Pupil Premium Strategy Statement 2020/2021

The pupil premium is an additional annual payment to schools for each 'disadvantaged' student that attends their school. The definition of a disadvantaged child is any student who has received a free school meal in the last six years, has been in care for one day or more or is a child in service. This funding is given in recognition that, nationally, disadvantaged students do not perform as well as their non-disadvantaged peers. Schools decide how the Pupil Premium Grant is spent since they are best placed to assess what additional provision should be made in supporting individual pupils.

We have a strong belief that quality first teaching is the priority to support students to improve their skills. Emphasis is placed on improving and investing in teaching and learning to ensure students get taught by a quality teacher rather than be withdrawn for intervention/ catch up. We aim to ensure that the provision for Pupil Premium students is seen throughout everything we do at Deyes High School in terms of teaching and learning, and is not an 'add on' to what we already provide. Deyes High School intends to promote an ethos of achievement for all pupils and deliver a personalised approach to addressing barriers.

Eligibility	Amount
Pupils in years 7 to 11 recorded as Ever 6 FSM	£955
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2345
Service children Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310

1. Summary information					
Academic Year	2020/2021	Total disadvantaged budget	£178,585	Date of most recent PP Review	Aug 20
Total number of students	1149	Number of student eligible for PP	187	Date for next internal review of this strategy	Dec 20

	2018-19	2019-2020	2020-2021
Pupils on roll (11-16)	1,153	1150	1,149
Number of eligible pupils	171	177	187
% of eligible pupils	14.8%	15.4%	16.3%
Amount per pupil PP	935	935	955
Amount per pupil LAC	1,900	2,300	2,345
Total funding	159,418	165,495	178,585

Disadvantaged Strategy - Barriers and Focus Areas

Barriers

	Main barriers for disadvantaged students at Deyes High School
A	Some disadvantaged students' attendance is not in line with non-disadvantaged peers nationally
B	Some disadvantaged students underperform academically
C	Some disadvantaged students suffer with mental health and or wellbeing concerns

Focus Areas

Attendance	**Achievement**	**Well-being**

Intended outcomes

Barrier	Focus	Desired outcome
A.	Improve attendance	Attendance will be better than national figures for non-disadvantaged students Persistent absence will be better than national persistent absence figures Exclusion figures will be reduced by 50%
B	Improve achievement	At each assessment point for years 7-11, data will show an increasing number of students on track to achieve their aspirational targets and full potential with all students at target by the end of the academic year
C	Disadvantaged students make expected progress and attend school as a result of bespoke support for mental health and wellbeing	Disadvantaged students will be well supported and as a result attend school and progress in line with target grades. Student and family feedback will show that support has been timely, appropriate and effective

Desired outcome	Chosen approach	Evidence/rationale	Monitoring	Staff	Review of impact
Improve Attendance					
Rationale: This is a focus area for the coming year as our internal data and external research indicates that disadvantaged students make better progress when their attendance is 95%+					
Improve attendance	Attendance of disadvantaged students (Years 7-13) is understood to be a **priority** for all through effective communication, updates and guidance from the senior leadership team. Form Tutors, PDMs, attendance team and pastoral staff work as part of a 'hub' ensuring systems, communication and processes are as efficient as possible therefore providing more time to be spent with families and individuals to improve attendance. The hub will benefit from collective training and sharing of best practice Revision of the whole school rewards system to ensure good attendance is recognized and rewarded Pastoral Development Managers and Pastoral Support Workers appraisal includes the attendance of disadvantaged students in Years 7-13 Pastoral Development Managers and VI Form leaders, lead bespoke year group specific attendance projects/strategies	Good attendance is listed in the Department for Educations top 10 approaches for disadvantaged students Attendance is one of the 7 building blocks for success when supporting the attainment of disadvantaged students NFER report shows Variations in Progress 8 scores for disadvantaged pupils were most strongly associated with a pupil's absence rate during KS4, their exclusion rate during secondary school and whether or not they moved schools during KS4. Internal research shows that students will 95%+ attendance make more progress than their peers with lower attendance	Attendance team daily monitoring Weekly agenda item at SLT (AAR) Half term and whole term data is collated and triangulated with progress data at key assessment points Half termly impact review of Year group initiatives (EGR) Review of rewards received by disadvantaged students – half termly	Attendance team led by Assistant Head teacher AAR Triangulation of progress and attendance – AHTs JEL/AAR EGR JRI	Attendance data for individuals, populations and year groups reviewed half termly

Improve achievement

Rationale: EEF research indicates that quality first teaching is a key factor in the improvement of outcomes for disadvantaged students. 'Quality teaching helps every child.' EEF tiered approach to PP spending

Consistently High Quality First Teaching	A comprehensive CPDL programme to further develop quality first teaching in all year groups. This will include training for all class teachers (including Early Career Teachers,) Subject Leaders and Pastoral colleagues. This will include Literacy to further develop students reading, writing and speaking. Detailed profiling of disadvantaged students to identify catch up groups. This will include students who did not engage during lockdown. Class plans used to identify targeted support within curriculum time – in class intervention for groups of learners with similar needs Subject leaders to monitor the implementation of their curriculum plans, including the appropriate use of remote learning. To lead and monitor in class intervention and subject support Disadvantaged students to engage with remote learning/school to remove any barriers linked to remote learning. For those with absence due to medical needs, school will ensure they have access to what they need via our online remote offer and support. Effective monitoring systems re: The Quality of Education, enabling the best possible support for	The EEF guide states that teaching must be at the top of the priority list for improving outcomes for disadvantaged students Class plans have provided opportunities for class teachers to identify opportunities for meeting groups of students individual needs. Feedback from staff stated this had an impact in academic year 19/20 Internal research shows that subject leaders have revised curriculum maps to meet student need. The implementation of these plans will be essential. Internal analysis shows some students did not consistently access remote learning (March) Previous student feedback has told us that they find the sessions useful and data shows they supported the timely completion of non-examined assessments	Participation and monitoring of impact of CPDL programmes Monitoring the impact of class intervention Deep Dives and Faculty Review outcomes Continuous reviewing of the quality of first teaching	AHT Leading CPD (ARY) DHT (EGR) Subject Leader CPDL JEL/ Subject Leaders DHT EGR SLT /subject leaders SLT/subject leaders	The quality of teaching will be reviewed half termly – identifying the need for support or practice to share Deep Dives/Faculty Reviews are calendared across the year and impact of them will be reviewed as part of the process

	students. This includes providing access, effective monitoring and appropriate response Ensure coursework based subjects complete coursework in a timely manner, thus providing sufficient time for examination preparation				
Resourcing and support	Enhance IT Access to support learning All disadvantaged students to participate in the careers programme across the year. Careers team to track participation and progression from KS3 – KS4, KS4-5 and Post 18 (HATs, MATs and LATs) Provide Education Packs for Disadvantaged students. This will support knowledge development, wider reading and literature for students (supporting cultural capital) Fully utilize support from the National Tutoring Programme and Academic Mentors Seek opportunities for additional support, for example online Science Clubs via Crest Grant To ensure all disadvantaged students receive a full enrichment offer to develop their cultural capital, develop their inner confidence and exposure to the 'best' Offer an inclusive enrichment programme that	We know, from internal research that not all disadvantaged students have access to IT. Current NEET is 0. This is a direct result of bespoke support and provision for disadvantaged students. As a result of this success the programmes will continue. Internal research tells us that students previously in receipt of these packs have found them helpful and supportive. EEF guidance identifies the benefits of the programme	Revisit whole school analysis of IT Access half termly The careers team monitor disadvantaged student's attendance to one to one sessions and events throughout the year. Termly reports are produced. Sept – discussion with students regarding resources needed (Education Packs) National Tutoring programme utilized by November 2020	EGR AKO EGR	Weekly impact review of students engaging in remote learning. Impact review re participation of disadvantaged students in careers enrichment and activities Termly Progress data impact review – half termly Participation and feedback from those identified for the NTP – monthly

				and impact monitored on a 4 week cycle	ARY	

Wellbeing

Rationale: EEF tiered approach to PP spending – wider strategies

	Students support services are aware of disadvantaged students who have challenges and require support. They will use this to target support, monitor participation and impact. This information will be used to refine the offer if needed Cohort specific plans are in place e.g. Supporting Year 8 students who missed part of Year 7 due to lockdown	Parental Engagement – EEF Internal feedback tells us that individuals and families utilize this support and find it helpful in supporting wellbeing and mental health.	Half termly strategic meetings to review the cohort, support provided and engagement	(AHA) AHT (AAR) DHT (EGR)	Disadvantaged student's attendance improves – half termly Progress improves - half termly Feedback tells us that the support provided has helped – termly	