Pupil Premium Strategy Statement 2018/2019

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on improving and investing in teaching and learning to ensure students get taught by a quality teacher rather than be withdrawn for intervention/ catch up.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 attainment for all pupils and deliver a personalised approach to addressing barriers.

In the 2018 to 2019 financial year, schools will receive the following funding for each pupil registered as eligible for free school meals (FSM) at any point in the last 6 years:

£935 for pupils in year 7 to year 11

Schools will receive £2,300 for any pupil:

Identified in the January 2018 school census or the alternative provision census as having left local authority care as a result of:

- Adoption

- a special guardianship order

- a child arrangements order (previously known as a residence order)

- who has been in local authority care for 1 day or more

- recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

1. Summary information

Academic Year	2018 2019	Total disadvantaged budget	159,418	Date of most recent PP Review	Aug 18
Total number of students	1153	Number of student eligible for PP	171 (14.8%)	Date for next internal review of this strategy	Dec 18

	Students eligible for PP 2017/2018 UNVALIDATED
Progress 8 score for disadvantaged students	-0.42
Progress 8 score for disadvantaged pupils – Maths	-0.25
Progress 8 score for disadvantaged pupils – English	-0.76
Progress 8 score for disadvantaged students - EBacc	-0.68
Progress 8 score for disadvantaged students – Open bucket	-0.06

	2016-17 Actual	2017-18 Actual	2018-19 Draft
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 including the disadvantaged most able)
In-school barriers /issues	
A.	The progress of disadvantaged students, including those with high starting points, does not match that of their peers across year groups and subjects
B.	Some disadvantaged students have poor attendance , so they do not make the progress they should
D.	Some disadvantaged students are vulnerable to poor mental health or risks to their well being

	5. Outcomes	
	Desired outcomes	*Success criteria*
A.	The progress of disadvantaged students, including those with high starting points matches that of their peers across year groups and subjects	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 Year 7-9 (3 assessment points throughout the academic year) Year 10-11 (5 assessment points throughout the academic year)
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 persistent absence figures
D.	Disadvantaged students make expected progress as a result of bespoke mental health and wellbeing support	Disadvantaged students are well supported and as a result attend school and progress in line with target grades.

Desired outcome	Chosen approach	Evidence/rationale	Monitoring	Staff	Review of impact
The progress of disadvantaged students, including those with high starting points matches that of their peers across year groups and subjects	*Develop reading* 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. Continue to provide one to one and small group reading support and initiatives Work with parents of disadvantaged students to share how they can support and develop reading at home – parental workshops and resources. Some disadvantaged students are also SEN. Literacy skills will be integrated into support plans to ensure consistent and robust in class support Staff CPD	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.) Based on internal research from last year and EEF research. Based on internal research, we saw an increase or maintenance in the number of students on, above or within 6 months of chronological reading age in Years 8 and 9. Maintenance shows improvement as students have kept in line with their chronological reading age Typicality of teaching findings show students learn well when skills are reinforced in a number of subjects	Accelerated Reading requires students to sit tests and a report is generated. Therefore, test reports will be used to monitor reading progress Annual reading tests English performance – key headlines for all year groups IQTL monitoring the learning of Year 9 disadvantaged students Academic resilience impact (cohorts)	M Pye (LM A Ryan) Data team	At end of each AR star test window The progress of participants will be monitored at each assessment point and attention to trends will be given and appropriate follow up action – Jan 19 Annual reading age tests – Sept 19 KS3/4 data drops in half term windows – we will want to see a continuation in the upward trajectory of attainment in all year groups

	Focused year group support A specific year 9 plan to support transition from KS3-4 and learning across the curriculum. Continuation of Academic Resilience programme To learn from others. Ensure all recent research is accessed and utilized appropriately. Visit out of area schools to learn more from successful schools	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. Year 9 shows a higher than proportion of disadvantaged students (within school) Students in Year 9 have a typically lower starting point. Year 9 has a number of students travelling into the area for school 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	Year 9 attendance will be monitored weekly using the attendance reports and actions agreed Progress of Year 9 will be tracked via data drops. Any underperformance addressed via the KS3 RAP process PDM to closely monitor behavior of boys and implement pastoral and engagement plans to secure consistently good behavior	SLT CPA Year 9 form tutors Class teachers	

	In lessons 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 Securing resources	2017/18 KS3 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 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. The 7 strategies will provide a minimum of support for all disadvantaged students.	Focused learning walks looking specifically at disadvantaged pupils. How are they responding to the consistent delivery of the 7 strategies? Work scrutiny – is progress evident? Assessment portfolios. Using them to standardize work in all year groups against expected and national standards Moderation with primaries to ensure disadvantaged student don't repeat work taught in primary school Staff CPD Cross phase moderation of planning to ensure teachers of disadvantaged students are planning from students true starting points	All teachers Monitoring Middle Leaders, SLT	Half termly progress of all year groups. Learning walks – do we see the 7 strategies delivered across the school? Term 1 Student voice as per student voice cycle Learning walks focusing on any underperforming cohort from the last data drop. Half termly

		Smaller class sizes in English and Maths across KS3 and KS4	Internal data for KS3 and 4 shows an upward trajectory in English and Maths. Student voice tells us that students benefit from smaller groups	Data drop in English and Maths will be utilized to identify trends at all key stages	DOLS and class teachers SLT outcomes	Half termly learning walks evidencing outstanding learning and sufficient challenge Work scrutiny of students with different starting points Data drops all year's show continued upward trajectory for disadvantaged students
		Trial of set 0 in KS4 – a new initiative to target the most able disadvantaged students in Maths and English.	Internal research shows that students respond well to smaller class sizes. This also supports with live marking.	Performance of set 0 in English and maths. Does this maintain or improve the current upward trajectory?	DOLS and class teachers SLT outcomes	Half termly data drops show disadvantaged students are on track to meet their targets Planning evidences challenge in planning.
		Continue to embed CEIAG /supporting appropriate destinations through the curriculum to support disadvantaged students achieve the 'ultimate outcome.'	Almost all our disadvantaged students achieve the 'ultimate outcome' of appropriate progression. CEIAG is provided across the curriculum for all year groups. Final destination data	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	JRI and careers team	Monitor to ensure destinations for disadvantaged students continues to be a strength of DHS. Attendance at careers events monitored

| | | shows this has a positive impact.

In 2018, 97% of disadvantaged students progressed to EET. 25 progressed to L3 courses and 5 progressed to L2 courses. 2 are NEET*

92% (11/12) High ability disadvantaged students progressed to Level 3 courses. *

In 2018, 82% (9/11) progressed to level 3 university courses. One success to note was one of our disadvantaged students progressing to Cambridge University. *

From internal data collection. Awaiting the Careers Connect Destinations Report (End of Jan 19) | gaps in the area and city. | | |
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| | Academic resilience programme | Continue to use this tool to target support for disadvantaged students who need it | This programme identifies vulnerable students who may require additional pastoral support. This is based on the success of the student support services offer | AHA

AAR | Impact statements and evidence of AR programme |

			last academic year which resulted in positive impact for those involved (see impact statement 17/18)		
	Youth Connect	Continue to offer the Youth Connect Programme	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	CPA PDMs	Disadvantaged students in all year groups continue to receive support and as a result disadvantaged families work closely with school
	Working with primary schools to secure the best transition for our disadvantaged students and provide support prior to students joining us in Year 7	In depth moderation of assessment portfolios – avoiding repetition for our disadvantaged students. Securing challenge from Year 7 Offering 'greater depth' maths sessions to our feeder primaries. Disadvantaged students become familiar with the school and their maths skills enhanced before arrival	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 enhanced support plans being created in advance of September and students starting the school year positively.	Transition team SLT link	Disadvantaged students join us with experiences of DHS to secure a smooth and confident transition (evidenced by student voice) Attendance to the 'greater depth' sessions show continued engagement from primary schools

		Cross phase curriculum maps to secure a continuous learning journey from KS1 – KS4 Summer school for disadvantaged students Enhanced transition for SEN disadvantaged students SATS survival			All disadvantaged students attend summer school and provide positive feedback
	Metacognition	CPD for all staff Sept and Oct 18. Continues throughout the academic year Assemblies for students – what is metacognition? why is it important? How can I develop metacognition skills? VESPA sessions Mentoring Parent sessions – as above. How they can support their child develop these skills	Internal research shows that some disadvantaged students have not developed sufficient recall skills. This is a focus to support students ongoing learning and progress	All teachers PDMs ARY (AMA) BSH (Year 11 HAT boys)	Lessons and books show development in metacognition skills Data shows an improvement in examinations as students have developed key skills such as recall skills Student feedback from sessions monitored – Nov/Dec/March
	Department bidding	Departments can bid for specific resources	Last year, internal research shows that department bids focusing on materials	DOLs	All bids show a direct impact on outcomes and/or experiences for

		Revision materials for KS4 disadvantaged students	for home revision had an impact on outcomes. Not all disadvantaged students have access to revision materials and therefore don't have the same opportunities to revise as their non-disadvantaged peers	Teachers	disadvantaged students
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.	PDMs/form tutors and SLT lead link	Attendance in all year groups improves each half term – data tracking PA reduces – weekly monitoring Weekly /half termly/termly/whole year attendance monitoring
	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	PDMs and SLT attendance lead	Weekly, monthly, half termly, year to date tracking PA reduces
	Using the out of area profiling, provide	Provide support for disadvantaged	Profiling shows some students travel from outside the area and	PDMs and SLT attendance lead	Weekly /half termly/termly/whole

	specific support for those DP	students travelling from outside the area	this has an impact on their attendance.		year attendance monitoring
	Mini bus	Provide transport for disadvantaged students who live outside the area	Trial last year showed this worked for some disadvantaged students. We will trial again and monitor impact.	PDMs and SLT attendance lead	Weekly /half termly/termly/whole year attendance monitoring PA – tracking and response weekly Weekly /half termly/termly/whole year attendance monitoring
	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	AAR PDMs	PA reduces Weekly /half termly/termly/whole year attendance monitoring