



Key Priorities for Pace Setters (PP) 2019/20

2019/20 expenditure: **£313,740**

PP P8 2018: **-0.85 (85th percentile)**

PP P8 'Live data'

Nat Average: **-0.4**

October 2019: **-0.4 (50th percentile)**

Summary information				
School	The Whitby High School			
Academic Year	2019/20	Total PP budget	£313,740	Date of most recent PP Review : January 2019
Total number of pupils	1413	Number of pupils eligible for PP	351	Date for next internal review of this strategy : October 2019

Current attainment – Priorities with 52 students : 30 Boys/22 Girls . There are 7 High Boys, 5 High Girls, 15 Middle Boys, 13 Middle Girls 8 Low Boys, 2 Low Girls

Live Data with Current Year 11 (September 2019) – 52 Pace Setters (50 with data)	Pace Setters (PP)	Non Pace Setters
PP Progress 8 (52 Pace Setters including 12 High Ability Pace Setters)	-0.4 (-200 grades)	-0.13
PP High Ability (12 students)	-1.2 (-144 grades)	-0.41
PP Progress English	-0.8 (-40 grades)	-0.35
PP Progress 8 Open Bucket	-0.7 (-105 grades)	-0.3

9 students (18%) are from two primaries where the primary progress scores are -1.6 and -1.1. This issue has been a constant pattern for a number of years. One high ability student with an EHCP who is also Looked After with a KS2 score of 5.6 and an A8 estimate of 70 grades has not been in the school at all in recent years.

Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (issues to be addressed in school, such as poor literacy skills)

A.	Literacy skills prevent students 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.No 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 (issues which also require action outside school, such as low attendance rates)

D.	An attendance rate of 91% PP v 94% Whole School impairs progress and has a major impact. Persistent absence of 38% with Y11 in 2018/19
E.	Parental Engagement of some PP students is another barrier to progress through forging close working relationships.

Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Literacy skills will improve.	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 students 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. At GCSE, English Boys PP progress was -1.7 in 2019. The live English Boys' PP Progress figure for our new Year 11 is currently -1.22 (-37 grades) . The overall English figure of -0.8 (-40 grades) needs to improve by 15 grades to -0.5. A Rapid Improvement Plan for Literacy is being implemented in 2019/20 (attached)
B.	HAPP will make improved rates of progress across their subjects.	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 (12 students) of -1.2 (-144 grades) by 50 grades to -0.75 . Currently only 1 girl is on target to secure a 7 in both English and Maths, 8% of Y11 HAPP students. Two students are predicted 7s in English and 1 in Maths. This will be closely monitored through lesson observations, work scrutiny and RSL meetings, scheduled on a regular basis with English and Maths.
C.	Progress of HAPPs will not be impaired by class set and overall progress from two primaries will improve.	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. From Y7, the organisation of students will adapt to the specific needs of students from two primaries who consistently show negative progress. Additional bespoke English lessons take place in Y7 with students from those primaries and separate assessments take place.
D.	Increased attendance rates for pupils eligible for PP & persistent absence falls from 31% in 2018	Attendance 91% will improve to 92% through the work of the FLO and EWO. We have additional capacity in with the appointment of another APM and an Attendance Intervention Lead , allowing all APMs and HPMs to sharpen their focus on attendance. It is imperative to reduce Y11 persistent absence from 38% to <30%
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	<i>Achievement for All</i> started work with the school in April 2018 with 20 Year 11 students. All Y11 tutors, HPMs and 3 SLT have been trained in Structured Conversations which secured a 75% participation rate with PP parents. For 2019/20, we are focusing on 20 Year 10 students who have fallen behind with progress in either or both English and Maths during Year 9. Structured Conversations with parents, student voice, interviews and close tracking of their progress will take place during this second year with our AFA partner.

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?
<p>A. Improved literacy progress (also see attached Rapid Improvement Plan for Literacy)</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 used 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 students who are falling behind will be identified and additional opportunities, like Period 7, will be offered SLT monitor key students</p> <p>6) PIXL <i>Microwave</i> adopted with Y7 students in Oct 2019</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 2019</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) Extra staff capacity has been put in place in English 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 students, 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 A Stanworth</p> <p>J Davies</p> <p>D McGrath A Stanworth 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>

<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 (12 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</p> <p>A Mitchell 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 improved to 90% but persistent absence was 38% for Y11 last year.</p>	<p>Scheduled meetings with EWO and FLO and new Attendance Intervention Lead</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>D McGrath S Gray E Clark</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>3) New CWAC Pilot focusing on <i>Transition Through a Trauma Lens</i></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.</p> <p>This is designed to help specifically three Year 7 and three Year 8 PP students. Lots of training and specialist support will be provided by CWAC. 2 year pilot expected to roll out across authority.</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.</p> <p><i>Achievement for All</i> have trained 25 staff on Structured Conversations since April, and after conducting these with Y11 in 2018/19, these will now take place three times with Y10 in 2019/20</p> <p>1) Attend 3 training days with nominated Intervention lead</p> <p>2) Implement CWAC Strategy</p> <p>3) Attend Review meetings CWAC</p>	<p>D McGrath C Dearden D Walton A Anthony SLT Heads of House</p> <p>D McGrath K Hill</p>	<p>SLT/ SCL/ HOH meetings</p> <p>Every Review Meeting at CWAC</p>
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<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 		
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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 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 2020, enabling a diversity of opportunity and experience for our Pace Setters.

Specific Strategies in Year Groups

Year 7: Additional bespoke English Lessons for students from two primaries. *Transition through a Trauma Lens (CWAC)*, Lexia, PIXL Microwave, Method Maths

Year 8: *Transition through a Trauma Lens (CWAC)*, Lexia, Method Maths

Year 9: Additional weekly lessons of English and Maths to provide further support to identified PP students falling behind in Year 8. A real GCSE option, 1 year.

Year 10: Achievement for All – Structured Conversation, mentoring, student voice, parental engagement

Year 11: Regular RSL meetings, identifying PP students, providing support, Period 7, one to one intervention (English Maths Science)

	and what the next steps are to improve and how to secure this.								
	Teachers use a whole class sample of written work to extrapolate the main things that students have performed well at and need to improve generically.	Lessons are observed where teachers are giving clear feedback whole class based on their responses and the teacher has adapted their teaching for that lesson to provide time for students to reflect and improve.		Review cycle lesson obs	INSET markets stalls of student work so far for staff to see at November INSET	Review cycle lesson obs	Review cycle lesson obs	Review cycle lesson obs	Review cycle lesson obs
	SLT links will ensure that SCLs can explain what skills each written assessment expects and how each written assessment through the Year groups builds on prior learning and connects with and extends upon skills that have been previously secured.	A curriculum map for each faculty which simply shows how taught skills connect and build on prior learning throughout five years.		Overview sheets completed for KS3 and started for KS4					Overview sheets completed for both KS3 and KS4

Priority	Action	Success Criteria	Jul 19	Oct19	Dec 19	Feb 20	Apr 20	Jun 20	Jul 20
Reading	Additional lessons of Lexia will be provided for three groups of students in Y7 (15% of Y7) and two in Y8 with a KS2 score <95, focusing initially on phonology before moving onto spelling and comprehension	Statistical evidence from Lexia that improvement has been secured. Student voice.		79 students 3 groups in Y7 and Y8					Hard and soft data confirms impact of initiative
	Launch PIXL UNLOCK to develop vocabulary within subjects across Year groups, including the app. Tier 2/3 vocabulary is also used.	New vocabulary evident in exercise books, being used correctly within context. The Unlock App is used by students			Training launched at November INSET		Evidence in lesson obs and work scrutiny		Evidence in lesson obs and work scrutiny
	SLT, SCLs and HODs monitor that some lessons start with a 'Vocabulary' warm up where new vocabulary is introduced and explained.	Taught vocabulary becomes increasingly evident in exercise books Observed lessons where vocabulary forms a feature of the lesson.		Review cycle lesson obs	Student voice completed on literacy	Review cycle lesson obs	Review cycle lesson obs	Student voice completed on literacy	Review cycle lesson obs

		Student voice confirms that vocabulary is explicitly taught.							
	After a successful trial in English, 900 key words leading to 3,000 derivatives are given to all departments to use. It needs a specific teaching format so training will be required.	As above Training needs of staff are met.	Implemented into English in Y7 and Y8 linked to spelling lists					Lesson obs and work scrutiny shows explicit vocab	
	Students with a reading speed in Years 10 and 11 less than 120 words per minute will be identified and supported	Evidence that testing has taken place and intervention has followed.					Poor scores on reading test lead to further test on speed		Poor scores on reading test lead to further test on speed
	A standardised reading test is completed bi-annually by all students so that rapid intervention can take place to support learning where appropriate.	The test takes place and appropriate intervention follows.			Nov Test			April Test	

Priority	Action	Success Criteria	Jul 19	Oct19	Dec 19	Feb 20	Apr 20	Jun 20	Jul 20
Oracy	SLT Links, SCLs and HODs ensure there are regular opportunities built into the curriculum for students to develop their oracy skills so that they become increasingly confident speakers.	Schemes of learning Observed lessons Student Voice			Curriculum maps make oral opportunities explicit				
	SLT links, SCLs and HODs ensure that lesson time is devoted to teaching students how to extend oral comments and presentations by linking ideas.	Oracy becomes a key feature of observed lessons				P for C Philosophy for Children launched	P for C Philosophy for Children launched		
	Students are specifically assessed on oracy in a range of subjects.	Teachers report back to students on specific oral competence and how to improve further.			Assessment calendar	Assessment calendar	Assessment calendar	Assessment calendar	Assessment calendar
		Annual House Debating Competitions in June/ July attended by the Year groups.					Planning by	Planning by	

Building on PIXL 'Up for Debate', House Debating Competitions with real prestige will take place annually.

Planning by TLR holder/ Appraisal target of an individual

TLR/ Appraisal target of an individual

TLR/ Appraisal target of an individual

House Debate takes place

