstanding feedback from pupils and parents through pupil voice High levels of engagement 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Planning Sept 2018 onwards. Easter (3 days) and Summer (3 days) Holiday	Pupil Premium Team and invited staff.	<ul style="list-style-type: none"> Through Blue Hills and Simms Pupil and Parent Voice Analysis of pupil's data that attended against proportion of pupils that did not attend. 	£25,000
<u>Impact 2018/19</u>			
<p>Over the course of the year, 226 disadvantaged pupils took advantage of the Active 8 + sessions held on Saturday mornings. In KS 4, 599 pupils attended the Saturday College sessions over the duration of 9 sessions, with the largest number attending the session on the 11th May 2019 (98 pupils). In addition to this, WHS facilitated a successful Summer and Easter programme (8th year) and on average 72% of our Year 7 PP cohort attended both programmes (3 days each)</p>			

Action 4d: English department Year 11 Residential (x2 nights)			
Rationale: To provide 2 intensive revision weekends for 40 pupils whose predicted grade data is below target			
Success Criteria :			
<ul style="list-style-type: none"> Pupils demonstrate more confidence with examination technique, improved predicted grades from further data drops, improved BFL grades and their final results in summer 2019 examinations are at or above grade 4. 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
TBC	SBA KGR CHA LHO	<ul style="list-style-type: none"> Selected pupils using current data levels Attendance Analysis of work completed and testing results GCSE 2019 grades 	£3,300
<u>Impact 2018/19</u>			
<p>Out of twenty pupils that attended the two night Residential, covering both GCSE topics in structured revision sessions, 65% were predicted to achieve 9-4. For English Language, 65% achieved 9-4 whilst for English Literature 70% of the group achieved 9-4 (compared to 68% whole school results for both). None of the pupils were predicted to achieve above a grade 4. Despite this, four pupils achieved above this in English Language (20%) and seven pupils in English Literature (35%).</p>			

Action 4e: WHS mental Health Agenda			
Rationale: According to the DFE, schools state that this is a difficult area and it is essential to support pupils who display the signs of mental health disorders. One in ten young people has a clinically diagnosed mental health concerns and one in seven has less severe problems.			
Success Criteria:			
<ul style="list-style-type: none"> Learning mentors: 41 cases, based on 6 week rotations YAM (youth aware of mental health) HSIS (5 cases) Successful well-being week WHS well-being 'waves of support' Mental health pathway plan 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
All year	JSC GMB SWA ASM PP team	<ul style="list-style-type: none"> Entry and exit evaluations Blue Hills Evidence of impact through data 	£50,000

	Allison gilbert Ian Wilson		
<u>Impact 2018/19</u>			
*see mental health and wellbeing provision booklet and mentoring sessions (Blue Hills)			
<p>Youth Aware of Mental Health (YAM) is a national research project run by the Anna Freud Organisation. 52 students from year 9 completed the project and received 5 MH awareness sessions from outside professionals. Data has been collected and the report will be out following analysis summer 2020.</p>			

Action 4f: Year 7 Support and guidance mentoring programme			
<p>Rationale:It is a challenging time when joining a new school and some pupils adapt quicker than others, however for some it takes a great deal of endurance and resilience. This mentoring programme provides additional support to all of the PP cohort and forges positive relationships early in their 5-year journey.</p>			
<p>Success Criteria :</p> <ul style="list-style-type: none"> • Every year 7 pupil to be supported by an allocated mentor • Year 7 PP pupils feel supported and valued • Year 7 extended transition for PP pupils 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
October 2018 Review: February 2019	RST Mentors	<ul style="list-style-type: none"> • Blue Hills • Pupil Voice 	£2,000
<u>Impact 2018/19</u>			
During academic year 18/19, 93% of the Year 7 PP cohort received bespoke support from a staff member within school.			

Action 4g: Premium Mentoring
<p>Rational: Pupils have the right to feel valued and part of our school community. Teachers will get the best out of a pupil if they are supported and given the opportunities to achieve their potential. 4 appointed mentors each have 4 pupils each, who have been identified as being vulnerable and in need of additional support.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> • Engagement from all 16 pupils

<ul style="list-style-type: none"> • Successful implementation of the log books • Progress throughout the year 			
Dates	Person(s) responsible	Monitoring and Evaluation	Cost
October 2018 Reviews: Each term	RST PP mentors	<ul style="list-style-type: none"> • Academic data • Blue Hills • Engagement with families 	£3,000
<u>Impact 2018/19</u>			
With support from the pastoral team, 16 disadvantaged pupils identified at the start of the academic year. 90% of the allocated pupils successfully completed the programme with 65% of pupils making the expected levels of progress in Year 7 (See Blue Hills for further evidence)			

Behaviour for Learning

5. Key Objective: Behaviour for learning - To monitor the WHS BFL strategy and analyse this data for trends between PP/CLA and non PP				
Action 5a: Every half term this data will be analysed and structured interventions put in place. Pastoral staff will be leading this strategy and identifying PP-Non PP gaps.				
Rationale: Pupils who are more engaged in lessons and focused make more progress. The new successful learning behaviour structure will give the school staff and pupils a common language in which to promote this.				
Success Criteria:				
<ul style="list-style-type: none"> • BFL data analysed and pupil groups identified • Structured and targeted interventions put in place • Improvement in BFL levels each term 				
Dates	Person(s) responsible	Monitoring and Evaluation	Cost	
October 2018 data drop and then each drop after. Review: Dec 2018	MCA RST Pastoral staff	<ul style="list-style-type: none"> • Blue Hills • BFL data 	£10,000	
<u>Impact 2018/19</u>				
	<i>Year</i>	<i>PP BFL Gap 2016/17</i>	<i>PP BFL Gap 2017/18</i>	<i>PP BFL Gap 2018/19</i>
	7	-0.08	-0.11 (1.89 AV)	-0.14 (2.00 AV)
	8	-0.14	- 0.08 (1.90 AV)	-0.13 (2.06 AV)
	9	-0.11	-0.16 (1.87 AV)	-0.18 (2.11 AV)
	10	-0.05	-0.04 (1.85 AV)	-0.30 (2.22 AV)
	11	-0.07	-0.04 (1.71 AV)	-0.20 (2.18 AV)

Teaching & Learning

6. Key Objective: Teaching & Learning -To maintain and further develop the achievements from last academic year within pupil premium groups

Action 6a:

- All staff to have pupil information documents highlighting groups and current information and ILP'S.
- Pupil premium strategies being the focus on departmental inspections.
- Staff to plan for Growth Mind Set as part of Longer Term Planning and progress of disadvantaged pupils within the Woodchurch lesson.
- For Staff to adhere to Quality First Teaching and apply as a non-negotiable approach.
- Saturday College
- Pupil premium representatives from each department

Rationale: Quality first teaching ensures the classroom practitioner is the first and most effective form of intervention. Expert knowledge and understanding of pupil's strengths and weaknesses from the teacher will inform further DTT sessions.

High quality teaching and learning can have a substantial impact on a student's level of progress. Teachers that use effective feedback, know their groups, use target data effectively, have a positive relationship with pupils, differentiate accordingly will see in excess of 8+ months of additional progress (Sutton Trust).

It has also been found that effective teaching has a radical impact on the progress, particularly of pupil premium pupils and conversely poor teaching has an equally radical but negative effect on this key group.

Success Criteria:

- Teacher files that contain pupil groups, data, interventions, lesson plans, lesson resources, and pupil photographs
- Improved GAP Data
- Use Of Pixl Strategies and evidence of DTT system
- Minutes of meetings
- Faculty Reviews/SLT Inspections/External Inspections
- Book scrutiny evidence
- Lesson observations with a pupil premium focus

Dates	Person(s) responsible	Monitoring and Evaluation	Cost
Sep 2018 onwards Review: Dec 2018	MCA RST ABO KGR All staff	<ul style="list-style-type: none"> • SLT observation timetable • Faculty Reviews 	£20,000

Impact 2018/19

The WHS teaching & Learning handbook has been updated for Academic year 2018/19 and the 'Woodchurch lesson' continues to be implemented to provide every pupil with consistency across all curriculum areas.

Lesson observation analysis

Observations have been completed for Terms 1 and 2 (appraisal) and are due to be completed for Term 3 on 12.7.19. An analysis of data so far shows positive progress in the embedding of our ELPs and the

pursuit of more exemplary practice across the school.

Instances of exemplary practice

	Exemplary practice 2017-18	Exemplary practice 2018-19
Term 1	270	373
Term 2	283	359
Term 3	290	397

Cause for concern count

	CFCs 2017-18	CFCs 2018-19
Term 1	105	86
Term 2	113	75
Term 3	90	35

Tracking and Accountability

7. Key Objective: Accountability - 'Blue Hills' embedded to track and analyse the impact of interventions 'forensically'. All interventions are now added to Bluehills, whether PP or not. LAC Funding tracked separately within Bluehills

Action 7a: The system is used to record, monitor and evaluate impact of all pupil premium interventions and the spending. This also takes into account the staff involved and any resources used.

Rationale: We are accountable for the pupil premium grant and we must ensure it reaches the pupils that need it most. This detailed tracking system allows the school to keep a record of all interventions, pupils involved, amount that it costs, and impact.

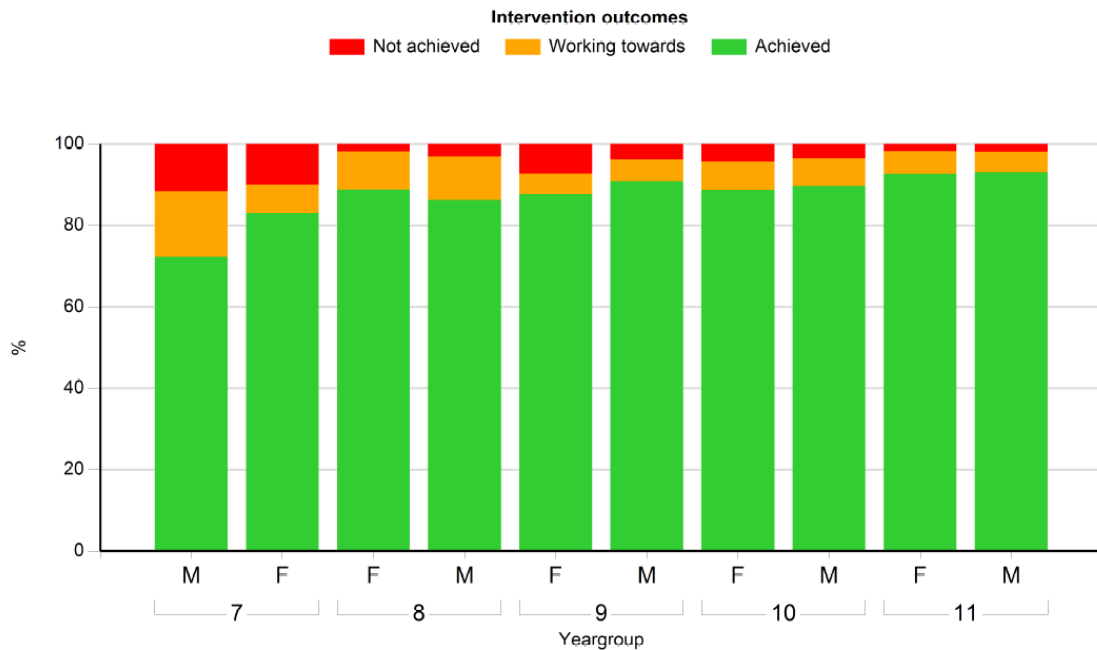
Success Criteria:

- All staff trained in the use of Blue Hills and regularly reminded during staff meetings
- All interventions recorded
- Department representatives fully trained
- Blue Hills used for impact measures on all interventions
- Funding accounted
- All staff using Blue Hills to report on impact made

Dates	Person(s) responsible	Monitoring and Evaluation	Cost
September 2018 Review: Each term with SRO, JMA and CEV	CEV SRO AKI RST SBA	<ul style="list-style-type: none"> • CEV / SRO to ensure this system is effectively monitored • Ensure all PP bids are accounted for • Ensure all interventions are evaluated effectively. • Report to be produced at 	£15,000

the end of each academic term.

Impact 2018/2019



Action 8: Pupil Premium +

Rationale: Commitment to working in collaboration with carers, other agencies and staff to ensure each individual child receives his/her entitlement to the full amount. It is fundamental that each LAC child receives additional targeted support to achieve their potential and further their post 16 options.

Success Criteria :

- 100% completion of PEPs and data supplied to Local Authorities to ensure all funding is received
- Additional funding applied for where necessary
- CLA pupils supported with wide ranging interventions targeted appropriately for each individual, matching academic and social/emotional needs as identified through data analysis, PEP meetings and school monitoring
- Monitoring of progress shows closing of gap between actual and targeted progress for all CLA pupils
- All interventions recorded and tracked through bluehills.
- Positive feedback from carers and social care.

Dates	Person(s) responsible	Monitoring and Evaluation	Cost
All year	PJO PP team	<ul style="list-style-type: none"> • Blue Hills • LAC tracking system 	£51,900 Sep funding

Impact 2018/19

All PEPs are completed in line with specific Local Authority and funding for all CLA pupils received. PJO to highlight the return of Wirral based CLA pupils to school to support with the

implementation of the objectives and targets. Bidding system used when and where necessary to support pupil's academic progress as well as improving an understanding of the wider world. Pupil progress should be monitored closely by all members of the PP team and specific interventions and money used should reflect the need of each individual CLA pupil. Many interventions have taken place over the last academic year. The use of Bluehills to track interventions and their impact needs to be more rigorous. Feedback from carers, Social Workers, Independent Reviewing Officers and the Local Authorities all seem to be positive with how the school supports CLA pupils.

Further strategies 2018/19*

<p>In addition to the above strategies, the following successful programmes will also continue:</p> <ul style="list-style-type: none"> • Staff bidding system: £35,000 • Saturday School / Active 8+: PP bid • PP subject Representatives: PP bid • Year 8 Breakthrough scheme: PP bid • Literacy & Numeracy age testing: PP bid • Music Lessons: £15,000 	<u>Total proposed spend 2018/2019</u>	
	Total for Action 1	62,000
	Total for Action 2	45,000
	Total for Action 3	201,800
	Total for Action 4	94,300
	Total for Action 5	10,000
	Total for Action 6	20,000
	Total for Action 7	15,000
	Total for Action 8	51,900
	Additional Strategies	50,000
	Estimated + On costs / Resources	<u>550,000</u>
<p>*Actual costs will be recorded and reviewed at the end of each term. This estimated budget is correct at the time of publication.</p>		

*See Blue Hills for further impact

Section 4:

Key stage 3: Years 7, 8 and 9 Progress of PP students, evaluation and action to be taken

Data evaluation points for all year groups: AUT 2 / SPRING 2 / SUM 2

Year 7 Summary – SUM 2 (English, Maths and Science)

Year 7 - Summer 2																																			
English	All				Female			Male			All PP				PP Female			PP Male			All Non PP				Non PP Female			Non PP Male			SEN S / EHCP		SEN Support		Total
	High	Mid	Low	Total	High	Mid	Low	High	Mid	Low	High	Mid	Low	Total	High	Mid	Low	High	Mid	Low	High	Mid	Low	Total	High	Mid	Low	High	Mid	Low	PP	NON PP	PP	NON PP	
Above	0	1	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
On	62	107	51	220	30	61	25	32	46	26	22	43	25	90	12	24	15	10	19	10	40	64	26	130	18	37	10	22	27	16	4	6	24	29	63
Below	25	22	12	59	9	6	4	16	16	8	14	11	10	35	5	2	3	9	9	7	11	11	2	24	4	4	1	7	7	1	4	2	12	8	26
Total	87	130	63	280	39	67	29	48	63	34	36	54	35	125	17	26	18	19	28	17	51	76	28	155	22	41	11	29	35	17	8	8	36	37	89
% Above	0%	1%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	1%	0%	0%	0%	0%	3%	0%	0%	0%	0%	0%	0%
% On	71%	82%	81%	79%	77%	91%	86%	67%	73%	76%	61%	80%	71%	72%	71%	92%	83%	53%	68%	59%	78%	84%	93%	84%	82%	90%	91%	76%	77%	94%	50%	75%	67%	78%	71%
% Below	29%	17%	19%	21%	23%	9%	14%	33%	25%	24%	39%	20%	29%	28%	29%	8%	17%	47%	32%	41%	22%	14%	7%	15%	18%	10%	9%	24%	20%	6%	50%	25%	33%	22%	29%

Maths	All				Female			Male			All PP				PP Female			PP Male			All Non PP				Non PP Female			Non PP Male			SEN S / EHCP		SEN Support		Total
	High	Mid	Low	Total	High	Mid	Low	High	Mid	Low	High	Mid	Low	Total	High	Mid	Low	High	Mid	Low	High	Mid	Low	Total	High	Mid	Low	High	Mid	Low	PP	NON PP	PP	NON PP	
Above	0	1	7	8	0	0	4	0	1	3	0	1	6	7	0	0	3	0	1	3	0	0	1	1	0	0	1	0	0	0	4	0	1	1	6
On	58	105	47	210	25	59	22	33	46	25	19	42	23	84	8	23	12	11	19	11	39	63	24	126	17	36	10	22	27	14	3	6	25	27	61
Below	29	24	9	62	14	8	3	15	16	6	17	11	6	34	9	3	3	8	8	3	12	13	3	28	5	5	0	7	8	3	1	2	10	9	22
Total	87	130	63	280	39	67	29	48	63	34	36	54	35	125	17	26	18	19	28	17	51	76	28	155	22	41	11	29	35	17	8	8	36	37	89
% Above	0%	1%	11%	3%	0%	0%	14%	0%	2%	9%	0%	2%	17%	6%	0%	0%	17%	0%	4%	18%	0%	0%	4%	1%	0%	0%	9%	0%	0%	0%	50%	0%	3%	3%	7%
% On	67%	81%	75%	75%	64%	88%	76%	69%	73%	74%	53%	78%	66%	67%	47%	88%	67%	58%	68%	65%	76%	83%	86%	81%	77%	88%	91%	76%	77%	82%	38%	75%	69%	73%	69%
% Below	33%	18%	14%	22%	36%	12%	10%	31%	25%	18%	47%	20%	17%	27%	53%	12%	17%	42%	29%	18%	24%	17%	11%	18%	23%	12%	0%	24%	23%	18%	13%	25%	28%	24%	25%

Science	All				Female			Male			All PP				PP Female			PP Male			All Non PP				Non PP Female			Non PP Male			SEN S / EHCP		SEN Support		Total
	High	Mid	Low	Total	High	Mid	Low	High	Mid	Low	High	Mid	Low	Total	High	Mid	Low	High	Mid	Low	High	Mid	Low	Total	High	Mid	Low	High	Mid	Low	PP	NON PP	PP	NON PP	
Above	23	32	3	58	10	16	3	13	16	0	11	17	2	30	6	8	2	5	9	0	12	15	1	28	4	8	1	8	7	0	1	1	4	4	10
On	56	86	46	188	26	46	22	30	40	24	20	33	22	75	9	16	13	11	17	9	36	53	24	113	17	30	9	19	23	15	3	6	23	27	59
Below	8	12	14	34	3	5	4	5	7	10	5	4	11	20	2	2	3	3	2	8	3	8	3	14	1	3	1	2	5	2	4	1	9	6	20
Total	87	130	63	280	39	67	29	48	63	34	36	54	35	125	17	26	18	19	28	17	51	76	28	155	22	41	11	29	35	17	8	8	36	37	89
% Above	26%	25%	5%	21%	26%	24%	10%	27%	25%	0%	31%	31%	6%	24%	35%	31%	11%	26%	32%	0%	24%	20%	4%	18%	18%	20%	9%	28%	20%	0%	13%	13%	11%	11%	11%
% On	64%	66%	73%	67%	67%	69%	76%	63%	63%	71%	56%	61%	63%	60%	53%	62%	72%	58%	61%	53%	71%	70%	86%	73%	77%	73%	82%	66%	66%	88%	38%	75%	64%	73%	66%
% Below	9%	9%	22%	12%	8%	7%	14%	10%	11%	29%	14%	7%	31%	16%	12%	8%	17%	16%	7%	47%	6%	11%	11%	9%	5%	7%	9%	7%	14%	12%	50%	13%	25%	16%	22%

Year 7 Data Analysis 2018/19:

Further evidence can be found on Blue Hills.

Data analysis – SPR 2	Action	Impact – SUM 2
On track attainment gap is currently -11% in English	33% of pupils are withdrawn from MFL and receiving Ei intervention.	On track attainment gap is currently -12% in English. Only a 1% increase which is traditional lower than in previous years.
PP boys lower than other groups in English, especially mid band pupils at 47% on track	48% of pupils are receiving intervention through The Reader.	68% of PP Mid band pupils are on track
47% of high ability PP boys in English are currently below track	36% of pupils are receiving Catch Up Intervention. 9% of pupils are attending SPARKS. 15% of pupils are attending WOW. 15% of pupils are withdrawn from PE and	This remains at 47%

	attend intervention with MGR	
On track attainment gap is currently -11% in Science	In class support with seating plans and targeted live marking	On track attainment gap is currently -13% in Science. Only a 2% increase which is traditional lower than in previous years.
High band PP girls currently 35% on track in Science. This is a -19% difference to non-PP high band girls	Targeted focus on learning homework's	High band PP girls currently 57% on track in Science. This is a -20% difference to non-PP high band girls.
Low band PP boys currently 38% on track in Science. This is a -9% difference to non-PP low band boys.	Targeted TA support to work with underachieving pupils JHO after school intervention group with pupil premium mid band pupils.	Low band PP boys currently 53% on track in Science. This is a -35% difference.

SPRING data highlights

On track attainment gap is currently -3% in Maths.
 No significant deficit groups identified in Maths.
 90% of PP pupils currently on track.
 PP girls performing positively in English, especially mid band pupils (86% on track).
 76% of high band PP pupils are currently on or exceeding in Science and 78% of mid band PP pupils currently on or exceeding in Science.
 84% of high band PP boys currently on track or exceeding in Science.

SUM data highlights

79% of all pupils are on target in English
 71% of all PP pupils are on target in English
 78% of pupils with SEN support are on target in English
 67% of all pupils are on target in Science
 65% of low band PP boys are on target in Maths

Year 8 Summary – SUM 2, Final Drop (English, Maths and Science)

English	All				Female			Male			All PP				PP Female			PP Male			All Non PP				Non PP Female			Non PP Male			SEN S / EHCP		SEN Support		Total			
	High	Mid	Low	Total	High	Mid	Low	High	Mid	Low	High	Mid	Low	Total	High	Mid	Low	High	Mid	Low	High	Mid	Low	Total	High	Mid	Low	High	Mid	Low	PP	NON PP	PP	NON PP				
Above	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
On	49	115	49	213	27	60	20	22	55	29	21	44	22	87	13	25	13	8	19	9	28	71	27	126	14	35	7	14	36	20	3	4	23	27	57			
Below	20	33	19	72	7	9	7	13	24	12	3	17	14	34	2	5	4	1	12	10	17	16	5	38	5	4	3	12	12	2	3	2	11	8	24			
Total	69	148	68	285	34	69	27	35	79	41	24	61	36	121	15	30	17	9	31	19	45	87	32	164	19	39	10	26	48	22	6	6	34	35	81			
% Above	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
% On	71%	78%	72%	75%	79%	87%	74%	63%	70%	71%	88%	72%	61%	72%	87%	83%	76%	89%	61%	47%	62%	82%	84%	77%	74%	90%	70%	54%	75%	91%	50%	67%	68%	77%	70%			
% Below	29%	22%	28%	25%	21%	13%	26%	37%	30%	29%	13%	28%	39%	28%	13%	17%	24%	11%	39%	53%	38%	18%	16%	23%	26%	10%	30%	46%	25%	9%	50%	33%	32%	23%	30%			

Maths	All				Female			Male			All PP				PP Female			PP Male			All Non PP				Non PP Female			Non PP Male			SEN S / EHCP		SEN Support		Total
	High	Mid	Low	Total	High	Mid	Low	High	Mid	Low	High	Mid	Low	Total	High	Mid	Low	High	Mid	Low	High	Mid	Low	Total	High	Mid	Low	High	Mid	Low	PP	NON PP	PP	NON PP	
Above	0	2	14	16	0	0	8	0	2	6	0	1	11	12	0	0	6	0	1	5	0	1	3	4	0	0	2	0	1	1	1	0	9	4	14
On	47	119	39	205	21	59	13	26	60	26	18	49	15	82	10	26	6	8	23	9	29	70	24	123	11	33	7	18	37	17	4	4	17	24	49
Below	22	27	15	64	13	10	6	9	17	9	6	11	11	28	5	4	6	1	7	5	16	16	4	36	8	6	0	8	10	4	1	2	8	7	18
Total	69	148	68	285	34	69	27	35	79	41	24	61	37	122	15	30	18	9	31	19	45	87	31	163	19	39	9	26	48	22	6	6	34	35	81
% Above	0%	1%	21%	6%	0%	0%	30%	0%	3%	15%	0%	2%	30%	10%	0%	0%	33%	0%	3%	26%	0%	1%	10%	2%	0%	0%	22%	0%	2%	5%	17%	0%	26%	11%	17%
% On	68%	80%	57%	72%	62%	86%	48%	74%	76%	63%	75%	80%	41%	67%	67%	87%	33%	89%	74%	47%	64%	80%	77%	75%	58%	85%	78%	69%	77%	77%	67%	67%	50%	69%	60%
% Below	32%	18%	22%	22%	38%	14%	22%	26%	22%	22%	25%	18%	30%	23%	33%	13%	33%	11%	23%	26%	36%	18%	13%	22%	42%	15%	0%	31%	21%	18%	17%	33%	24%	20%	22%

Science	All				Female			Male			All PP				PP Female			PP Male			All Non PP				Non PP Female			Non PP Male			SEN S / EHCP		SEN Support		Total
	High	Mid	Low	Total	High	Mid	Low	High	Mid	Low	High	Mid	Low	Total	High	Mid	Low	High	Mid	Low	High	Mid	Low	Total	High	Mid	Low	High	Mid	Low	PP	NON PP	PP	NON PP	
Above	4	8	1	13	0	1	0	4	7	1	0	2	0	2	0	0	0	0	2	0	0	4	6	11	0	1	0	4	5	1	0	0	0	0	0
On	41	59	48	148	20	35	21	21	24	27	14	23	25	62	8	15	12	6	8	13	27	36	23	86	12	20	9	15	16	14	4	5	20	22	51
Below	24	81	19	124	14	33	6	10	48	13	10	36	11	57	7	15	5	3	21	6	14	45	8	67	7	18	1	7	27	7	2	1	14	13	30
Total	69	148	68	285	34	69	27	35	79	41	24	61	36	121	15	30	17	9	31	19	45	87	32	164	19	39	10	26	48	22	6	6	34	35	81
% Above	6%	5%	1%	5%	0%	1%	0%	11%	9%	2%	0%	3%	0%	2%	0%	0%	0%	6%	0%	0%	9%	7%	3%	7%	0%	3%	0%	15%	10%	5%	0%	0%	0%	0%	0%
% On	59%	40%	71%	52%	59%	51%	78%	60%	30%	66%	58%	38%	69%	51%	53%	50%	71%	67%	26%	68%	60%	41%	72%	52%	63%	51%	90%	58%	33%	64%	67%	83%	59%	63%	63%
% Below	35%	55%	28%	44%	41%	48%	22%	29%	61%	32%	42%	59%	31%	47%	47%	50%	29%	33%	68%	32%	31%	52%	25%	41%	37%	46%	10%	27%	56%	32%	33%	17%	41%	37%	37%

**Year 8 Data Analysis 2018/19:
Further evidence can be found on Blue Hills.**

Data analysis – SPR 2	Action	Impact – SUM 2
On track attainment gap is currently -5% in English	18% of pupils are currently receiving literacy intervention through Catch Up Literacy. 18% of pupils are extracted from MFL and receive English intervention in Ei slots.	On track attainment gap remains at -5% in English
26% low band PP boys are currently off track in English		38% low band PP boys are now off track in English
68% Low band PP boys currently on track and 32% below in English		47% low band PP boys currently on track and are overall 53% below in English.

	4% of pupils receive reading intervention with The Reader. 9% of pupils are extracted from core PE and have additional intervention with Marilyn focusing on reading comprehension.	
On track attainment gap is currently -8% in Maths	High focus in lessons with targeted questioning	On track attainment gap is currently -7% in Maths
26% low band PP boys are currently off track in Maths	Highlighted in teacher planners/seating plans	26% of low band boys PP are still off track
	In class support with seating plans and targeted live marking	
71% mid band PP boys are currently below track in Science	Targeted focus on learning homework's	68% mid band PP boys are currently below track in Science
23% mid band PP boys are currently on track in Science.	Targeted TA support to work with underachieving pupils	26% mid band PP boys are currently on track in Science.
	JHO after school intervention group with pupil premium mid band pupils.	

SPR data highlights

PP girls performing very positively in English across all ability bands.
100% of high ability PP boys currently on track in Maths.
All low band pupils performing positively in Science.
100% of high and low band SEN/EHCP pupils are currently on track in Science.
On track attainment gap is currently +3% in Science

SUM data highlights

75% of all pupils are on track in English
68% of PP pupils who receive SEN support are on track
87% of PP mid band girls are on track in Maths
33% of PP low band girls are above track in Maths
89% of high band PP boys are on track in Maths
68% of low band PP boys are on track in Science

Year 9 Summary - SUM 2

9-4 data

	TG	ALL	PP	NON PP	PP BOYS	PP GIRLS	NON PP BOYS	NON PP GIRLS	SEN K	Sen EHCP	Grade Banding	Grade Banding	Grade Banding	Grade Banding	PP GAP
											Advanced	Secure	Novice	Foundation	
English	88.7	75.2	70.7	78.6	65.8	78.0	76.1	82.1	37.9	33.3	100.0	92.5	77.1	20.0	-7.9
Maths	87.6	50.7	40.7	58.5	39.7	42.0	55.4	62.7	17.2	13.3	90.9	82.5	38.6	7.5	-17.8
Science	95.2	68.3	58.1	75.9	53.2	65.1	74.7	77.6	29.6	35.7	92.3	95.5	69.0	12.8	-17.8
Biology	100.0	96.9	93.8	100.0	90.9	100.0	100.0	100.0	100.0	100.0	100.0	100.0	90.9	100.0	-6.2
Chemistry	100.0	93.8	87.5	100.0	81.8	100.0	100.0	100.0	66.7	100.0	100.0	92.3	81.8	100.0	-12.5
Physics	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	0.0
History	99.3	67.4	56.1	77.8	50.0	64.3	77.1	78.4	45.0	75.0	100.0	84.1	57.5	50.0	-21.7
Geography	98.7	94.4	95.8	93.8	92.9	100.0	93.1	94.7	66.7		100.0	100.0	86.2	100.0	2.0
French	100.0	92.6	77.8	100.0	33.3	100.0	100.0	100.0	0.0		100.0	94.7	80.0		-22.2
Spanish	100.0	93.2	89.2	96.1	81.8	100.0	92.6	100.0	75.0		100.0	91.7	92.0		-6.9
Religious Studies	99.3	93.2	94.8	92.1	91.3	100.0	89.4	95.5	84.6	62.5	95.2	97.4	94.1	75.8	2.7
Basics	84.0	47.5	35.8	56.6	32.9	40.0	53.3	61.2	15.5	6.7	90.9	78.8	35.7	2.5	-20.8
Ebacc	41.8	30.5	22.0	37.1	19.2	26.0	32.6	43.3	3.4	0.0	81.8	65.0	11.4	0.0	-15.1
Ebacc entry	41.8	39.7													

9-5 data

	TG	ALL	PP	NON PP	PP BOYS	PP GIRLS	NON PP BOYS	NON PP GIRLS	SEN K	Sen EHCP	Grade Banding	Grade Banding	Grade Banding	Grade Banding	PP GAP
											Advanced	Secure	Novice	Foundation	
English		54.6	49.6	58.5	43.8	58.0	50.0	70.1	17.2	6.7	90.9	83.8	45.7	5.0	-8.9
Maths		25.5	18.7	30.8	23.3	12.0	32.6	28.4	8.6	0.0	86.4	51.2	8.6	0.0	-12.1
Science		49.2	44.8	52.5	45.2	44.2	50.6	55.2	18.5	21.4	92.3	87.9	39.7	2.6	-7.7
Biology		84.4	75.0	93.8	81.8	60.0	87.5	100.0	66.7	0.0	100.0	92.3	54.5	0.0	-18.8
Chemistry		90.6	81.3	100.0	81.8	80.0	100.0	100.0	66.7	100.0	100.0	92.3	72.7	100.0	-18.7
Physics		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	0.0
History		39.1	31.8	45.8	34.2	28.6	45.7	45.9	20.0	25.0	87.5	52.3	28.7	16.7	-14.0
Geography		88.9	91.7	87.5	85.7	100.0	86.2	89.5	66.7		100.0	100.0	79.3	0.0	4.2
French		70.4	55.6	77.8	0.0	83.3	62.5	90.0	0.0		100.0	73.7	40.0		-22.2
Spanish		68.2	62.2	72.5	72.7	46.7	70.4	75.0	50.0		100.0	64.6	56.0		-10.3
Religious Studies		75.6	70.4	79.5	65.2	78.3	72.9	87.9	46.2	62.5	95.2	90.9	75.0	27.3	-9.1
Basics		22.3	14.6	28.3	17.8	10.0	29.3	26.9	6.9	0.0	81.8	43.8	7.1	0.0	-13.7
Ebacc		16.0	12.2	18.9	15.1	8.0	19.6	17.9	3.4	0.0	72.7	30.0	3.6	0.0	-6.7
Ebacc entry		39.7													

Year 9 Data Analysis 2018/19:
Further evidence can be found on Blue Hills

Data analysis – SPR 2	Action	Impact – SUM 2
90.9% of Advanced learners are currently predicted to achieve 9-4 in English	100% of Advanced Learners who are not predicted to achieve a 9-5 in English are receiving intervention. 1:1 intervention after school Additional classroom support (Associate teacher) PP report card	100% of Advanced learners are currently predicted to achieve 9-4 in English
81.8% of Advanced learners are currently predicted to achieve 9-5 in English		90.9% of Advanced learners are currently predicted to achieve 9-5 in English
39.8% of PP pupils currently predicted to achieve 9-4 in Maths	High focus in lessons with targeted questioning Highlighted in teacher planners/seating plans	40.7% of PP pupils currently predicted to achieve 9-4 in Maths
Maths PP / Non-PP Gap stands at -17.4%		Maths PP / Non-PP Gap stands at -17.8%
45.2% of PP boys currently predicted to achieve 9-4 in Maths		39.7% of PP boys currently predicted to achieve 9-4 in Maths
32.0% of PP girls currently predicted to achieve 9-4 in Maths		42.0% of PP girls currently predicted to achieve 9-4 in Maths
16.0% of PP girls currently predicted to achieve 9-5 in Maths		12.0% of PP girls currently predicted to achieve 9-5 in Maths
27.3% of PP pupils currently predicted to achieve 9-5 in Maths		18.7% of PP pupils currently predicted to achieve 9-5 in Maths
72.9% of PP pupils currently predicted to achieve 9-4 in Science	All science staff provided with current data and initiating the accelerated learning programme in class for specific pupils. Students have been offered 1:1 after school and/or lunches. TA being used to support underachieving students in class Seating and targeting for questions and live marking Aquaponics – Advanced learner programme	58.1% of PP pupils currently predicted to achieve 9-4 in Science
92.3% of Advanced learners are currently predicted to achieve 9-4 in Science		92.3% of Advanced learners are currently predicted to achieve 9-4 in Science

SPR data highlights

9-4 English PP / Non-PP Gap stands at -5.4%
76% of PP girls currently predicted to achieve 9-4 in English
77.8% of PP girls currently predicted to achieve 9-4 in Science
96.9% or above of PP pupils are currently predicted to achieve 9-4 in SEPS
9-5 English PP / Non-PP Gap stands at -4.8%
62.0% of PP girls currently predicted to achieve 9-5 in English
51.1% of PP girls predicted to achieve 9-5 in Science

SUM data highlights

78% of PP girls predicted to achieve 9-4 in English
70.7% of PP pupils predicted to achieve 9-4 in English
69% of novice learners are predicted to achieve 9-4 in Science
91.7% of PP pupils are predicted to achieve 9-5 in Geography

Year 10 Summary - SUM 2

9-4 data

	TG		PP	NON PP	PP BOYS	PP GIRLS	NON PP BOYS	NON PP GIRLS	SEN K	Sen EHCP	Ability Group	Ability Group	Ability Group	PP GAP
		ALL									H	M	L	
English		77.1	65.3	85.9	62.2	70.2	83.5	88.9	51.4	30.8	95.6	82.2	36.2	-20.6
Maths		58.8	45.5	68.7	43.2	48.9	65.9	72.2	33.8	15.4	94.1	59.5	8.5	-23.2
Science		73.8	61.3	83.6	59.7	64.1	80.3	87.9	42.6	33.3	98.0	82.3	24.4	-22.3
Biology		97.6	100.0	96.6	100.0	100.0	93.3	100.0	100.0	100.0	94.4	100.0	100.0	3.4
Chemistry		92.7	91.7	93.1	100.0	83.3	93.3	92.9	83.3	100.0	94.4	90.0	100.0	-1.4
Physics		97.6	100.0	96.6	100.0	100.0	93.3	100.0	100.0	100.0	94.4	100.0	100.0	3.4
History		68.5	55.4	78.4	50.0	61.5	73.3	81.8	52.0	50.0	80.6	67.4	45.5	-23.0
Geography		83.7	76.7	86.8	84.2	63.6	85.1	90.5	64.3	33.3	96.8	81.4	33.3	-10.1
French		73.5	70.6	76.5	55.6	87.5	77.8	75.0	50.0		76.9	71.4		-5.9
Spanish		90.7	84.6	92.7	80.0	90.9	88.4	97.4	77.8		90.7	90.6		-8.1
Religious Studies		79.3	65.5	89.4	60.6	73.3	88.8	90.1	62.0	44.4	92.4	82.5	50.0	-23.9
Basics		56.7	43.8	66.3	40.5	48.9	62.6	70.8	33.8	7.7	91.2	57.1	8.5	-22.5
Ebacc		35.2	22.3	44.8	17.6	29.8	39.6	51.4	10.8	0.0	69.1	32.5	0.0	-22.5
Ebacc entry		48.9												

9-5 data

	TG		PP	NON PP	PP BOYS	PP GIRLS	NON PP BOYS	NON PP GIRLS	SEN K	Sen EHCP	Ability Group	Ability Group	Ability Group	PP GAP
		ALL									H	M	L	
English		51.1	35.5	62.6	27.0	48.9	58.2	68.1	24.3	7.7	82.4	52.8	4.3	-27.1
Maths		31.7	22.3	38.7	21.6	23.4	40.7	36.1	20.3	7.7	70.6	23.9	2.1	-16.4
Science		50.4	35.8	61.9	32.8	41.0	61.8	62.1	26.5	16.7	94.0	50.4	4.4	-26.1
Biology		87.8	75.0	93.1	100.0	50.0	93.3	92.9	83.3	100.0	94.4	80.0	100.0	-18.1
Chemistry		65.9	50.0	72.4	66.7	33.3	93.3	50.0	66.7	100.0	88.9	50.0	0.0	-22.4
Physics		95.1	91.7	96.6	100.0	83.3	93.3	100.0	83.3	100.0	94.4	95.0	100.0	-4.9
History		30.8	19.6	39.2	20.0	19.2	43.3	36.4	36.0	0.0	54.8	24.4	9.1	-19.6
Geography		65.3	56.7	69.1	57.9	54.5	63.8	81.0	35.7	33.3	90.3	59.3	0.0	-12.4
French		44.1	47.1	41.2	44.4	50.0	44.4	37.5	25.0		61.5	33.3		5.9
Spanish		65.7	61.5	67.1	60.0	63.6	62.8	71.8	66.7		76.7	57.8		-5.6
Religious Studies		55.4	44.0	63.7	38.0	53.3	55.1	74.6	26.8	11.1	78.8	56.9	18.2	-19.7
Basics		27.1	16.5	35.0	13.5	21.3	36.3	33.3	13.5	7.7	64.7	19.6	0.0	-18.5
Ebacc		18.0	9.9	23.9	6.8	14.9	23.1	25.0	5.4	0.0	47.1	11.7	0.0	-14.0
Ebacc entry		48.9												

9-7 data

	TG	ALL	PP	NON PP	PP BOYS	PP GIRLS	NON PP BOYS	NON PP GIRLS	SEN K	Sen EHCP	Ability Group	Ability Group	Ability Group	PP GAP
											H	M	L	
English		3.5	2.5	4.3	1.4	4.3	3.3	5.6	2.7	0.0	11.8	1.2	0.0	-1.8
Maths		3.5	1.7	4.9	2.7	0.0	5.5	4.2	5.4	0.0	14.7	0.0	0.0	-3.2
Science		11.3	8.5	13.4	9.0	7.7	9.2	19.0	5.9	0.0	40.0	5.0	0.0	-4.9
Biology		29.3	8.3	37.9	16.7	0.0	66.7	7.1	50.0	0.0	61.1	5.0	0.0	-29.6
Chemistry		9.8	0.0	13.8	0.0	0.0	20.0	7.1	33.3	0.0	22.2	0.0	0.0	-13.8
Physics		34.1	16.7	41.4	33.3	0.0	66.7	14.3	66.7	100.0	61.1	15.0	0.0	-24.7
History		4.6	0.0	8.1	0.0	0.0	3.3	11.4	8.0	0.0	12.9	2.3	0.0	-8.1
Geography		3.1	0.0	4.4	0.0	0.0	6.4	0.0	0.0	0.0	3.2	3.4	0.0	-4.4
French		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0		0.0	0.0		0.0
Spanish		5.6	0.0	7.3	0.0	0.0	7.0	7.7	22.2		14.0	0.0		-7.3
Religious Studies		8.7	4.3	11.9	2.8	6.7	11.2	12.7	4.2	0.0	19.7	6.9	0.0	-7.6
Basics		1.8	0.8	2.5	1.4	0.0	2.2	2.8	1.4	0.0	7.4	0.0	0.0	-1.7
Ebacc														0.0
Ebacc entry		48.9												

Year 10 Data Analysis 2018/19:

Further evidence can be found on Blue Hills

Track the Gap

	AUT 2			SUM 2		
	ENG	MATHS	SCI	ENG	MATHS	SCI
9-4 PP/Non-PP Gap	-14.9	-20.7	-19.9	-20.6	-23.2	-22.3
9-5 PP/Non-PP Gap	-24.7	-11.4	-23.2	-27.1	-16.4	-26.1
9-7 PP/Non-PP Gap	-2.0	-0.4	-6.6	-1.8	-3.2	-4.9

Data analysis – SPR 2	Action	Impact – SUM 2
59.5% PP boys are currently predicted to achieve 9-4 in English	39% are receiving at least 1 intervention 10% are receiving 2 interventions Higher priority within classrooms	62.2% PP boys are currently predicted to achieve 9-4 in English
Current PP/Non-PP 9-4 attainment gap is -20.2% in English	40% are receiving at least 1 intervention 14% are receiving 2 interventions 5% are receiving 3 interventions	Current PP/Non-PP 9-4 attainment gap is -20.6% in English
31% of the PP cohort are currently predicted to achieve 9-5 in English (-28% gap)	Signposted pupils identified for structured DTT academic year 19/20	35.5% of the PP cohort are currently predicted to achieve 9-5 in English (-27.1% gap)
66.2% PP boys are currently predicted to achieve	Intervention teacher	43.2% PP boys are currently

9-4 in Maths	employed 1 day week to focus on key pupils	predicted to achieve 9-4 in Maths
Current PP/Non-PP 9-4 attainment gap is -18.5% in Maths	PPL report to combat BFL in lessons	Current PP/Non-PP 9-4 attainment gap is -23.2% in Maths
28.3% of the PP cohort are currently predicted to achieve 9-5 in Maths with boys at 23.0%	Pre Parents evening to focus on key pupils and families In class targeted support for key pupils After school DTT sessions Additional 'Maths Watch; support Targeted questioning	22.3% of the PP cohort are currently predicted to achieve 9-5 in Maths with boys at 21.6%
54.4% PP boys are currently predicted to achieve 9-4 in Science	Class restructuring	59.7% PP boys are currently predicted to achieve 9-4 in Science
Current PP/Non-PP 9-4 attainment gap is -24.1% in Science	Behaviour support programme top 30 revision sessions	Current PP/Non-PP 9-4 attainment gap is -22.3% in Science
42.1% of the PP cohort are currently predicted to achieve 9-5 in Science	Saturday school taught revision sessions Monday night revision sessions for triple science groups In class support with seating plans and targeted live marking Targeted focus on learning homework's Targeted TA support to work with underachieving pupils	35.8% of the PP cohort are currently predicted to achieve 9-5 in Science
No PP pupils are currently achieving 9-7 in Basics (English & Maths)	Whole school advanced learner drive - CPD	0.8% of pupils are currently achieving 9-7 in Basics (English & Maths)

SPR data highlights

76.1% of PP girls are currently predicted to achieve 9-4 in English

42.6% of low ability band pupils in Maths are predicted to achieve 9-4 in Maths
 70.0% of PP pupils currently predicted to achieve 9-4 in Maths
 PP performance in Science is currently strong

SUM data highlights

70.2% of PP girls are predicted to achieve 9-4 in English
 100% of PP boys predicted to achieve 9-4 in triple Science
 90.9% of PP girls predicted to achieve 9-4 in Spanish

Year 11 Summary

Final Exam Data: TBC

Data Drop: SUM 1 – final drop

See Page 37

Disadvantaged	ATT8	P8	4+ E&M
WHS 2018	40.2	0.04	51%
WHS 2017	4	-0.19	47%
Wirral	3.8	-0.39	43%
National	3.6	0	43%

Year 11 Data Analysis 2018/19:

Further evidence can be found on Blue Hills

Track the Gap

	AUT 2			SUM 1		
	ENG	MATHS	SCI	ENG	MATHS	SCI
9-4 PP/Non-PP Gap	-16.5	-15.2	-25.0	-22.4	-18.5	-20.6
9-5 PP/Non-PP Gap	-18.6	-22.0	-15.9	-19.2	-20.0	-10.4
9-7 PP/Non-PP Gap	-6.4	-5.8	-5.4	-3.2	-2.8	-5.1

Data analysis – SPR 2	Action	Impact – final results
57% of PP boys with target grades of 9-4 are not predicted to achieve this in English.	39% are receiving at least 1 intervention	56.4% of PP Boys with target grade 9-4 achieved 9-4 English.

	<p>10% are receiving 2 interventions</p> <p>Of the 57% of PP Boys not predicted to achieve 9-4 (31 pupils)</p> <p>39% of those are receiving at least 1 intervention</p> <p>13% of those have accessed at least 2 Literature Skills sessions</p> <p>12% have attended 1 half term session</p> <p>10% receiving 2 interventions</p>	
81% of PP boys with target grades of 9-5 are not predicted to achieve this	<p>40% are receiving at least 1 intervention</p> <p>14% are receiving 2 interventions</p> <p>5% are receiving 3 interventions</p> <p>Of the 81% of PP Boys not predicted to achieve 9-5 (42 pupils)</p> <p>40% of those are receiving at least 1 intervention</p> <p>42% of those have accessed at least 2 Literature Skills sessions</p> <p>17% have attended 1 half term session</p> <p>14% receiving 2 interventions</p> <p>5% receiving 3 interventions</p>	Data to follow
38.9% of PP Boys predicted to achieve 9-5 in English	<p>All pupils invited for holiday revisions</p> <p>Structured DTT in place for all signposted pupils.</p>	36.4% of PP boys achieved 9-5 in English.
47.5% of PP pupils predicted to achieve 9-4 in Maths	DTT for all signposted pupils	47.1% of PP pupils achieved 9-4 in Maths
46.3% of PP boys predicted to achieve 9-4 in	Intervention teacher	45.5% of PP boys achieved 9-5 in

Maths	employed to work with year 11 pupils	Maths
22.2% of PP boys predicted to achieve 9-5 in Maths		18.2% of PP boys achieved 9-5 in Maths
Mid ability group predicted to achieve 9-4 is at 51.0% and 25.2 % 9-5 in Maths	Holiday and Saturday revision sessions	41% of mid band pupils achieved 9-4 in Maths
	Lead practitioner revision session	5.4% of mid band pupils achieved 9-5 in Maths
	Higher and foundation intervention days at the 'BANK'	
	JCA maths university mentoring programme	
47.1% of PP pupils predicted to achieve 9-4 in Science trilogy	DTT for all signposted pupils	38.1% of PP pupils achieved 9-4
41.7% of PP boys predicted to achieve 9-4 in Science trilogy	Intervention teacher employed to work with year 11 pupils	38.5% of PP boys achieved 9-2
25.6% of PP boys predicted to achieve 9-5 in Science trilogy		26% of PP boys achieved 9-5
Mid ability group predicted to achieve 9-4 is at 30.5% in Science	Holiday and Saturday revision sessions	36.4% of mid band pupils achieved 9-4 in Science
	TA supporting with extraction groups	
	AT supporting with extraction groups	
	phone calls/ emails home with revision info and materials	
	Required Practical support sessions for CLA students	
	Revision books provided through PP funding	
	Study support within pupils	
	study periods	

Spring data highlights

High band and low band are showing an improvement from the previous year, high band significantly so (Attainment 8 & Progress 8)

PP girls have significantly higher Attainment 8 predictions to boys across all buckets

EBACC bucket increase of 0.13 and open basket is the same

Final data highlights
PP P8 in open bucket = +0.05 High ability P8 results have increased over a 3 year period

Section 5:

Whole School information

2015/2016	Total No Pupils	295	289	283	278	272	1417
	Total No FSM	131	63	66	58	47	365
	Total No CLA	5	3	2	3	0	13
	Total No PP	142	127	117	126	104	616
	%PP	48.14%	43.94%	41.34%	38.24%	43.47%	43.47%
2016/2017	Total No Pupils	292	293	281	281	275	1422
	Total No FSM	62	62	55	58	55	292
	Total No CLA	5	4	3	4	4	20
	Total No PP	132	134	131	116	121	634
	%PP	45.21%	45.73%	45.62%	41.28%	44.01%	44.59%
2017/2018	Total No Pupils	287	284	289	280	280	1420
	Total No FSM	68	59	62	50	54	293
	Total No CLA	6	4	4	5	4	23
	Total No PP	131	129	133	125	118	636
	%PP	45.64%	45.52%	46.27%	44.64%	42.41%	44.79%
2018/2019	Total No Pupils	286	295	286	284	276	1427
	Total No FSM	75	68	61	63	49	316
	Total No CLA	7	8	6	4	5	30
	Total No PP	129	129	124	121	108	611
	%PP	45%	44%	43%	43%	39%	43%

Closing the Gap:

% of pupils who have achieved 5 / 9-4 and Basics					
		disadvantaged	Other	Gap	Nat Gap
2014 / 2015	WHS	51	66	-15	-12
	National	36	63	-27	
2015 / 2016	WHS	40.2	63	-22.8	-22.8
	National	36	63	-27	
2016 / 2017*	WHS	45.8	71.4	-25.6	-25.2
	National	39	71	-32	
2017 / 2018*	WHS	52	65	-13	-19
	National	TBC	71		
2018 / 2019*	WHS	45.1	63.6	-18.5	TBC
	National				

*New measures taken into account

Progress 8 Scores for English and Maths

Progress 8 Scores for English and Maths				
ALL		Disadvantaged	Other	Gap
2015 / 2016	Maths – 0.32	-0.74	-0.06	-0.68
	English + 0.20	-0.36	0.55	-0.91
2016 / 2017	Maths - 0.14	-0.43	-0.04	-0.39
	English - 0.01	-0.25	+0.17	-0.38
2017 / 2018	Maths	-0.17	-0.06	-0.11
	English	0.17	0.01	+0.16
2018 / 2019	Maths	-0.68	0.07	-0.75
	English	-0.37	0.35	-0.72

Overall Progress 8

Overall Progress 8 Scores				
	ALL	Disadvantaged	Other	Gap
2015 / 2016	+ 0.04	-0.46	+0.36	-0.82
2016 / 2017	+ 0.04	-0.17	+0.23	-0.40
2017 / 2018	+ 0.03	+0.04	+0.02	+0.02
2018 / 2019	+0.021	-0.35	+0.29	-0.64

Progress 8/attainment 8 Ability Banding (disadvantaged)

	P8 2016	P8 2017	P8 2018 PP	P8 2019 PP
High	0.06	-0.26	-0.37	
Mid	0.13	0.12	+0.08	
Low	-0.21	-0.03	+0.07	

Attainment 8 disadvantaged data 2018/2019 (Pupil Premium)

Headlines

Dataset	Cohort	Avg KS2	9-5 E/M %	9-4 E/M %	Ebaoc Strong %	Ebaoc Standard %	AS	Eng AS	Mat AS	Eng PS	Mat PS	Ebaoc PS	Open PS	Total PS
Exams	102	4.54	15.7% ↓	45.1% ↓	7.8% ↓	21.0% ↓	36.9% ↓	0.26 ↓	0.37 ↓	-0.37 ↓	-0.68 ↓	-0.73 ↓	0.04 ↑	-0.41 ↓

Attendance Data

Historical attendance data Disadvantaged v other				
		Disadvantaged	Other	Gap
2015 / 2016	WHS	91.9	95.4	-3.8
	National	94.5		-5.8
2016 / 2017	WHS	93.4	96.4	-3.0
	National	93.5		TBC
2017 / 2018	WHS	92.9	95.9	-3.7
	National			
2018 / 2019	WHS	93.3	96.4	-3.11
	National			

Attendance: Autumn – Summer2018/2019

WHOLE SCHOOL		GIRLS		BOYS	
2017-2018	2018-2019	2017-2018	2018-2019	2017-2018	
94.7	95.2	94.4	95.3	95.0	95.1

	2017-2018	2018-2019
PERSISTENT ABSENCE (<90%)	11.70%	11.09%

GROUP	PUPIL PREMIUM		NON PUPIL PREMIUM		PP- Non PP GAP		SEND		CLA	
	2017-2018	2018-2019	2017-2018	2018-2019	2017-2018	2018-2019	2017-2018	2018-2019	2017-2018	2018-2019
WHOLE SCHOOL	92.90	93.30	95.97	96.41	3.07	3.11	92.89	93.78	95.59	96.20
GIRLS	92.19	93.17	95.60	93.41	3.41	0.24	90.13	93.16	93.59	94.31
BOYS	93.45	96.78	96.21	96.15	2.76	0.63	94.08	94.06	96.39	94.96