



# Review and Evaluation of the Impact of Pace Setter Spending 2018/19

## £291, 845



	Pace Setter Progress (P8)	4+ Eng& Maths %	5+ Eng& Maths%	Att 8	Ebacc 4+%	Ebacc 5+%	Ebacc APS
2018	50 <sup>th</sup> percentile (P8 of -0.4)	51	33	43.7	31	22	3.7
2019	85 <sup>th</sup> percentile (P8 of -0.8)	28	15	33.6	13	8	2.9
2020 Projected	50 <sup>th</sup> percentile (P8 of -0.4)	44	27	36.3	19	4	3.2

	English	Maths	Ebacc	Open	Science	History	Boys	Girls	High Ability
2018	-0.72	-0.51	-0.46	0.1	-0.4	-0.3	-0.39	-0.32	-0.48
2019	-1.36	-0.6	-0.8	-0.7	-0.7	-0.8	-1.0	-0.66	-1.0
2020 Projected	-0.8	-0.16	-0.19	-0.7	-0.3	-0.3	-0.56	-0.14	-1.2

### Attendance

	PP%	Whole School	Gap	Persistent Absence (<90%)	Y11 PP Attendance	Y11 PP Persistent Absence
2016/17	91.1	94.4	3.3	21.3		
2017/18	89.6	93.8	4.2	31.0	89	31.2
2018/19	91.0	94.0	4.0	26.8	87.9	38.5

## Summary of Key Points for 2018/19

For some years, we have been warning that the extremely high KS2 scores with this specific year group were going to impact on progress figures in 2019, both for PP and non PP students. A sharp drop in the progress of PP students' progress was reported throughout 2018/19, despite all the interventions that were in place. We were predicting a PP progress figure of -0.7 but this figure reduced further to -0.8, placing us in the bottom 20% of English schools for PP. In contrast, we were in the top 50% in 2018 with -0.4.

The only reason why PP overall slipped into the bottom 20% was English, whose figure of -1.4 puts English in the bottom 10% for PP. Many PP indicators were in the fourth of five quintiles nationally, (60<sup>th</sup>-80<sup>th</sup> percentile), including the Open Bucket, Maths, Ebacc and Science.

Languages and Humanities were more successful with PP. Their progress placed them in the third quintile (40<sup>th</sup>-60<sup>th</sup>)

Six out of sixty one students (10% of the PP cohort) were not in school and had a disproportionate impact on our progress figure which would have been -0.6, not -0.84 if they were not included in the figures. Maths and the Open bucket would have been -0.4, not -0.6 and -0.7 respectively, without these 6 students and therefore in the third quintile (40<sup>th</sup>-60<sup>th</sup>)

Three primary schools (18% of the PP cohort) continue to have an enormous impact on our progress figure. Eleven out of the sixty one students came from these schools and the progress figure would have been -0.6, not -0.84 without them. They particularly impact on English where their progress scores were -3.4, -1.9 and -1.8. This pattern with these three primaries continues with our new Year 11.

For the first time in a number of years, our predictions did not hold up in a number of key areas. Eleven students did not get their predicted grades of 4+ in English and Maths, which is why the predicted figure of 46% dropped to 28%, caused mainly by English predictions against performance. English, Maths and Science PP progress dropped by -0.25, -0.12 and -0.45 respectively, compared to predictions.

Attendance (39% persistent absence with Y11), mental health, anxiety and substance abuse were all key barriers that adversely affected a number of our PP cohort in 2018/19.

Desired outcome	Chosen action/approach	Success Criteria/Impact	Review/Evaluation	Cost
<p>PP attendance will improve across the cohort.</p>	<ol style="list-style-type: none"> <li>1) Recruitment of a school 'EWO' to work with our poor attenders and their families (E Clark)</li> <li>2) Family Liaison Officer role further embedded into the school community.</li> <li>3) Dedicated APM time focusing on PP attendance specifically.</li> <li>4) Breakfast club rebranded and re-launched to encourage students in to school early. No cost for those in receipt of PP funding.</li> <li>5) FLO through more home visits with &lt;85% attendance PP students will further support desire to enhance student engagement with school.</li> <li>6) Attendance as RSL at weekly SLT</li> <li>7) Pastoral meetings with Head and Deputy to align strategy with key students</li> <li>8) SLT meet regularly with HPMs where attendance is top priority.</li> <li>9) HPMs and APMs address attendance every morning immediately.</li> <li>10) Extra APM to provide capacity. New Attendance Procedure/ Flow chart</li> </ol>	<p>EWO aligns monitoring more closely to progress, particularly with students 90%-95% FLO through more home visits with &lt;85% attendance PP students will further support desire to enhance student engagement with school.</p> <p><b>Targets</b></p> <p>increase Pace Setter Attendance from 89.6% by 2% to 91.6%</p> <p>Reduce Persistence Absence by 6% from 31% in 2017/18 to 25% in 2019</p> <p>Improve Y11 attendance from 89% to 90% and reduce Y11 persistent absence from 31% to 25%</p> <p>Achievement for All train staff on structured conversations, improve attendance and improve parental engagement.</p>	<p>The target was to increase Pace Setter Attendance from 89.6% by 2% to 91.6%</p> <p>It increased by 1.4% to 91%</p> <p>Persistent absence reduced 4.2% from 31% to 26.8%</p> <p>Year 11 attendance dropped by 1.1% to 87.9% and persistent absence increased from 31.2 to 38.5%</p> <p>This was a key issue that affected student progress</p> <p>Very high percentage of Y11 selected PP parents engaged (75%) with structured conversations and 75% of selected 20 male PP students had better attendance in Y11 than Y10.</p>	<ol style="list-style-type: none"> <li>1) £16,000</li> <li>2) £11,500</li> <li>3) £23,000</li> <li>4) £4,000</li> </ol>

	11) Achievement For All			
Close the gaps in attainment and progress in GCSE English, Maths and Science between PP & non PP.	<ol style="list-style-type: none"> <li>1) Increased staffing in key departments.</li> <li>2) Recruitment of Pupil Premium Interventionists in Science and English using additional staffing capacity in English and Dr Moon in Science, experienced, excellent, existing member of teaching staff.</li> <li>3) Intervention in Maths delivered by Maths specialist interventionists.</li> <li>4) CPD delivered through PiXL, local cluster groups &amp; external providers linked to PM objective.</li> </ol>	<p style="text-align: center;"><b>Targets</b></p> <p>Progress figure Of -0.3, particularly in English, Maths and Science</p> <p>50% of students securing 4+ in English and Maths</p> <p>All gaps in line or below national.</p>	<p style="text-align: center;"><b>PP Progress Figures</b></p> <p style="text-align: center;">-1.4 English -0.6 Maths -0.7 Science -0.8 History</p> <p>All these figures were worse than predicted, particularly the attainment 4+ figure of 28% in English/Maths (predicted 46%).</p> <p>Science progress was significantly lower than predicted too. (-0.7/-0.45) Only 28% got 2 standard Science 4+ where 49% were predicted (10 students difference) Only 16% got 2 strong Science passes (5+) when 28% was predicted (6 students difference)</p> <p>No significant gaps between PP and Non PP because performance dropped across the Year group, not just with PP.</p>	<ol style="list-style-type: none"> <li>1) £82,000</li> <li>2) £45160</li> <li>3) £7,500</li> <li>4) £6000</li> </ol>
Close the gaps in attainment and progress in all subject areas, including progress for HAPP, MAPPs and LAPPs (High, Middle, Low Ability Banding PP)	<ol style="list-style-type: none"> <li>1) All staff have a Challenge based objective on their performance management with a tight focus on Pace Setters</li> <li>2) CPD on feedback – EEF research shows this has a very positive impact on progress.</li> </ol>	<p>All performance indicators to be in at least the third quintile (40<sup>th</sup>-60<sup>th</sup>)</p>	<p>Boys and High Ability were -1.0 English, History and Science contributed significantly towards these figures.</p>	<ol style="list-style-type: none"> <li>1) No cost.</li> <li>2) No cost.</li> <li>3) £500</li> <li>4) £4,100</li> </ol>

	<ul style="list-style-type: none"> <li>3) CPD for all staff on SISRA data monitoring with a focus on monitoring the progress of PP students.</li> <li>4) Online learning programmes to allow students to consolidate and develop their knowledge out of the classroom.</li> <li>5) Intervention strategies within subject areas.</li> </ul>			5) £6,500
Engage a small cohort of disengaged students in Y10 and Y11.	<ul style="list-style-type: none"> <li>1) Strengthened provision in 2017-18 to provide high quality alternative to FTE where appropriate.</li> </ul>	Continue reduction of FTEs	<p>The number of Fixed Term Exclusions involving PP students fell by almost half between 2016 and 2017.</p> <p>There were 59 PP FTEs in 2014/15, 50 in 2015/16 and only 27 in 2016/17. This was maintained in 2017/18 and 2018/19.</p>	1) £18,000
Raise the aspirations of PP students.	<ul style="list-style-type: none"> <li>1) Secure high quality CEIAG and ensure that PP students engage.</li> <li>2) Secure high-quality work experience placements for Y10 PP students and remove any barriers.</li> <li>3) Engage PP students with the idea of Higher Education with visits to a local university.</li> <li>4) Academic mentors in place for selected PP Y11s.</li> </ul>	<p>All Y10 students complete a work experience placement.</p> <p>All Y8/9/10 PP students invited to attend a bespoke widening participation visit to University of Chester. The barriers that needed to be removed were: transport costs, clothing, equipment, pre-visits due to unfamiliar location etc.</p>	<p>We worked with MPloy and our own contacts to secure work placements for Y10 PP students.</p>	<ul style="list-style-type: none"> <li>1) £4,000</li> <li>2) £13,000</li> <li>3) £325</li> <li>4) £13,500</li> </ul>
		Lexia reading shows improvement in reading ages across Y7.		1) £2,000

Raise the literacy and numeracy levels of Y7-Y9 students.	<ol style="list-style-type: none"> <li>1) Lexia reading programme for all identified Y7 students and Y8 with additional lessons.</li> <li>2) Sixth Form reading buddies for identified students – weekly session.</li> </ol>	The reading buddies scheme has a positive impact for both the Y7 literacy levels and also confidence.	Lexia results have shown improvement and progress with the students.	<ol style="list-style-type: none"> <li>2) £160</li> </ol>
Ensure that PP students have access to the same educational /enrichment activities as other students.	<ol style="list-style-type: none"> <li>1) Bidding pots available for pastoral and curriculum areas.</li> </ol>	PP students have an enriching and diverse educational experience: - Y7 Menai trip (all Y7 PP funded) - Music lessons - Art enrichment visits - Drama residential visit...	PP students have participated in a wide variety of diverse experience, including the Erasmus project and skiing.	<ol style="list-style-type: none"> <li>1) Curriculum £10,000</li> <li>2) Pastoral £10,000</li> <li>3) Menai £6,200</li> </ol>
Emotional and mental health	<ol style="list-style-type: none"> <li>1) Additional capacity in the mentoring team in school.</li> <li>2) Programmes for identified students. ELSA, The Amy Winehouse Project,</li> </ol>	Students exhibit stronger resilience and positive mental health	This is an area which has really exploded in the two years. A lot more work still needs to be done to support students.	<ol style="list-style-type: none"> <li>1) £8,400</li> </ol>
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