



Pace Setters Overview



Our Pace Setter strategy at *The Whitby High School* is designed to enhance the progress made in narrowing the gap for socially disadvantaged pupils so that we raise the attainment of disadvantaged pupils of all abilities in order that they reach their potential. We employ strategies, validated by research, that support pupils to improve their attainment, and ‘*narrow the gap*’ for pupils who receive the pupil premium compared with their peers, ensuring that the allocation of £291, 845 for 323 students (25% of our Y7-11 cohort) is used in the most effective way to have the maximum impact on student outcomes. Our Pace Setter cohort who will sit their GCSEs in 2022 (Y8 2018/19) rises to 31% (86 students), of which a quarter are estimated to be high ability students.

High quality teaching is at the core of all Pace Setter work. It follows that it is legitimate to spend PP funding on raising the quality of teaching. Barriers to learning might include poor parenting, limited access to language, poor literacy levels, poor attendance, low aspirations, low expectations and narrow experience of life outside school. We endeavour to establish what the barriers are for individuals so that these can be quickly addressed.

Our Pace Setter performance is analysed and at every assessment point. Through RSL meetings, SCLS receive a clear analysis of any emerging issues, identifying specific students, classes and teachers. Strategies are then put in place, such as additional Maths and English teaching in form period for Year 11 to enhance performance. This in itself is a mini review at least three times a year, enabling us to act quickly and redirect resources where necessary. After our latest assessment point, Maths and English are now deploying new strategies to close their emerging gaps.

Identified Pace Setters received 6 extra lessons a week in English and Maths in Year 9 from 2017/18. This acknowledges we need to improve progress with Male Pace setters in English and secure further improvement in Maths. Early intervention is the key and many of our Pace Setters also benefit from our catch up programmes in Years 7 and 8.

We monitor attendance and parents evenings and realise that parental engagement is an area we wish to develop further through engaging with ‘*Achievement for All,*’ a strategy adopted by selected schools in Cheshire East and Cheshire West. Barriers to learning are identified at our regular joint curriculum/pastoral meetings and strategies in order to ensure joined up thinking between teaching staff, Inclusion and Learning support. Special consideration for exams and any further support required is provided.

Outcomes

After being in the 90th percentile in 2016, we were well above this and were placed in the 23rd percentile nationally with 61 students. In 2018 a confirmed progress figure of -0.36 placed us around the 46th percentile with 45 Year 11 students.

Attainment Trends English/ Maths

In 2015, only 22% of Pace Setters secured C+ at English and Maths and the three year average was 33%.

In 2017, 44% secured **4+ in English and Maths**/ 62% Non PP (Gap 22% below national). In 2018, 51% secured **4+ in English & Maths**/63% Non PP (Gap 12% - well below national)

In 2017, our **5+ English/Maths** figure was 21%/39% Non PP . In 2018, 33% secured **5+ in English & Maths**/ 37% Non PP (Gap 4%). We had one of the smallest gaps in Cheshire West.

Ebacc Success

In 2017, 32% of Pace Setters were entered for the Ebacc, highlighting our ambitious curriculum. 19% achieved a standard pass (4+) and 18% achieved a strong pass. The gaps were under 20% against other students.

In 2018, 40% of Pace setters were entered and 31% secured a standard pass (4+) and 22% secured a strong pass (5+)

This will be judged on average point score in 2018 which was 3.73/4.12 Non PP. On the evidence we have, this performance looks strong.

Further areas to Improve

In 2017, Humanities was in the 65th percentile with a progress figure of -0.67. We anticipate the 61st percentile in 2018 with a progress figure of -0.59.

English was in the 61st percentile with -0.5. Live data suggests this will drop to around the 75th percentile in 2018 with -0.72. Maths will be in the 65th percentile with -0.5. English and Maths continue to be a key area for further improvement. Maths are already showing improvement with Year 11 whilst English continues to be a challenge, particularly with boys.

An external Pace Setter Review has been taking place since June 2018. We are working with 'Achievement for All' in an authority wide strategy to improve Pace Setter performance. 24 identified boys GCSE 2019 will be central to their strategy of intervention.