

Pupil Premium Pupil Premium Strategy Plan

Deyes High School

September 2024 – August 2027 (Year 1)

(Year 1 September 2024-August 2025)

This statement details our school's use of pupil premium to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy for 24/25 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	1173
Proportion (%) of pupil premium eligible pupils	17.1%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	August 2025
Statement authorised by	V Beaney Head of School
Pupil premium lead	E. Greenslade Deputy Headteacher
Governor / Trustee lead	H. Rahmani

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 181,650
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 181,650

<p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	
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Part A: Pupil premium strategy plan

Statement of intent 2024//2025

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.) All activities and initiatives to support disadvantaged students are based on research and have been proven to have a positive impact on this cohort. This is indicated in the activity section of this document.

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

- Progress for all learners, including those who are high attainers.
- Attendance for those students whose attendance impacts learning and progress
- 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 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 2024/2025

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

Challenge number	Detail of challenge
1	<p>Assessments, observations, and discussions with students indicate that disadvantaged pupils' reading and comprehension skills would be further developed if they engaged in regular reading. Many students' reading ability is at a level that requires more intense intervention.</p> <p>Reading ability may be a barrier to the essential knowledge of all subjects.</p>
2	<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>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>
3	<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>
4	<p>Some disadvantaged students do not have access to a range of experiences that motivates, inspires or equips them with the cultural capital needed to make the next steps.</p> <p>Some disadvantaged students have poor mental health and/or wellbeing and as a result struggle to engage in learning and attend school.</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.
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Intended outcomes 2024/2027

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
By the end of our current plan in 2026/7 outcomes for disadvantaged students improve so all achieve a progress 8 score of 0 or above (Challenge 2)	Disadvantaged students achieve a Progress 8 score of 0 or above by 2027 or in the top 20% percentile for disadvantaged students nationally
Reading scores will have improved to show that most disadvantaged students have a reading ability in line with the expectation for their chronological age. (Challenge 1)	Reading assessment indicates that most disadvantaged students have a reading ability on or above expectation by 2027
Monitoring, student voice and teacher feedback (evidenced in book studies, for example) show that students are engaging in learning, inside and outside of the classroom, and are attempting the most challenging tasks. This will support the improvement of outcomes (Challenge 2)	Monitoring in these areas show that student feedback is increasingly positive, and staff assessments show engagement is improved
<p>Sustained high attendance from 2023/24 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 (Challenge 3)</p>	Disadvantaged students' absence rate is less than 5%
Sustained high levels of wellbeing from 2024/2025 by qualitative data from student	Attendance data, surveys, student voice and observations show students

voice and teacher observations (Challenge 4)	wellbeing has improved and they feel confident and happy in school
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Activity in this academic year 2023/2024

This details how we intend to spend our pupil premium (and recovery premium funding) **2024/2025 academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 51,068

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use regular reading assessments to ensure a detail knowledge of reading ability is maintained and that the impact of support can be measure and responded to.	<p>‘Now the whole school is reading’ Ofsted, 2022</p> <p>‘Attendance and reading key barriers to disadvantaged pupils’ progress say three in four schools’ EEF, 2023</p>	1
Develop the use of the Rapid Plus Reading scheme so that students can have support with reading addressing the skill gaps identified at the level they need.	‘Now the whole school is reading’ Ofsted, 2022	1
Introduce Accelerated reader for those students whose reading ability is at risk of falling below expectation without regular practice.	‘Now the whole school is reading’ Ofsted, 2022	1
Increase the capacity to support students on their reading Journey by employing a Reading Support Assistant	‘Now the whole school is reading’ Ofsted, 2022	1

<p>Develop a curriculum where reading is a substantial component of every lesson, ensuring that teachers are developed to implement the skills needed to support reading in the classroom as part of the quality first teach approach. As a result teacher will support students to develop excellent vocabulary and comprehension skills.</p>	<p>Tier 1 – 3 words (Beck’s tiered vocabulary)</p> <p>‘Closing the Vocabulary Gap’ Quigley, 2018</p> <p>‘Closing the Reading Gap’ Quigley, 2020</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: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	<p>1</p>
<p>Developing the use of e-homework platforms to ensure all disadvantaged students have equal chance to study independently at home</p>		<p>1.</p>
<p>Ensuring all disadvantaged students are fully equipped to learn inside and outside of the classroom.</p>		<p>1.</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>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 Lever 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>	<p>1.</p>
<p>Challenge for all pupils through ambitious teaching</p> <p>Clear strategy plan</p> <p>CPDL for staff</p> <p>Monitoring schedule of impact via a range of monitoring tools including lesson visits,</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> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	<p>1.</p>

observations, book studies		
Fixed term project role: Supporting School Led Tutoring	<p>EEF Teacher Toolkit: one to one tuition</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>	1.

Targeted academic support 2023/24

Budgeted cost: £86,943

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	EEF Teacher Toolkit: one to one tuition/targeted instruction	1.

Fixed term role focusing on supporting students, working with families to support attendance and progress (Family Support Worker.)	EEF: A tiered approach to Pupil Premium spending (Attendance) The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	2
Fixed term role focusing on academic tracking, mentoring and academic coaching of disadvantaged students	School evidence shows that some disadvantaged students and their families benefit from bespoke academic support and one to one or small group coaching/mentoring. This role will provide an individual who will perform this role	1.

Wider strategies

Budgeted cost: £43,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Efficient and targeted attendance intervention and response Clear support, response and escalation is consistently evident.	EEF: A tiered approach to Pupil Premium spending (Attendance) The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	2
Fixed term full time attendance support : Supporting student to attend school/working with students and families (PP Attendance focus)	EEF: A tiered approach to Pupil Premium spending (Attendance)	2

<p>Wellbeing</p> <p>Enhanced transition for SEND PP students</p>	<p>EEF: A tiered approach to Pupil Premium spending (Wellbeing)</p> <p>In school research indicates that disadvantaged SEND students, and their families feel more confident, informed and 'belonging' to school because of enhanced transition starting Yr. 5 and 6</p>	<p>3</p>
<p>Wellbeing</p> <p>Counselling service for those disadvantaged students in need due to personal circumstance and/or impact of the pandemic</p> <p>Resilience programmes for those disadvantaged students suffering with poor mental health (Student Support)</p> <p>Wellbeing bulletins for family/students (360 approach)</p>	<p>EEF: A tiered approach to Pupil Premium spending (Wellbeing)</p>	<p>3</p>
<p>Culture and belonging</p> <p>Year group communities through HoY programmes – belonging, horizons, careers.</p> <p>SMSC programmes – culture and community (Your Best Deyes</p> <p>Resilience programme – Resilient Doughnut</p> <p>Behaviour team provide support and intervention before escalation</p>	<p>EEF: A tiered approach to Pupil Premium spending (Wellbeing)</p>	<p>3</p>

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
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Total budgeted cost: £ 181,650