Pupil Premium Strategy Statement 2019/2020

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on improving and investing in teaching and learning to ensure students get taught by a quality teacher rather than be withdrawn for intervention/ catch up.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 *The pupil premium for 2019 to 2020 will include pupils recorded in the January 2019 school census who are known to have been eligible for FSM since May 2013, as well as those first known to be eligible at January 2019.*	£935
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 *The pupil premium for 2019 to 2020 will include pupils recorded in the January 2019 school census and alternative provision census, who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.*	£2,300
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	£2,300
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 *For the purposes of these grant conditions, Ever 6 service child means a pupil recorded in the January 2019 school census who was eligible for the service child premium since the January 2014 census as well as those recorded as a service child for the first time on the January 2019 school census. The grant will be allocated as set out below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2019 school census*	£300

1. Summary information					
Academic Year	2019/2020	Total disadvantaged budget		Date of most recent PP Review	Aug 19
Total number of students	1150	Number of student eligible for PP	177	Date for next internal review of this strategy	Dec 19

	2017-18	2018-19	2019-2020
Pupils on roll (11-16)	1,164	1,153	1150
Number of eligible pupils	196	171	177
% of eligible pupils	16.8%	14.8%	15.4%
Amount per pupil PP	935	935	935
Amount per pupil LAC	1,900	1,900	2,300
Total funding	173,326	159,418	165,495

As the cohort is relatively small we see some fluctuation in the achievement of disadvantaged students. However, we recognize that the achievement of disadvantaged students needs to improve, therefore the majority of pupil premium funding will be spent on the provision students receive.

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 have a reading age less than chronological reading age
D	Some disadvantaged students suffer with mental health and or wellbeing concerns

For the academic year 2019/2020 we will divide funding into 2 main areas:

- Raising achievement

- Wider development

Raising achievement	Wider Development
Disadvantaged students achieve the best qualifications and grades:	**Disadvantaged students have the best 'wrap around' education and access to opportunities and experiences**
Pedagogy – High quality classroom teaching - further developing how we structure teaching and the personalization of it **Intervention** – providing targeted and appropriate support outside of the classroom inc reading **Attendance** – providing support to improve attendance as we know students learn well when they are in school	**Enrichment** – disadvantaged students have opportunities beyond the taught curriculum **Guidance** – disadvantaged students receive personalized advice, guidance and support **Support** – disadvantaged students receive support to promote well being

Target groups for academic year 2019/2020

A: Disadvantaged students with attendance below national expectation

B: Disadvantaged male and female students not making expected progress

C: Disadvantaged students with a reading age below their chronological reading age

D: Disadvantaged students requiring support to promote well being

Outcomes		
	Desired outcomes	*Success criteria*
A.	The attendance of disadvantaged students is in line or better than their non-disadvantaged peers nationally	Attendance will be in line with national figures for non-disadvantaged students Persistent absence will be in line with or better than national persistent absence figures
B.	Disadvantaged students make expected progress in Maths and EBacc particularly	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 with all students at target by the end of the academic year **Year 11** Open bucket subjects – all internally assessed components will be completed by December 2019 leaving the remaining time for exam preparation. Trackers and progress will show all students achieve target grade in their coursework units **Milestones**

Subject	End of Year 10	December target	March target	Summer target
English	Average grade 3.48 Target average grade 5.2	4.2	4.7	5.2
Maths	Average grade 2.85 Target average grade 4.8	3.8	4.3	4.8
French	Average grade 3.76 Target grade 5.69	4.69	5.1	5.6
Geography	Average grade 3.6 Target average grade 4.8	4.2	4.8	4.8+
History	Average grade 3.85 Target average grade 4.82	4.3	4.8	4.8+
RE	Average grade 3.74 Target average grade 4.97	3.97	4.47	4.97

		In Year 8 – Average grade to be 3.84 or above by the end of the academic year
		In Year 9 average grade to be 4.24 or above by the end of the academic year
		In Year 10 average grade to be 5.35 by the end of the academic year
		In Year 11 average grade to be 4.97 by the end of the academic year
C	Disadvantaged students with a reading age below chronological make rapid and sustained progress I reading	Disadvantaged students close the gap between their actual and chronological reading age
D.	Disadvantaged students make expected progress as a result of bespoke support for mental health and wellbeing	Disadvantaged students are well supported and as a result attend school and progress in line with target grades. Student and family feedback shows that support has been timely, appropriate and effective

Desired outcome	Chosen approach	Evidence/rationale	Monitoring	Staff	Review of impact
Raising achievement **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 of all disadvantaged students Target group C	Attendance of disadvantaged students is understood to be a priority for all. Training for all staff using the 'who they are' booklet ensures all informed of each disadvantaged students and their specific needs Form tutors, PDMs and Pastoral Support Officers are fully trained in tracking attendance patterns, issues and how to effectively respond. They prioritise the attendance of disadvantaged students Non-teaching pastoral leaders appointed support disadvantaged students to attend school. The attendance team prioritize first day calling for disadvantaged students and respond rapidly to nonattendance. A robust system for communication with parent/carers is in place including letters, texts and meetings. The importance of attendance frequently included in the weekly newsletter Attendance and student support services work closely together to support poor attenders if their absence is linked to wellbeing The school works closely with LLT to address challenging cases of non or low attendance	Good attendance is listed in the Department for Educations top 10 approaches for disadvantaged students https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully Attendance is one of the 7 building blocks for success when supporting the attainment of disadvantaged students https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment data/file/473976/DFERS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf 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.	Attendance is monitored daily and weekly at individual, group and year level identifying any absence or patterns emerging. Half term and whole term data is collated and triangulated with progress data at key assessment points	Attendance team led by A Armer Data patterns J Ellis Response to attendance data form teachers and pastoral team	Impact half termly

	SLT Year group links meet with PDMs at least half termly to discuss the progress and attendance of disadvantaged students. Response plans agreed PDMs appraisal includes the attendance of disadvantaged students Network with schools are doing it well Support (eg breakfast passes and minibus collection) to get to school on time and rewards for improved attendance of disadvantaged students	https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/			
Raising achievement **Teaching pedagogy** *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*					
Strategic leadership	Further develop the quality of teaching through In school high quality and research based CPD delivered focusing on key areas – visible consistencies and CCR (Challenge, Creativity and Recall.) All disadvantaged students receive a broad, balanced and inclusive curriculum High quality and research based Trust CPD including Olevi, Teach Like A Champion and cross school collaboration. Robust monitoring of the quality of teaching across the school	Key drivers of the Disadvantaged Gap Literature review https://epi.org.uk/wp-content/uploads/2018/07/EPI-Annual-Report-2018-Lit-review.pdf Department for Education – How Schools Are Spending the Funding https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	SLT lead is held to account by the Head of School in line management meetings. External reviewed are commissioned through the trust to ensure strategies, monitoring and impact measures are appropriate and having an impact	E Greenslade Subject Leaders	Half term 1 – work scrutiny focused on disadvantaged students. Half term 2 – visible consistencies (7 strategies) Each half term staff reflection of their learning and practice 365

			Data drops for all years are used as a tool to measure impact		
Additional staffing Target group A	Additional staffing and smaller groups in core subjects to reduce class size and personalize the curriculum.	Set 0 had an impact last academic year and reduced the class sizes of set 1. The data from outcomes last year shows an impact on outcomes.	Progress in core subjects are monitored at each data point.	J Ellis (timetable) P Duffy (staffing)	At each data drop point Autumn, Winter, Spring and Summer Years 7-10 (Winter, Spring, Summer) Year 11 (Autumn, Winter, Spring) VI Form Yr 12 – (Autumn, Winter, Spring and Summer) Yr 13 – Autumn, winter and spring
CPD for staff Target group A	Continue to deliver high quality CPD for staff to support them in raising standards in their classroom. In line with whole school theme of CCR (Challenge, Creativity, Recall) and visible consistencies. Provide staff with bespoke and high quality CPD focused on quality first teaching Staff will be provided with a range of training such as Olevi, Teach Like a Champion, INSET, Trust support to develop their teaching practice leading to improved achievement	The EEF guide states that teaching must be at the top of the priority list for improving outcomes for disadvantaged students https://assets.publishing.service. gov.uk/ government/uploads/system/upl oads/attachment_data/file	After each INSET staff feedback will be requested – what they will try in their classroom. This will be reviewed using the 365 tool and used to	E Greenslade (School INSET CPD) S Pountain (Trust CPD for Teachers)	Monitoring the Quality of Education data at each half termly point

		/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf	monitor engagement		
Curriculum subsidiaries Target Group A	Remove barriers to learning e.g. online subscriptions such as Hegarty Maths, revision materials, food before examinations and assessments, printing materials. Knowledge organisers, music tuition when appropriate	Last academic year and this year in VI form curriculum study packs are produced for those students requiring them. Internal research shows that	Reviewed throughout the year at the time of request and agreed impact points.	E Greenslade (funding) Subject leaders to inform re requirements	Depending on funding requests the impact monitoring is agreed at different points. For example if the request is in September we would agree impact monitoring in term 1,2,3

Raising achievement Intervention

Rationale: EEF tiered approach to PP spending: Targeted academic support

| Reading programmes Target Group B | Continue to raise the profile of reading and develop reading programmes
Continue with Accelerated reading
One to one and small group reading support
Promote reading outside of English
Raise the profile of reading
Build effective reading habits
Develop enjoyment of reading. This will build knowledge, concentration and literacy | Accelerated reading made an impact last year as per the end of year review.

Student feedback tells us that this is a programme they enjoy and engage in.

Reading is a focus as a proportion of disadvantaged students have a reading age | Annual reading tests and analysis showing patterns of improvement/need.

Accelerated reading testing throughout the year with an impact report created at each | A Ryan (SLT Literacy lead)

Accelerated reading staff (English)

Collated and monitored by M Pye (Literacy lead) | Annual reading tests and analysis showing patterns of improvement/need.

Accelerated reading testing throughout the year with an impact report created at each |
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			testing point. This is analyzed by cohort, group and year Monitoring of application of reading scheme in class		testing point. This is analyzed by cohort, group and year
Continue to develop intervention programmes including after school, holidays and weekends. Target Group A	This will ensure intervention is targeted and effective in having the desired impact. The subject offer will be in all subject's core and options offering intervention systems.	Last year, additional intervention for disadvantaged student who were absent or behind (for various reasons) was provided. These sessions were well attended and in the English, Ebacc and some open bucket subjects this made a positive impact.	Attendance to the sessions. Ongoing trackers to identify any student falling behind straight away so the intervention is short.	J Ellis Subject leaders and staff	At the end of each half term.
40 Days To Greatness Target Group A	A new programme will be launched initially with Year 11 and, following a trial period cascaded. The focus is on students leading their own learning – making best use of the knowledge organisers, after school intervention, classroom experience, online learning etc. Particular focus will be on disadvantaged students progress on the programme reviewed weekly, fortnightly and after 40 days. Linked to rewards	Internal research and consultation with parents tells us that sessions and communication with parents had a positive impact. It also resulted in a number of students having greater ownership for their own learning. The programme incorporates attendance, completion of work, engagement in online materials	This is monitored weekly and fortnightly and will be reviewed at the end of wave 1.	C Pascoe	The impact will be reviewed weekly and fortnightly with an impact analysis at the ened of 40 days. This will inform wave 2.

Wider development
Enrichment
Rationale: EEF tiered approach to PP spending – wider strategies

CEIAG support Target group A, C and D	All Year 9 disadvantaged students to receive bespoke priority support when making option choices so they are supported and informed. Year 11 disadvantaged students receive priority appointment for progression after KS4. Start Sept 19

All disadvantaged students to participate in the careers programme across the year. Careers team to secure participation

All disadvantaged students considered when trip/experience opportunities linked to course completion e.g. Geography Rivers Trip, become available resulting in them having a positive and enriching experience | 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. | The careers team monitor disadvantaged student's attendance to one to one sessions and events throughout the year. Termly reports are produced. | AKO | Annual NEET report

Annual report of destinations including levels of courses/provision |
| Access to enrichment activities including pastoral initiatives Target group A, B, C and D | Youth Connect programme

Create a relevant enrichment programme that meets the needs of disadvantaged students academically, sporting and pastorally to support progress and wellbeing. | EEF Teacher Toolkit – Reference Arts Participation, Extended School Time, Individualized Instruction and Parental Engagement

https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/

The first wave of Youth Connect programme had a positive impact on disadvantaged students. Parental and student feedback was extremely positive. | Youth Connect session attendance monitored (at each session point)

Student attendance and behavior records (for those involved)

Half termly monitoring of enrichment participation | CPA (Youth Connect)

JEL (attendance to enrichment) | At the end of the Youth Connect programme – feedback taken from all involved, attendance and behavior records.

Half termly outcomes data for disadvantaged students |

Wider development				
Support				
Rationale: EEF tiered approach to PP spending – wider strategies				
Pastoral support Target group A,B,C,D	Each year group and class teacher lead will use the disadvantaged handbook to identify key cohorts and devise strategies to be applied through their lessons, form tutors and pastoral teams to improve progress, attendance, reading and wellbeing. 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 Student support services will continue to work with external agencies to support disadvantaged students when appropriate. This includes working with families, agencies, safeguarding	Internal research told us that staff found the handbook helpful when learning about our disadvantaged populations. This included at student, class and year group level. Staff told us that it informed their class plans (Teaching and Learning) Student support services use 'pyramids' of need and these are informed by the handbook.	7 strategies monitored half termly through the SLT Learning walks Staff feedback on the handbook requested in the second half term of the academic year Attendance and behavior records scrutinized weekly and half termly as well as year to date Records of students receiving support – half termly including support provided	SLT AAR AHA	Outcomes from Faculty Inspection/Deep Dives Learning walks continuous throughout the year Learning conversations with students – half termly Outcomes data Attendance data Behaviour and exclusions data