

KEY PRIORITIES FOR PACE SETTERS (PP) 2018/19



Review of 2018/19 expenditure: **£291,845**
P8 'Live data'

PP P8 2018: **-0.4 (50th percentile)**

PP

Nat Average: **-0.4**

Sept 2018: **-0.6 (65th-70th percentile)**

Summary information				
School	The Whitby High School			
Academic Year	2018/19	Total PP budget	£291,845	Date of most recent PP Review : 1 st October 2018
Total number of pupils	1400	Number of pupils eligible for PP	323	Date for next internal review of this strategy : 24 th January 2019

Current attainment – Priorities with 61 students : 32 Boys/29 Girls . There are 12 High Boys, 5 High Girls, 17 Middle Boys, 16 Middle Girls 3 Low Boys, 8 Low Girls		
Live Data with Current Year 11 (September 2018) – 61 Pace Setters	Pace Setters (PP)	Non Pace Setters
PP Progress 8 (61 Pace Setters including 17 High Ability Pace Setters)	-0.6 (-366 grades)	-0.15
PP Progress 8 Boys (32) and High Ability students (17) are both	-0.8 (-256/-136 grades)	-0.3
PP Progress Boys' English	-0.91 (-29 grades)	-0.5
PP Progress 8 Open Bucket	-0.9 (-165 grades)	-0.41
9 students from two feeder primaries affecting the Open bucket by -1.7 and -1.4 (-26/-17 grades), Ebacc by -1 (-27 grades), English by -1.5 and -1 (-8/-4 grades), Maths by -1 (-9 grades). The negativity doubles for English & Maths A8 points (Maths -18, Eng -24), Science by -1.1 and -1.2 (-10/-11 grades), Humanities by -1.1 (-9 grades)		

Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Literacy skills prevent boys from making progress in some of their lessons, including English. P8 expects 87% of our average Year group to secure 4+ English
B.	High attaining pupils who are eligible for PP are making less progress than other high attainers at KS4. One HAPP student secured 7+ in Eng & Maths in 2018
C.	Pupils from two Feeder Primaries have significant impact on PP. Additionally, PP students set position in general often did not reflect KS2 achievement.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	An attendance rate of 89.6% PP v 93.8% Whole School impairs progress and has a major impact. Persistent absence of 33% with Y10 2017/18 (6 boys/14 girls)

E.	Parental Engagement of some PP students is another barrier to progress through forging close working relationships.
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Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Boys' literacy skills will improve.	<p>In Years 7-9, the progress of boys, particularly in English, History and French will be closely monitored and compared against internal private targets. PLCs will be monitored via Doodle to ensure that it is clear where boys need to improve. Year 9 PP boys and girls (12-14 students) who are underperforming in either English or Maths will receive 6 additional weekly lessons to close their gaps before GCSE.</p> <p>At GCSE, English Boys PP progress was -1.2 in 2018. The live English Boys' PP Progress figure for our new Year 11 is currently -0.9 (-29 grades) which has improved from -1 in January 2018. This will be closely monitored, with a desire to improve this to -0.6 (-19/a 10 grade improvement) by identifying underperformance and ensuring actions are taken to rectify this. Work scrutiny, lessons observations and outcomes in terminal exams from Years 7-11 should illustrate improvement. RSL meetings will focus on this.</p>
B.	HAPP will make improved rates of progress across their subjects.	<p>Teaching and Pastoral staff and leaders are much more aware of HAPP students in all their classes and plan accordingly, exhibiting high expectations from Years 7-11. We aim to improve the current Y11 P8 HAPP figure (17 students) of -0.8 (-136 grades) improves to -0.6 (-102 grades/ a 34 grade improvement) Currently only 1 boy is on target to secure a 7 in both English and Maths, 6% of Y11 HAPP students. Two students are predicted 7s in Maths and 6 in English. One student is predicted 7 in English and 6 in Maths. This will be closely monitored through lesson observations, work scrutiny and RSL meetings.</p>
C.	Progress of HAPPs will not be impaired by class set and overall progress from two primaries will improve.	<p>The number of HAPP students in top sets, rather than the mixed ability groups will be closely monitored and will be higher than previous years. Teachers will be carefully deployed in all Year groups to ensure the best possible outcomes. KS3 RSL meetings will monitor this. From Y7, the organisation of students will adapt to the specific needs of students from two primaries who consistently show negative progress.</p>
D.	Increased attendance rates for pupils eligible for PP & persistent absence falls from 31% in 2018	<p>Attendance 89.6% will improve to 91% through the work of the FLO and EWO. We have additional capacity in 2018/19 with the appointment of another APM, allowing all APMs and HPMs to sharpen their focus on attendance. Y11 attendance will be a significant challenge because of known school refusers.</p>
E.	Opportunities which foster higher levels of engagement between PP parents and hard to reach families with the school community will be more fully exploited	<p><i>Achievement for All</i> started work with the school in April 2018 and we have asked them to help us with 24 boys who are now in Year 11. All Y11 tutors, HPMs and 3 SLT have been trained in Structured Conversations. We have completed one round of Structured Conversations and secured 83% participation rate with parents in July 2018, the highest success rate our coach has known at the first attempt. Two further structured conversations will take place. Parents' Evenings will be monitored for parental involvement and</p>

		communication with home will be developed further. Revision Guidance and other parental opportunities will particularly focus upon parental engagement.
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Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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<p>A. Improved Boys' literacy progress</p>	<p>1) New Literacy coordinator appointed.</p> <p>2) <i>Catch Up</i> in Y7 and Y8 continues to build literacy and numeracy skills and close gaps.</p> <p>3) PIXL CODE is introduced by Learning Support</p> <p>4) 13 PP students who have fallen behind in either English or Maths get 5 extra lessons rather than an additional option choice in Year 9</p> <p>5) GCSE Boys who are falling behind will be identified and additional opportunities, like Period 7, will be offered SLT monitor key boys</p> <p>6) PIXL <i>Microwave</i> adopted with Y7 students in Oct 2018</p>	<p>1) 38% of our Y8 students have reading ages below their chronological ages.</p> <p>2) This proved to be successful between 2016 and 2018 using Lexia and Success Maker. Maths are looking at <i>Method Maths</i>, a new package for 2018/19</p> <p>3) This new Phonics initiative is an excellent resource for the students with the weakest literacy skills.</p> <p>4) These students have already fallen behind in Years 7-8 so this additional teaching time within the school day in literacy and numeracy in Year 9 provides an invaluable opportunity for embedding key literacy and numeracy skills.</p> <p>5) English Boys PP P8 in Y11 is -0.9. Extra staff capacity has been put in place to allow for withdrawal from classes, one to one teaching as well as Period 7.</p> <p>Real exams similar to KS2 tests. Our data compared to all PIXL schools. Specific gaps in learning for each student identified with tailored bespoke coaching how to teach that skill.</p>	<p>Whole school Improvement coordinated through T&L, INSET</p> <p>Meeting with Learning Support, alongside information from English and Maths co-ordinators. Interim reports produced to illustrate live progress updates.</p> <p>Liaising with Joe Davies to ensure it is being implemented and students are benefitting.</p> <p>SCLs will track the progress of these students through communication with the key teaching staff and report findings to D McGrath.</p> <p>Period 7 will be offered and monitored for key PP students and SLT will track their progress. Additional intervention during the school day will take place for identified boys, above and beyond their normal allocation</p> <p>SCLs and ASCLs will ensure exams take place, students get their individual Smith proformas which identify gaps in learning and teaching adapts accordingly</p>	<p>Lit Co A Mitchell D McGrath</p> <p>A Mitchell G Perrett A Stanworth</p> <p>J Davies</p> <p>D McGrath A Stanworth G Perrett D Walton A Anthony</p> <p>D Walton</p> <p>D Walton A Anthony A Mitchell G Watson</p>	<p>At each data point to see what the emerging picture suggests</p> <p>As above</p> <p>Dec, April, July</p> <p>At each data point</p> <p>RSL Meetings</p> <p>RSL Meetings</p>
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<p>B. HAPP will make improved rates of progress across their subjects.</p>	<p>1) Class Lists, identifying HAPP in all Years will be shared from the outset of the academic year.</p> <p>2) RSL meetings will prioritise the progress of HAPP students</p> <p>3) Mentoring with Y11 HAPP to improve emotional engagement</p>	<p>1) Higher levels of staff awareness and our increasing number of general High Ability students In Y10 and Y11 (17 in current Y11) will impact upon planning.</p> <p>2) Earlier identification of underperformance with HAPP students will lead to more rapid intervention to arrest the decline.</p> <p>EEF toolkit shows a high impact of these sorts of strategies. Some of our HAPP lack motivation and self-regulations – we aim to improve both of these through this work.</p>	<p>1) Evidence collected from a variety of sources: Learning walks, lesson observations, student voice and work scrutiny.</p> <p>2) SCLs monitor the progress of intervention and report via RSL meetings, particularly 7+ Eng & Maths</p> <p>3) HAPP students will be linked to an SLT mentor where appropriate</p>	<p>D McGrath</p> <p>D McGrath D Walton A Anthony</p> <p>D McGrath D Walton</p>	<p>Each data point Review Cycle</p> <p>RSL Meetings</p> <p>SLT meetings updates</p>
<p>C. The grouping and ‘setting’ of PP students will reflect potential indicated from their KS2 outcomes.</p> <p>The overall progress of students from two primaries will improve.</p>	<p>1) RSL meetings will allow coordination across English, Maths, Science to share strategies with class allocation of PP students.</p> <p>2) SLT meetings will develop strategies from Y7 onwards to improve progress of students from two primaries</p>	<p>1) Historically PP students slid down the sets, embedding low expectations. PP students will now be placed in a group akin to their KS2 outcome from the outset of Y7. Challenge’ will be evident from their learning experience</p> <p>2) Five years of data showing students from these two primaries made significant negative progress which is even more negative in English and History but affects Maths and Science with girls.</p>	<p>Actively monitor group allocations from Years 7-11 through Work Scrutiny, lesson observations, PLCs/Doddle, student outcomes</p> <p>Careful grouping from Y7 of these students. Extra capacity with P O Boyle. Monitoring at joint SCL/Pastoral Meetings. Intervention and Period 7 in Year 11</p>	<p>D McGrath D Walton A Anthony A Stanworth C Dearden A Mitchell G Perrett T Mann P O’Boyle</p>	<p>Whole School Review Cycle</p> <p>After each data point</p>

<p>D) Increased attendance rates for pupils eligible for PP</p>	<p>EWO aligns monitoring more closely to progress, particularly with students 90%-95% FLO through more home visits with <85% attendance PP students will further support desire to enhance student engagement with school.</p>	<p>Attendance has deteriorated to 89.6% (worse for current Y11) and persistent absence is 31% and was 33% for current Y11 last year. If we take our worst 8 school refusers off figures, attendance is 91.6%.</p> <p>397 students were off in one day in January</p> <p>Local Authority support with attendance has been decimated in 2017/18 with 12 EWOs reduced to 3, providing a ¼ of their original capacity to support schools.</p>	<p>Scheduled meetings with EC, our EWO and Family Liaison Officer (FLO)</p> <p>Attendance as RSL at weekly SLT Pastoral meetings with Head and Deputy to align strategy with key students</p> <p>SLT meet regularly with HPMs where attendance is top priority.</p> <p>HPMs and APMs address attendance every morning immediately.</p> <p>Extra APM to provide capacity</p> <p>New Attendance Procedure/ Flow chart</p> <p>Education Welfare Management have been appointed, written an advisory report with recommendations in July 2018, all of which are now being implemented, including fortnightly rather than monthly attendance trawls.</p>	<p>D McGrath</p> <p>S Gray</p> <p>E Clark</p> <p>M Bensley</p> <p>HPMs</p> <p>APMs</p>	<p>Each Data point</p>
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<p>E) Opportunities which foster higher levels of engagement between PP parents and hard to reach families with the school community will be more fully exploited</p>	<p>1) Parents' Evenings monitored for PP parental attendance.</p> <p>2) Specific opportunities for meetings with PP parents are introduced through Structured Conversations with hard to reach parents to attempt to remove barriers impeding progress.</p>	<p>1) Historically low levels of engagement of PP Parents with the school</p> <p>2) If PP Parents are more engaged with the school, their children should become more emotionally invested with the school and opportunities that are provided. We have chosen boys in Year 11 because of the significant negative progress in English.</p>	<p>Meetings at SLT level to discuss ideas for how we can get more PP parental involvement with the school.</p> <p>2) Coordinate with office staff to ensure tracking of PP parental attendance and wider use of online SIMs communication with parents. <i>Achievement for All</i> have trained 25 staff on Structured Conversations since April, focusing on the parents of boys with current Y11. The first conversation took place in July 2018 to plan for Y11 with parents and the second one is scheduled for Monitoring Day where these parents will get a much more generous time</p>	<p>D McGrath</p> <p>C Dearden</p> <p>D Walton</p> <p>A Anthony</p> <p>SLT</p> <p>Heads of House</p>	<p>SLT/ SCL/ HOH meetings</p>
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			allocation with the tutors who led the first conversation.		
<p>F) Teaching & Learning</p> <p>Excellent teaching & learning opportunities for PP students and strong teacher/student relationships will lead to enhanced progress</p>	<p>The classroom practitioner is the first and most effective form of intervention.</p>	<p>Expert knowledge and understanding of students' strengths and weaknesses will inform DTT sessions.</p> <p>High quality T&L can make a substantial impact on progress. Teachers that use effective feedback, know their students, use target data effectively, have a positive relationship with students and differentiate accordingly see a positive increase of +8 months of additional progress (Sutton Trust). Conversely, poor teaching has a radical and negative impact on PP performance</p>	<ol style="list-style-type: none"> 1) Teacher files that contain pupil groups, data, intervention, lesson resources, pupil photos and identified Pace Setters. 2) Use of PIXL strategies and DTT 3) Faculty Reviews 4) Lesson observations 5) Book Scrutiny 		

A range of significant strategies for PP students have been introduced, including additional teaching for PP students who have fallen behind in Year 9 in English and Maths and the careful allocation of PP students to teaching group (particularly HAPP) and teacher to foster both challenge and emotional engagement.

Another new strategy is the introduction of coordinated meetings involving Heads of House, SCLs, the Raising Standards Leaders and SLT where information about barriers to learning which could be impeding individual pupil progress is shared and acted upon. Pastoral information about the daily challenges facing many students has proven to be invaluable in understanding an individual PP student's challenging context, whether as a carer or some other impediment to their progress.

PP students bring their assets, not problems to the school. In order to emphasise their grit, determination and potential to achieve, all staff will refer to PP students as '*Pace Setters*.' By its nature, this extols ambition whilst intertwining with the school ethos PACE: *Prepare; Achieve; Care; Enjoy*. There is no more important group of students which this should apply to than our '*Pace Setters*.'

There will be a drive to further embed PIXL strategies and a number of leaders have been identified to help with this. Primary School leaders were invited to trial the materials from PIXL's *No Opportunity Wasted* to forge a closer link between primary and secondary education through a seamless transition. The quality of information from primary schools on their PP students allowed us to act quickly from the opening day of the academic year, ensuring for example that HAPP students were immediately challenged in our new teaching group structure.

Oracy is an underdeveloped area that will begin to be more fully exploited across the curriculum, in order to enhance the communication skills and confidence, particularly of our Pace Setters. PIXL offer a debating opportunity which we hope to exploit. Our P8 target of 87% 4+ in English is challenging and enhanced oracy can only help to support students to meet this challenge.

Work experience and CAG are invaluable opportunities to remove barriers through acquiring knowledge about what employers require in terms of experience and qualifications for specific jobs. We have just held another successful careers fair and work Experience will yet again take place for Year 10 in 2019, enabling a diversity of opportunity and experience for our Pace Setters.

On the following page are the key male Pace Setters whose Progress in English and the Open Bucket will continue to be closely monitored and acted upon. We expect their performance in the Open Bucket to improve significantly as teachers adjust their expectations as the BTECs/V Certs develop in Y11.

