



Wade Deacon High School

Innovation Enterprise Academy

Exceptional Values

Exceptional Learning & Teaching

Exceptional Achievement

Closing the Gap

*Effective use of the Pupil Premium and
measuring impact*

Mr Ian Critchley
Vice Principal

'A Commitment to Excellence'





Borough & School Context

- LA is the 18th most deprived in England and Wales and 25% of the council wards are in the lowest 10% for parental income and consequently child poverty.
- Unemployment levels are higher than national averages.
- Halton has the highest % of people in the country with Level 2 listed as their highest qualification.
- Higher proportion than average (26.9%) of adults with no qualifications. (2015)

- 11-16 Academy
- 'Outstanding' in each category in March 2011
- TES 'Outstanding Secondary School of the Year 2012'
- New building opened at Easter 2013 through BSF funding
- Over 1550 pupils on roll
- 29% including 'Ever 6'
- 30 CiC, Adopted & Special Guardianship / Residence Order



Curriculum Pathways

- Ebacc Pathway: 84% of cohort (Approx. 250 students)
 - *Traditional Curriculum*

- Creative Pathway: 12% of cohort (Approx. 40 students)
 - *No MFL but extra English, Maths & Science*

- Success Pathway: 4% (Max 15 students)
 - *Thematic approach in Yrs 7 & 8, with no MFL or Humanities at KS4.*



First Steps

Read the literature

- ✓ Ofsted Reports: Sept 2012 & Feb 2013
- ✓ DfE Research Brief: July 2013
- ✓ The Pupil Premium; An Update: July 2014
- ✓ Sutton Trust Toolkit
- ✓ Unseen Children: Access and Achievement

Key Actions

- ✓ Ring-fence the spend and involve middle leaders and key staff
- ✓ Involve the governing body and school business manager/accountant
- ✓ Have a member of SLT accountable for the spend and evidence impact
- ✓ What are the barriers that hinder your disadvantaged pupils?
- ✓ Meet the needs of **Your** pupils.
- ✓ Commission an external review from an NLE or LLE



HMI Best Practice Visit

- Assembly
- Lesson
- Book scrutiny
- Extra Curricular Activities
- Staff Meetings
- Pupil Meeting

Case Studies:

- Curriculum
- Most Able
- Middle Leadership



Capturing the Evidence

- 4 Rounds of Progress2Success (P2S)
 - *Parents / Carers hard copy every 8 or 9 weeks*
- Subject Reviews
 - *Attended by member of the Governing Body and Senior Leaders*
- Book Audits & Scrutiny
 - *12 times throughout the year with Senior Leaders & Middle Leaders*
- Teaching & Learning Reviews
 - *Coincide with P2S Rounds and in consultation with AVP's and Lead Practitioners*
- Class Reviews
 - *Linked to Appraisal to ensure individual accountability*
- Reading Ages, Numeracy Ages, Attendance, Behaviour, Attitude to Learning, NEET Figures



Monitoring and tracking effectiveness of interventions

Pupil Premium Impact Tracker

Staff Name:

Subject:



Name & YG	Prior Grade / Level	Final Grade / Level	MEG	Intervention (1-1, Small Group, Reading etc.)	Hours of Support per week	Total hours and date	Details on Individual pupil impact / progress
X Year 8	6c	6a	7b	Small Group	2	12	<p>X's behaviour in intervention is brilliant and his attitude is excellent.</p> <p>The topics we have covered are negative numbers, decimals, percentages, fractions and sequences.</p> <p>All of which he had seen last year he struggled to remember.</p> <p>When covering Pythagoras, constructions and measures as well as consolidation P2S2 he worked well and seemed to have a good understanding</p> <p>It was decided that X no longer needed intervention after P2S2.</p>

We are currently using Blue Hills a software package to track and monitor interventions.



Monitoring and tracking effectiveness of interventions

- Four rounds of P2S data entry and testing
- Trackers allow tutors and staff to track impact and progress
- Four weekly tracker helps identify areas for development in behaviour and attitude to learning
- Used as a monitoring tool to show improvement and act upon concerns



Attitude to Learning Tracker

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Year 11 PE, PE OCR & Dance Monitoring & Evaluation

ATL Codes

(ELP) e.g. Standard is poor / ELP not handed in
f equipment set in the non-negotiables / Lack of specific equipment for lesson

g. Lack of hard work in class / Lack of concentration / Not trying
ards) e.g. Presentation of work / Not following the non-negotiables

ATL Codes (ELP) e.g. Standard is poor / ELP not handed in Equipment set in the non-negotiables / Lack of specific equipment for lesson Lack of hard work in class / Lack of concentration / Not trying Presentation of work / Not following the non-negotiables									Cycle 1								Cycle 2a								Cycle 2b								
									07-Sep-15 to 18-Sep-15								21-Sep-15 to 02-Oct-15								05-Oct-15 to 16-Oct-15								
Year	Form	CIC	FSM	SEN	G&T	Course	Group	Teacher	ATL	ATL Codes	Beh.	Sanctions (please note)	IL Intervention by	Behaviour Intervention by	ATL Progress made to Cycle 1	Behaviour Progress made to Cycle 1	ATL	ATL Codes	Beh.	Sanctions (please note)	IL Intervention by	Behaviour Intervention by	ATL Progress made Cycle 1 to Cycle 2a	Behaviour Progress made Cycle 1 to Cycle 2a	ATL	ATL Codes	Beh.	Sanctions (please note)	IL Intervention by	Behaviour Intervention by	ATL Progress made Cycle 2a to Cycle 2b	Behaviour Progress made Cycle 2a to Cycle 2b	
Year 11	11FLL		No			PE, PE OCR & DANCE	11P1B/Pe	Mr I Critchley									3	Eq															
Year 11	11PHI		No			PE, PE OCR & DANCE	11P1B/Pe	Mr I Critchley																									
Year 11	11NOD		No			PE, PE OCR & DANCE	11P1B/Pe	Mr I Critchley									3	Eq															
Year 11	11WOO		No			PE, PE OCR & DANCE	11P1B/Pe	Mr I Critchley																									
Year 11	11ARN		No			PE, PE OCR & DANCE	11P1B/Pe	Mr I Critchley																									
Year 11	11STK		No			PE, PE OCR & DANCE	11P1B/Pe	Mr I Critchley																									
Year 11	11LOJ		No			PE, PE OCR & DANCE	11P1B/Pe	Mr I Critchley																									
Year 11	11STK		No			PE, PE OCR & DANCE	11P1B/Pe	Mr I Critchley																									
Year 11	11BIR		No			PE, PE OCR & DANCE	11P1B/Pe	Mr I Critchley	3	Eq				Subj												4	Eq, CS		Phoned	PraL			
Year 11	11STK		No			PE, PE OCR & DANCE	11P1B/Pe	Mr I Critchley																									
Year 11	11STK	Yes	al Educati			PE, PE OCR & DANCE	11P1B/Pe	Mr I Critchley	3	Eq				Subj			3	Eq															
Year 11	11RIL		No	al Educati		PE, PE OCR & DANCE	11P1B/Pe	Mr I Critchley																									
Year 11	11BIR		No	al Educati		PE, PE OCR & DANCE	11P1B/Pe	Mr I Critchley				3	Private	Subj												3	LE		Phoned	PraL			
Year 11	11LOJ		No			PE, PE OCR & DANCE	11P1B/Pe	Mr I Critchley																									
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Year 11	11WAT		No			PE, PE OCR & DANCE	11P1B/Pe	Mr I Critchley																									



Interventions

- Reading with CA's and Tutors inc. FE Students
- FE Students helping with Maths (Peer Tutoring)
- Harry Potter Weekend
- Residential Weekends
- Author Workshops
- University Trips – The Brilliant Club
- Alternative Provision – College Placements
- Experiential Learning – Zoo
- Academic Mentors – Revision Technique
- Parental Engagement and Seminars / Triple P Programme
- Summer and Easter Schools

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Intervention	Overview	Spend	Evaluation & Impact
English Tutors	One to one and small group tuition in English	£6,832	10.9% reduction in gap in expected progress with 11.9% reduction in gap A*-C. Expected Progress gap is currently -5.4% with PP students on 63% A*-C gap is currently -1.4% with PP students on 71%. Pupils with tutor have made 0.8 grades progress with foundation making 1.4 sub-levels progress.
Reading Tutors	Small group support for reading.	£6,600	Year 7 cohort has improved by 7pts so 21 months progress on average. (Sept-Dec) Year 8 cohort has improved by 8pts so 24 months progress on average. (Sept-Dec)
Reading for Pleasure	Every disadvantaged pupil in Yrs 7 & 8 received book token to enable a purchase of a book to encourage reading.	£3,565	80% of pupils provided with a book voucher took up the offer and purchased a book. See samples of individual pupil feedback and comments.
Harry Potter	55 Year 8 pupils experience Harry Potter studios and London with a literacy focus and improving B and AtL.	£7,954	71% of pupils that attended did not appear on the Behaviour and AtL tracker for the four months leading up to the trip with the other 29% being on only once or twice. Pupils made 1.6 levels of sub-levels of progress from P2S1-P2S2.
Kingswood Maths Trip	33 Year 10 and 11 pupils attended a residential in order to improve their mathematics ability.	£3,792	35% of pupils that attended hit or surpassed their exit grade. 65% are working towards their exit grade. 2.3% decrease in the gap making expected progress and 7.5% reduction in gap of A*-C. Expected Progress gap is currently -14.5% with PP students on 59%. A*-C gap is currently -16.5% with PP students on 63%.



SEND Pupils

Capturing Impact:

- Raw Data: 5EM, Levels of Progress, APS, Progress & Attainment 8
- Attendance, Persistent Absence, Exclusions (Internal & External), Reading Ages, Numeracy Ages

Effective Interventions:

- Reading Tutors
- Support Plans
- Experiential Learning
- Quality First Teaching

	August 2014	Gap to Non-SEND	August 2015	Gap to Non-SEND
5 A* - C	33%	60%	73%	11%
5 A* -C inc E&M	20%	64%	40%	34%
Eng 3+LOP	56%	37%	72%	8%
Maths 3+LOP	46%	40%	56%	25%



SEND Pupils

SEN Support: External Tutors

We also have two tutors who work with small groups or pupils on a 1:1 basis to support very specific literacy skills. These have generally been readers with very low reading scores who need support with phonics and early reading skills.



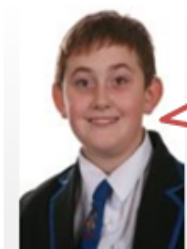
My reading age has improved in 3 months from 7y10m to 10y 3m.



In September my reading age was 6y 5m. Now it is 10y 7m!

SEN Support: Precision Teaching

For a small number of pupils who are still working at word level, Precision Teaching is used to accelerate progress particularly in word reading and spelling skills, although it is also used to increase children's proficiency in number facts. This is delivered through a block of intervention, usually 12 x 20 minute sessions over a six week period.



My reading age has improved from <5y 6m to 8y 2m



My reading age was 6y 7m and now it is 9y 3m.



Impact

- Only 3 pupils out of 307 were NEET in 2015
- 4.7% increase in attendance of disadvantaged pupils
- Easter ActivZone recently attracted over 400 pupils and parents / grandparents / carers for the 2 days



Evaluating the impact of provision on progress, attainment and other measurable outcomes

5 A*-C Inc. Eng & Maths	All	FSM	Non-FSM	Gap	WDHS FSM compared to National FSM	WDHS FSM compared to National 'Other'
2011/12 (National)	64%	38%	64%	-26%		
2011/12 WDHS	76%	52%	86%	-34%	+14%	-12%
2012/13 (National)	60%	40%	67%	-27%		
2012/13 WDHS	77%	62%	82%	-20%	+22%	-5%
2013/14 (National)	55%	36%	62%	-26%		
2013/14 WDHS	77%	54%	87%	-33%	+18%	-8%
2014/15 (National)	%	%	%	%		
2014/15 WDHS	72%	60%	76%	-16%	N/A	N/A



Progress

Academic Year 2014-15					
Pupils making Expected Progress (English)					
	Cohort	School	National	Gap	In-School Gap
All Pupils	307	80%			
Disadvantaged	77	72%			
Other	230	82%			-10%
National statistics are not yet available for comparison.					

Academic Year 2013-14					
Pupils making Expected Progress (English)					
	Cohort	School	National	Gap	In-School Gap
All Pupils	323	89%	70%	+18%	N/A
Disadvantaged	96	74%	58%	+16%	N/A
Other	227	94%	75%	+19%	-20%
Wade Deacon disadvantaged pupils performed slightly less (-1%) than National other pupils. Disadvantaged pupils include FSM pupils, Ever 6 pupils and Children in Care.					

Academic Year 2014-15					
Pupils making Expected Progress (Maths)					
	Cohort	School	National	Gap	In-School Gap
All Pupils	307	79%			
Disadvantaged	77	72%			
Other	230	81%			-9%
National statistics are not yet available for comparison					

Academic Year 2013-14					
Pupils making Expected Progress (Maths)					
	Cohort	School	National	Gap	In-School Gap
All Pupils	323	82%	65%	+17%	N/A
Disadvantaged	96	65%	48%	+16%	N/A
Other	227	90%	71%	+19%	-25%
Wade Deacon disadvantaged pupils performed less (-6%) than National other pupils. Disadvantaged pupils include FSM pupils, Ever 6 pupils and Children in Care.					



Communication to Stakeholders

- Governor Attendance at Subject Reviews
- Governor links to key priorities & Centres of Excellence
- Behaviour Policy / Attitude to Learning Tracker
- Personal Tutor allocation
- Parent View opportunities at Parents Meeting
- Parent forums, Coffee Mornings & Seminars
- Community Outreach
- Newsletter and Marketing

**Wade Deacon High School**

Innovation Enterprise Academy

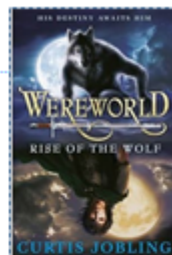
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Promoting Reading for Pleasure

*Curtis Jobling visits Wade Deacon and speaks to Free School Meal pupils***Organised by:** K. Griffiths and T. Harris

CONTEXT

Reading for pleasure is undoubtedly a key factor in determining how a pupils' reading ability develops. The Department for Education states that 'there is good evidence to suggest that young people who read for pleasure daily perform better in reading skills tests than those who never do. However, a recent survey carried out by the National Literacy Trust has indicated a decline in the amount of time children and young people spend reading for pleasure...' (<http://www.education.gov.uk>)

This year, we have tried to address this issue, creating competitions and challenges for pupils and trying to raise the profile of reading.

One such strategy was hiring Curtis Jobling, designer of Bob the Builder, Raa Raa the Noisy Lion and Franken-

stein's Cat to come to school and deliver a number of talks to pupils. Curtis has a series of teen fantasy books called 'Wereworld.' The protagonist of the series, 16 year old Drew, finds out that he is a Werewolf and embarks on an epic journey to free his country from oppression.

Curtis was recommended by a teacher from Stockport grammar, who claimed that he was engaging and that their pupils found his talks interesting and exciting. It was also judged that the fantasy-type genre was popular with teenagers (as evidenced by Harry Potter and Twilight etc.) and therefore pupils of any gender would enjoy the books.

Curtis came to Wade Deacon in March and spoke to 81A and 71A.

Due to the popularity of his book signing event in the library, the decision was made to bring him back in the summer term to speak to the Free School Meal pupils in Years 7, 8 and 9.

These pupils are often disengaged from reading and we wanted to give them a positive reading experience, as well as encouraging them to read for pleasure. Pupils in each year group were invited to attend a timetabled session, where Curtis spoke about his work in animation and read from his teenage fantasy series.

The Pupil Premium fund was used to buy each pupil a copy of the first book in the Wereworld series, with the aim of instilling a love of reading in these pupils.

PUPIL STUDY the impact on Gemma Curran, Year 7, as told by Mrs Noone

Mrs Noone's comments:

Gemma can often be a volatile and unsettled student. She is in a low ability English class and was invited to the Curtis Jobling workshop for Year 7 pupils. This event has undoubtedly made a huge impact on her.

She attended the first session on Monday 24th June 2013, where she was given a free book after the talk. As time was short, pupils in the session were asked to

go to the Library at break time if they would like their books signed by Curtis. Gemma was the first pupil in the queue at break.

Later that day, she had an English lesson. At the end of a challenging assessment, which she sailed through without complaint, Gemma asked could she now read and went on to pull out the free, signed book that she had been given by Curtis.





“I can’t believe we got the opportunity to go on such a great trip.”

“This has been a great opportunity for our pupils to develop both academically and socially.”

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www.runcornweeklynews.co.uk

Weekly News January 16, 2014

by John McDougall

STUDENTS from a Widnes school enjoyed a trip to London during a weekend of fun and learning.

Year 8 students from Wade Descon High School, on Birchfield Road, toured the capital on a red, open top bus and visited the Harry Potter Studios, where they took in movie sets and characters from the film series.

The Natural History Museum was also visited during the December trip, where the students took part in a quiz, and the group enjoyed the Winter Wonderland Adventure in Hyde Park, as well as tea at The Hard Rock Café. Jamie McDonald, one of the students who attended, said: “I can’t believe that we got the opportunity to go on such a great trip.”

“The Harry Potter Studios were amazing from the magical start right through to the jaw dropping end.”

The trip was designed to improve the 40 students’ literacy skills.

They took notes for a project called The London Report which they will be working on at the start of this term.

A school spokeswoman said: “This has been an excellent opportunity for our students to develop both academically and socially.”

She added: “It has been a privilege to share our time with students who represented the school in such a positive way.”



HOGWARTS: The group prepare for a tour of The Harry Potter Studios.



BARGAIN HUNTERS: The children browse around a Christmas market.



LIVING WORLD: The pupils at the Natural History Museum.



Unseen Children: Access and Achievement

“Deprivation does not determine destiny”

“There are schools and colleges that overcome the barriers for pupils from low-income families, sending children from the toughest neighbourhoods to the top universities or into highly valued apprenticeships.”

“They do this because they have the highest expectations for each of them and are relentless in what they do to secure excellent headway in realising these expectations.”

“I believe that poverty of expectations bears harder on educational achievement than material poverty – hard though that can be – and these expectations start in the home.”

Sir Michael Wilshaw



Journey of a disadvantaged student?



Find out what works for you
and your students.