



# Pace Setters (PP) 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 £294,00 for 328 students (24% 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 (Y7 2017/18) 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 (April 2018), Maths are now deploying new strategies to close their emerging gaps which were not present in January with their GCSE cohort 2018 in the final weeks.

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. 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**

In 2017, the national average pupil premium figure in 2017 was -0.4. We were well above this and were placed in the 23<sup>rd</sup> percentile nationally with 61 students (We were the 90th percentile in 2016). Live data with Year 11 and Year 10 predictions indicates we will be between the 50<sup>th</sup> and 65<sup>th</sup> percentile nationally (between -0.4 and -0.53) for progress in 2017 and 2018.

## **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, 55% 4+ English/Maths/ 69% Non PP (Gap 14%) is predicted. 2019/Y10 is higher.

In 2017, our 5+ English/Maths figure was 21%/39% Non PP and we are predicting 29%/48% Non PP for 2018. Predictions for Y10/2019 are higher again.

## **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, 41% of Pace setters are being entered and we expect 29% to get a standard pass (4+) and 20% to get a strong pass (5+)

This will be judged on average point score in 2018 which is currently 3.52/4.21 Non PP. On the evidence we have, this performance looks strong.

## **Further areas to Improve**

In 2017, Humanities was in the 65<sup>th</sup> percentile with a progress figure of -0.67. We anticipate the 55<sup>th</sup> percentile in 2018 after significant intervention.

English was in the 61<sup>st</sup> percentile with -0.5. Live data suggests this will drop to around the 75<sup>th</sup> percentile in 2018, as will Maths. English and Maths continue to be a key area for further improvement. Maths are already showing considerable improvement with Year 10 whilst English continues to be a challenge, particularly with boys.

A full Pace Setter Review will take place in 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. We are also exploring an external review with Neston High School for external validation of our practice.