

## Review of Pupil Premium Strategy Statement 2018/2019

1. Summary information					
Academic Year	2018 2019	Total disadvantaged budget	159,418	Date of most recent PP Review	Sept 19
Total number of students	1153	Number of student eligible for PP	171 (14.8%)		

Attainment and progress of the Year 11 students	Year 11 Students eligible for PP 2017/2018	Year 11 Students eligible for PP 2018/2019  UNVALIDATED
Progress 8 score for disadvantaged students	-0.4	-0.86
Progress 8 score for disadvantaged pupils – Maths	-0.3	-1.07
Progress 8 score for disadvantaged pupils – English	-0.8	-0.27
Progress 8 score for disadvantaged students - EBacc	-0.7	-1.33
Progress 8 score for disadvantaged students – Open bucket	-0.1	-0.66

	2016-17	2017-18	2018-19
Pupils on roll (11-16)	1,140	1,164	1,153
Number of eligible pupils	175	196	171
% of eligible pupils	15.4%	16.8%	14.8%

Amount per pupil PP	935	935	935
Amount per pupil LAC	1,900	1,900	1,900
Total funding	171,806	173,326	159,418

#### 4. Barriers to future attainment (for students eligible for PP)

##### In-school barriers /issues

<b>A.</b>	The progress of disadvantaged students, including those with high starting points, does not match that of their peers across year groups and subjects
<b>B.</b>	Some disadvantaged students have poor attendance , so they do not make the progress they should
<b>D.</b>	Some disadvantaged students are vulnerable to poor mental health or risks to their well being

#### *Desired Outcomes (and how they will be measured)*

	<i>Desired outcomes</i>	<i>Success criteria</i>	<i>Evaluation 2019</i>
A	The progress of disadvantaged students, including those with high starting points matches that of their peers across year groups and subjects	<p>Chronological reading ages for disadvantaged students improve over the year</p> <p>At each assessment point for years 7-11, data shows an increasing number of students on track to achieve their aspirational targets and full potential</p> <p>Year 7-9 (3 assessment points throughout the academic year)</p> <p>Year 10-11 (3 assessment points throughout the academic year)</p>	<p><b>Reading</b></p> <p>Most recent testing shows that 71% of disadvantaged students participating in the Accelerated Reading programme improved their reading age. This programme will continue.</p> <p>The % of students at CRA has increased for Year 8 students by 8%</p> <p>The % of students at chronological reading age has remained broadly in line for Year 9 with the previous year (taking into account the additional year in age)</p>

			<p><b>Summary:</b> there have been improvements in reading. This will be further developed in the coming year</p> <p><b>Leavers 18/19</b>  Unvalidated Progress 8 scores indicates the disadvantaged cohort achieved a P8 score of -0.86.  English improved to -0.27 in 18/19 from -0.8 in 17/18  Maths declined to -1.07 in 18/19 from -0.3 in 17/18  Ebacc declined to -1.33 in 18/19 from -0.7 in 17/18  Open declined to -0.66 in 18/19 from -0.1 in 17/18</p> <p><b>Summary of leavers</b>– although there were improvements in English, Chemistry, Drama, Dance, Geography, Photography, Physics and Psychology the overall desired outcome has not been achieved</p> <p><b>Year 8-11 academic year 19/20</b>  The number of subjects with the majority (over 50%)of disadvantaged students on or above target  In Yr. 8 - 10/13 subjects  Yr. 9 - 12/13  Yr. 10 - 11/13  Yr. 11 - 14/20</p> <p><b>Summary for current students:</b> The vast majority of disadvantaged students are on track to meet their target.</p>
B	Improve attendance of disadvantaged students	Attendance will be in line with national figures for non-disadvantaged students  Persistent absence will be in line with or better than national	The small number of students in the disadvantaged cohort means that a small number of very low attenders can have a significant impact on the overall figure for disadvantaged attendance.

		<p>persistent absence figures</p>	<p>The attendance for disadvantaged students was 89.4%. This is below our expectation.</p> <p><b>Year 11 leavers</b> 58% from the disadvantaged cohort has an attendance figure of less than 95%.</p> <p>71% of these students has a progress score of -1 or greater showing the need for attendance to continue to be a key focus.</p> <p><u>Exclusion</u> The number of disadvantaged students excluded reduced by more than half in comparison to the previous year. The number of exclusion episodes involving disadvantaged students was 30. 16 disadvantaged students contributed to this figure.</p> <p><u>Persistent absence</u> Persistent absence for disadvantaged students was 67, almost half the figure of the previous year (119)</p> <p><b>Summary of attendance and behaviour:</b> <i>Overall attendance was 89.4%. Attendance data for non-disadvantaged students nationally was 93.9. we have therefore not met this desired outcome</i> <i>Persistent Absence reduced significantly as did exclusions. Therefore this shows an improvement in these areas.</i></p>
C	Disadvantaged students make expected progress as a result of bespoke mental health and	Disadvantaged students are well supported and as a result attend school and progress in line with target grades	40 disadvantaged students (across year groups) received support. This included male and female students. 20 of these students received support for mental wellness. 100% of these students accessed the before, during and after

	wellbeing support		<p>support in the examination season. This resulted in all attending and completing the examinations.</p> <p>17 students were supported through external agency support plans. 6 of these are now closed as support no longer required. Student and parent feedback tells us that student anxiety was managed as a result of support.</p> <p>Support provided included group work programmes, team around family, external agency support, support during school holidays, counselling.</p>
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Desired outcome	Chosen approach	Evidence/rationale	Monitoring	Comments	Continue
<p>The progress of disadvantaged students, including those with high starting points matches that of their peers across year groups and subjects</p>	<p><i>Develop reading</i></p> <p>Extend the use of Accelerated Reading programme to set 3s in Years 7/8/9. To be taught in English and making best use of the library resource.</p> <p>Continue to provide one to one and small group reading support and initiatives</p> <p>Work with parents of disadvantaged</p>	<p>The programme had a positive impact on set 4 and 5 in Years 7/8/9 last academic year. (see impact statement for 17/18.)</p> <p>Based on internal research from last year and EEF research.</p> <p>Based on internal research, we saw an increase or maintenance in the number of students on, above or within 6</p>	<p>Accelerated Reading requires students to sit tests and a report is generated. Therefore, test reports will be used to monitor reading progress</p> <p>Annual reading tests</p> <p>English performance – key headlines for all year groups</p> <p>IQTL monitoring the learning of Year 9</p>	<p>Accelerated reading programme was successfully introduced into the set 3 curriculum. Accelerated reading reports show 71% of students improved their reading age.</p> <p>Work with parents needs development particularly at Year 7. This will result in a holistic approach to support from school and home.</p> <p>All SEN students have literacy support embedded in their support plans.</p>	<p>Yes</p> <p>Yes, and to be developed further</p> <p>Yes and to be developed further</p>

	<p>students to share how they can support and develop reading at home – parental workshops and resources.</p> <p>Some disadvantaged students are also SEN. Literacy skills will be integrated into support plans to ensure consistent and robust in class support</p> <p>Staff CPD</p>	<p>months of chronological reading age in Years 8 and 9. Maintenance shows improvement as students have kept in line with their chronological reading age</p> <p>Typicality of teaching findings show students learn well when skills are reinforced in a number of subjects</p>	<p>disadvantaged students</p> <p>Academic resilience impact (cohorts)</p>	<p>A series of CPD for staff took place over the course of the year focusing on classroom practice. The 7 strategies were applied across subjects.</p>	<p>Yes</p> <p>Yes</p>
	<p><i>Focused year group support</i></p> <p>A specific year 9 plan to support transition from KS3-4 and learning across the curriculum.</p> <p>Continuation of Academic Resilience programme</p> <p>To learn from others. Ensure all recent research is accessed</p>	<p>Internal research shows Year 9 has a proportion of students born in May or after. This means they could be potentially 9 months behind their peers.</p>	<p>Year 9 attendance will be monitored weekly using the attendance reports and actions agreed</p> <p>Progress of Year 9 will be tracked via data drops. Any underperformance</p>	<p>A year plan was in place and resulted in targeted support from pastoral staff. Class teachers incorporated strategies in the classroom to support these students.</p> <p>Data for Year 9 was scrutinized frequently and responses at subject level incorporated into department development.</p>	<p>Yes</p> <p>Yes</p>

	<p>and utilized appropriately. Visit out of area schools to learn more from successful schools</p>	<p>Students in Year 9 have a typically lower starting point.</p> <p>Year 9 has a number of students travelling into the area for school</p> <p>A higher proportion of Year 9 disadvantaged students are male so we need to ensure approaches are appropriate to this gender balance e.g. selection of texts to study at all key stages</p>	<p>addressed via the KS3 RAP process</p> <p>PDM to closely monitor behavior of boys and implement pastoral and engagement plans to secure consistently good behavior</p>	<p>In English there has been a full revision of texts and schemes of learning are being revised as part of the curriculum review in 19/20.</p>	<p>Curriculum revision over the 19/20 academic year</p>
	<p><i>In lessons</i></p> <p>Introduction of the '7 strategies.' These are basics of what will be seen in lessons. To ensure all disadvantaged students receive the same support in all lessons across the key stages and curriculum</p>	<p>2017/18 KS3</p> <p>DHS saw an upward trajectory in performance of students in KS3) We therefore know from our own research that trialled elements of the 7 strategies make a difference</p>	<p>Focused learning walks looking specifically at disadvantaged pupils. How are they responding to the consistent delivery of the 7 strategies?</p> <p>Work scrutiny – is progress evident?</p> <p>Assessment portfolios. Using them to</p>	<p>Learning walks took place and shows implementation of the strategies. When not implemented classrooms were revisited.</p> <p>Work scrutiny from internal and external reviews evidenced progress across subjects</p> <p>Assessment portfolios have been used to standardize work as has cross moderation findings. Working</p>	<p>Yes</p> <p>Yes, at SLT level</p> <p>Yes</p>

	<p>Securing resources</p>	<p>KS4 saw an improvement in the progress of KS4 students (Year 11 leavers) Learning walks and discussions with students tell us that believe that if the 7 strategies are applied, they will have an impact on learning.</p> <p>The 7 strategies will provide a minimum of support for all disadvantaged students.</p>	<p>standardize work in all year groups against expected and national standards</p> <p>Moderation with primaries to ensure disadvantaged student don't repeat work taught in primary school</p> <p>Staff CPD</p> <p>Cross phase moderation of planning to ensure teachers of disadvantaged students are planning from students true starting points</p>	<p>with partner schools have focused on securing the standard of work.</p> <p>Moderation with primary schools has been used to revise the Year 7 English and Maths schemes of learning.</p> <p>Staff CPD has been provided and feedback from staff has been positive.</p>	<p>Schemes will be shared with primaries</p> <p>Yes – whole school priorities is around visible consistencies and Challenge, Creativity and Recall.</p>
	<p>Smaller class sizes in English and Maths across KS3 and KS4</p>	<p>Internal data for KS3 and 4 shows an upward trajectory in English and Maths.</p> <p>Student voice tells us that students benefit from smaller groups</p>	<p>Data drop in English and Maths will be utilized to identify trends at all key stages</p>	<p>The smaller class sizes in core subjects has resulted in</p>	<p>Yes</p>



	<p>Trial of set 0 in KS4 – a new initiative to target the most able disadvantaged students in Maths and English.</p>	<p>Internal research shows that students respond well to smaller class sizes. This also supports with live marking.</p>	<p>Performance of set 0 in English and maths. Does this maintain or improve the current upward trajectory?</p>	<p>Improved outcomes in English at KS4. Set zero in maths has resulted in positive outcomes for students</p>	<p>Yes as set 0 has had a positive impact on outcomes</p>
	<p>Continue to embed CEIAG /supporting appropriate destinations through the curriculum to support disadvantaged students achieve the 'ultimate outcome.'</p>	<p>Almost all our disadvantaged students achieve the 'ultimate outcome' of appropriate progression.</p> <p>CEIAG is provided across the curriculum for all year groups. Final destination data shows this has a positive impact.</p> <p>In 2018, 97% of disadvantaged students progressed to EET. The majority progressing to Level 3 courses</p> <p>One success to note was one of our disadvantaged students progressing to</p>	<p>Careers team line manager will continue to quality assure the frequency and quality of CEIAG for our disadvantaged students in all year groups and amend the overview accordingly. This will also consider reference to employment sector gaps in the area and city.</p>	<p>The % of students NEET is 0%</p> <p>All disadvantaged students receive personalized CEIAG and support. This includes transition points at Year 9 and 11.</p>	<p>Yes</p> <p>Yes and being developed to ensure disadvantaged students have access to visits from employers, trips etc</p>

		<p>Cambridge University. *</p> <p>The value added for our disadvantaged students in VI Form was significantly above average and in the top 10% for A Levels.</p>			
	Youth Connect	Continue to offer the Youth Connect Programme	<p>A project, working with families of disadvantaged students to help them to support their child. Initial pilot has shown parents found the programme invaluable. Supports particularly with working with families who travel to school from outside the area</p>	This project did not run for the whole year	No
	Working with primary schools to secure the best transition for our disadvantaged students and provide support prior to	In depth moderation of assessment portfolios – avoiding repetition for our disadvantaged students. Securing challenge from Year 7	<p>In school research - Last academic year the SEN team went to primary schools to meet the Year 6 disadvantaged students joining us in Year 7. This resulted in</p>	Transition from Year 6 to 7 has been successful for our disadvantaged students. Primary visits prior to joining DHS resulted in detailed understanding of each child and appropriate support provided.	Yes

	students joining us in Year 7	<p>Offering 'greater depth' maths sessions to our feeder primaries. Disadvantaged students become familiar with the school and their maths skills enhanced before arrival</p> <p>Cross phase curriculum maps to secure a continuous learning journey from KS1 – KS4</p> <p>Summer school for disadvantaged students</p> <p>Enhanced transition for SEN disadvantaged students</p>	enhanced support plans being created in advance of September and students starting the school year positively.	Enhanced transition for SEND students was effective with support plans and specific needs planned for and addressed in advance of September start	
	Metacognition	<p>CPD for all staff Sept and Oct 18. Continues throughout the academic year</p> <p>Assemblies for students – what is metacognition? why is it important? How can I</p>	Internal research shows that some disadvantaged students have not developed sufficient recall skills. This is a focus to support	Significant CPD to all staff re: metacognition, working memory, recall. This is a whole school focus	Yes a whole school focus

		<p>develop metacognition skills? VESPA sessions</p> <p>Mentoring</p> <p>Parent sessions – as above. How they can support their child develop these skills</p>	students ongoing learning and progress		
	Department bidding	<p>Departments can bid for specific resources</p> <p>Revision materials for KS4 disadvantaged students</p>	<p>Last year, internal research shows that department bids focusing on materials for home revision had an impact on outcomes.</p> <p>Not all disadvantaged students have access to revision materials and therefore don't have the same opportunities to revise as their non-disadvantaged peers</p>	<p>Department bids were used to provide study packs for KS4 students. Packs included revision resources, print outs, flash cards etc.</p> <p>This will be extended and adopted by VI form in the coming year</p>	Yes this will continue and develop
Improve attendance of disadvantaged students	Extend year 10 attendance project	PDMs, with support from SLT lead (attendance) will introduce the project to their year groups.	This project, linked around rewards had a positive impact on the attendance of the year group last year.	Year 10 attendance was 92% for disadvantaged students	Attendance focus remains

	Lunch fast pass	100% attendance rewarded with lunch time fast pass	This was trialled last year and internal research shows he had an impact for disadvantaged students	This continued to operate but impact was variable depending on the individual student. It worked for some and will continue	yes for some students for whom it is making an impact
	Using the out of area profiling, provide specific support for those DP	Provide support for disadvantaged students travelling from outside the area	Profiling shows some students travel from outside the area and this has an impact on their attendance.	Specific focus on students travelling from outside the area. Mini bus used. Again, this had impact for some students.	Information shared and used for classroom planning
	Working with families to further improve attendance	Continue to work with families to avoid non or poor attendance Provide transport support to avoid non or poor attendance Continue to communicate frequently with families and students regarding the current impact of non or poor attendance on progress	Last year, internal research shows that developing relationships with families had a positive impact on attendance for disadvantaged students	Student support services, pastoral and the attendance team have continued to develop work with families to support attendance.	yes

