

Pupil Premium Pupil Premium Strategy Plan

Deyes High School

September 2021 – August 2024

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Deyes High School
Number of pupils in school	1,150
Proportion (%) of pupil premium eligible pupils	183 (15.9%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2021
Statement authorised by	V Beaney Head of School
Pupil premium lead	E Greenslade Deputy Headteacher
Governor / Trustee lead	A.Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 174,765
Recovery premium funding allocation this academic year	£ 27,550
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 26,446
Total budget for this academic year	£ 228,761
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress, always attend school (attendance) and are healthy and happy in school (wellbeing.)

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including:

- Progress for those who are high attainers
- Attendance for those students whose attendance was impacted because of the pandemic
- Wellbeing of students who face additional challenges

High quality teaching is at the very heart of our approach, with a focus on areas in which disadvantaged students require most support. EEF guidance tells us that this is proven to have the greatest impact on closing the disadvantage and attainment gap and, at the same time will benefit our non-disadvantaged students in school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been negatively affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual's needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other, our school improvement priorities and help students achieve their very best. To ensure our strategies are effective we will:

- Ensure disadvantaged students are challenged in the work they are set and use assessment data and diagnosis information to identify areas for development
- Ensure the attendance of students is challenged and they are supported to attend well
- Ensure those students with wellbeing challenges are identified and supported accordingly so they are happy in school

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Some disadvantaged students do not achieve their academic potential (outcomes) and this is generally lower than that of their peers.</p> <p>Assessments in Years 7-9 tell us that students do not <i>consistently</i> work at, or exceed their challenging attainment targets</p> <p>Assessments, observations, and discussions with students indicate that disadvantaged pupils' comprehension skills would be further develop if they engaged in regular reading. This could be applied to all subjects</p> <p>Our observations show that some disadvantaged students lack the ability and confidence to work independently and/or tackle challenging tasks with independence. We believe this contributes to underachievement</p>
2	<p>Our assessments suggest that the attendance of some students has been affected by the lack of routine that the pandemic has brought</p> <p>Some disadvantaged students do not attend school enough to generate a 95% or above attendance figure</p>
3	<p>Some disadvantaged students have poor mental health and/or wellbeing and as a result struggle to engage in learning and attend school</p> <p>Our assessments have identified that some students face social and emotional issues. In part, this is due to concerns around lost learning because of the pandemic.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>By the end of our current plan in 2024/5 outcomes for disadvantaged students improve so all achieve a progress 8 score of 0 or above</p> <p>Reading scores will have improved to show that most disadvantaged students have a reading age in line with their chronological age</p> <p>Monitoring, student voice and teacher feedback (evidenced in book studies, for example) show that students are engaging in learning and attempting the most challenging tasks. This will support the improvement of outcomes</p>	<p>Disadvantaged students achieve a Progress 8 score of 0 or above by 2025</p> <p>Reading assessment indicates that most disadvantaged students have a chronological reading age or above by 2025</p> <p>Monitoring in these areas show that student feedback is increasingly positive and staff assessments show engagement is improved</p>
<p>Sustained high attendance from 2024/5 demonstrated by:</p> <p>The overall absence rate being no more than 5%, and the attendance gap between disadvantaged and non-disadvantaged students is narrowed</p> <p>The percentage of all pupils who are persistently absent reduces</p>	<p>Disadvantaged students' absence rate is less than 5%</p>
<p>Sustained high levels of wellbeing from 24/5 demonstrated by:</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations</p>	<p>Attendance data, surveys, student voice and observations show students wellbeing has improved and they feel confident and happy in school</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 77,457

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop staff professional development programmes at all levels (ELT via the AMP SCITT,) SLT, Subject Leaders, Pastoral Teams and Subject Teams) to ensure effective teaching for every student every lesson.</p> <p>Further develop peer to peer developmental support and leaders monitoring to inform specific actions for development</p>	<p>The EEF Guide to Pupil Premium recommends that ensuring every teacher is supported to keep improving, is the key ingredient of a successful school and should be the top priority for Pupil Premium spending (Tiered approach.)</p> <p>EEF Metacognition and self-regulation toolkit strand</p>	<p>1.</p>
<p>Further develop effective developmental peer to peer lesson and book studies to develop practice</p> <p>Further develop leaders monitoring to</p>	<p>The EEF Guide to Pupil Premium recommends that ensuring every teacher is supported to keep improving, is the key ingredient of a successful school and should be the top priority for Pupil Premium spending (Tiered approach.)</p>	<p>1.</p>

<p>identify specific areas for development and support</p>		
<p>Develop diagnostic assessment to accurately identify gaps in knowledge and misconceptions: and plan to effectively address them</p>	<p>EEF 'Assessing and Monitoring Pupil Performance' Diagnostic Assessment</p> <p>Diagnostic assessment is a crucial tool in a teacher's toolkit to help understand the specific areas of strength and weakness in learning, especially before teaching of a particular topic or unit begins.</p> <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1.</p>
<p>Disciplinary literacy</p> <p>Disciplinary Literacy Training is utilised to identify priorities for development and training needs</p> <p>Identify important subject specific vocabulary that is to be taught and remembered by students</p>	<p>Tier 1 – 3 words (Beck's tiered vocabulary)</p> <p>'The confident teacher' - Stahl and Nagy</p> <p>Prioritise disciplinary literacy across the curriculum (EEF 1)</p> <p>Provide targeted vocabulary instruction (EEF 2)</p> <p>Develop students' ability to read complex academic texts (EEF 3)</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily</p>	<p>1</p>

	<p>linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	
<p>Develop reading to enable all students to access the Subject and wider curriculum via Project L</p> <p>Dedicated time every day for reading. Students gain universal access to ambitious and appropriately pitched texts. Exposure to tier 1 and 2 words will support students understanding and ability to learn more effectively across the curriculum</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	1.
<p>Targeted tracking</p> <p>Teachers focus on what has been learned rather than taught. DDI used at each assessment point and between assessments. Refine planning for reteach and practice</p>	<p>Leverage Leadership – Data Driven Instruction Super Level 1</p> <p>Internal research last academic year showed us that this approach had a positive impact on the completion of coursework and preparation for assessments</p>	1.
<p>Challenge for HAT pupils through ambitious teaching</p> <p>Clear strategy plan</p> <p>CPDL for staff</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p>	1.

Monitoring schedule of impact via BPBS, BPLS, Outcomes	Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	
Maintain high quality teaching and reduce class size numbers in core subjects to allow for more personalised and targeted approach	The EEF Guide to Pupil Premium recommends that ensuring every teacher is supported to keep improving, is the key ingredient of a successful school and should be the top priority for Pupil Premium spending (Tiered approach.)	1.
Fixed term project role: mapping and developing cultural capital experiences to support student recovery from the pandemic	The EEF Guide to Pupil Premium recommends that ensuring every teacher is supported to keep improving, is the key ingredient of a successful school and should be the top priority for Pupil Premium spending (Tiered approach.)	2.
Fixed term project role: SEND PP Support Key Worker	The EEF Guide to Pupil Premium recommends that ensuring every teacher is supported to keep improving, is the key ingredient of a successful school and should be the top priority for Pupil Premium spending (Tiered approach.)	3.

Targeted academic support

Budgeted cost: £ 49,104

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme The programme will be offered to students in a	EEF Teacher Toolkit: one to one tuition	1.

<p>range of subjects. Whenever possible, small groups will be created based on ability/target grades and common misconceptions</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Academic tutoring</p>	<p>EEF Teacher Toolkit: Teacher Toolkit</p>	<p>2.</p>
<p>Structured intervention: Lexonik: supporting reading and learning</p>	<p>EEF Teacher Toolkit: one to one tuition/targeted instruction</p> <p>Prioritise disciplinary literacy across the curriculum (EEF 1)</p> <p>Provide targeted vocabulary instruction (EEF 2)</p>	<p>1.</p>
<p>Maths Hegarty tracking and intervention targeted groups</p> <p>Close and systematic tracking of Hegarty student completion rates and scores. Focus on number of questions answered correctly and time spent for tasks/videos</p> <p>Monthly reports – individual, class,</p> <p>Students identified</p> <p>Placed in support group</p>	<p>Internal research indicates that targeted use of Hegarty can identify misconceptions and improve knowledge and outcomes</p> <p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p>	<p>1.</p>

<p>After school support programme</p> <p>Targeted small group and one to one support delivered via subject areas. Structured timetable after school to ensure student sessions do not clash</p> <p>Travel support provided for disadvantaged students who live out of area</p>	<p>EEF Teacher Toolkit: one to one tuition/targeted instruction</p>	<p>1.</p>
<p>Fixed term leadership role focusing on academic response to assessment data; working with students and their families to identify and implement next steps</p>	<p>EEF: A tiered approach to Pupil Premium spending (Attendance)</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>2</p>

Wider strategies

Budgeted cost: £ 102,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <p>Efficient and targeted attendance intervention and response</p> <p>Clear support, response and escalation is consistently evident</p>	<p>EEF: A tiered approach to Pupil Premium spending (Attendance)</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>2</p>

Fixed term full time PP attendance support: Supporting student to attend school/working with students and families	EEF: A tiered approach to Pupil Premium spending (Attendance)	2
Fixed term administration support (2 hours per day) to support attendance and engagement with NTP	EEF: A tiered approach to Pupil Premium spending (Attendance)	1/2
Wellbeing Enhanced transition for SEND PP students	EEF: A tiered approach to Pupil Premium spending (Wellbeing) In school research indicates that disadvantaged SEND students, and their families feel more confident, informed and 'belonging' to school as a result of enhanced transition starting Yr. 5 and 6	3
Wellbeing PP Key Workers x 3 to support: PP wellbeing SEND PP students PP Progress PP attendance	EEF: A tiered approach to Pupil Premium spending (Wellbeing)	3
Wellbeing Counselling service for those disadvantaged students in need due to personal circumstance and/or impact of the pandemic Resilience programmes for those disadvantaged students	EEF: A tiered approach to Pupil Premium spending (Wellbeing)	3

suffering with poor mental health		
<p>Culture and belonging</p> <p>Year group communities through HoY programmes – belonging, horizons, careers</p> <p>SMSC programmes – culture and community</p> <p>Resilience programme – Resilient Doughnut</p> <p>Behaviour team provide support and intervention before escalation</p>	EEF: A tiered approach to Pupil Premium spending (Wellbeing)	3
Resource provision for disadvantaged students – individual need will be assessed and resources such as text/technology will be provided	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1

Total budgeted cost: £ 228,761

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Improve attendance

100% of staff aware of who our disadvantaged students are and have implemented our 7 strategies for disadvantaged students

Disadvantaged students progress was carefully tracked by SLT, HoY and Subject Leaders with clear responses planned and implemented. This continued throughout local and national isolation periods. This enabled us to support disadvantaged students impacted as a result of the pandemic.

An attendance hub was created to refine attendance systems to improve attendance of disadvantaged students. This continues to develop

An additional attendance officer was employed on one year contract to support disadvantaged students through the year

Our assessments of attendance in the academic year 20/21 was lower than in the preceding 2 years. In 2018 attendance was 90% and in 2019 attendance was 90.48%

Information related to attendance:

During periods of high infection, Government guidance was to change the attendance code of students absent due to covid. Previously a student who was absent due to covid was awarded an X code which did not negatively impact attendance data. However, during term 3, guidance required school to mark any students absent as a result of covid with an I code. This code is an absent recording and therefore contributed to a significant decline in whole attendance figures during term 3.

June 21 saw a local surge of positive cases and therefore absences. At this time, NHS asked school to inform diabetic/medical students to shield if they felt necessary, and (with an I code) this contributed negatively to attendance

Due to the local surge, government guidance was also for those students living with vulnerable people should isolate if they did not feel safe. For example, those students with ill family members in the household (Term 3)

Improve achievement

A comprehensive CPDL programme was designed and delivered for all staff at all levels focusing on improving outcomes and achievement

100% of lessons delivered via Teams during National Lockdown. All PP students provided with a laptop, internet dongle and paper-based resources if needed/requested. participation from Subject Leaders and Subject Teams.

All subjects revised curriculum maps to address gaps identified and address the need for remote learning

Effective monitoring of the QoE through Lydiate Learning Trust, School Improvement Partner and the Senior Team identified opportunities to strengthen remote provision

Family surveys related to remote learning told us:

Most families agreed or strongly agreed that work set by teachers was clear

The large majority of families felt their child received feedback frequently.

The large majority of families felt technical difficulties rarely disrupted their child's remote learning

Most students spent 4-5 hours or more on remote schoolwork

The large majority of families are very satisfied or satisfied with the school's approach to remote learning

Outcomes

Y7

The majority of students are on/above target in all subjects

The large majority of students are on/above target in 9 of 13 subjects

Y8

The majority of students are on/above target in 10 of 13 subjects

The large majority of students are on/above target in 5 of 13 subjects

Y9

The majority of students are on/above target in 12 of 13 subjects

The large majority of students are on/above target in 6 of 13 subjects

Y10

The majority of students are on/above target in 1 of 13 subjects

The large majority of students are on/above target in 1 of 13 subjects

Vast majority or all – 97-100%

Very large majority/most – 80-96%

65-79% - large majority

51-64% Majority

Support mental health and well being

Key:

Our assessments demonstrated that the wellbeing and mental health of some disadvantaged students were significantly impacted last year, with Covid 19 related issues contributing to this. We used PP funding to provide wellbeing support for all pupils with targeted pastoral interventions where required. We will continue to build on this in our new plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tutoring Programme 65 students involved. Maths, English and Science. Once a week for 15 weeks	Randstad