

Pupil Premium Impact 2017/18

- The percentage of the Deanery's Pupil Premium cohort who achieved 9-4 in English increased by 8.7% and 9-4 in Maths by 14.9%. As a result, at GCSE level we have seen an 11.6% (up from 37.5%) increase in pupils achieving grades 9-4 in both English and Maths.
- 6.9% increase in pupils achieving 5+ passes at GCSE including English and Maths. Up from 32.8% in the previous year.
- 6.3% increase in pupils achieving a pass in the Ebacc measure.
- 8.7% increase in the number of students achieving the English element of the Ebacc.
- 14.9% increase in the number of students achieving the English element of the Ebacc.

The Deanery High School - Pupil Premium Strategy Statement 2018-19

| 1. Summary information | | | | | |
|------------------------|-------------------------|---|-----------|--|-----------|
| School | The Deanery High School | | | | |
| Academic Year | 2018-19 | Total PP budget | £ 342,132 | Date of most recent PP Review | 16.1.18 |
| Total number of pupils | 1368 | Number of pupils eligible for PP for financial year | 366 | Date for next internal review of this strategy | June 2019 |

| 2. Current attainment | | |
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| ASP information GCSE Results 2017-18 | Pupils eligible for PP (your school) | Pupils not eligible for PP |
| % achieving basics 9-4 in Eng & Maths | 43 | 65 |
| % achieving basics 9-5 in Eng & Maths | 20 | 38 |
| % achieving 9-4 in Eng | 59 | 83 |
| % achieving 9-4 in Maths | 51 | 68 |
| % achieving 9-5 in Eng | 38 | 63 |
| % achieving 9-5 in Maths | 25 | 47 |
| Average Progress 8 | -0.68 | -0.24 |
| Average Attainment 8 | 37.61 | 46.74 |

| 3. Barriers to future attainment (for pupils eligible for PP) | |
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| In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>) | |
| A. | Lower literacy and numeracy skills affect students' ability to progress across the curriculum. |
| B. | Low levels of motivation and engagement hamper progress and create disaffection. |
| C. | Lower attainment of disadvantaged pupils in English and Maths at KS4 than that of other pupils. |
| External barriers (<i>issues which also require action outside school, such as low attendance rates</i>) | |
| D. | Disadvantaged students are more likely to have lower attendance than their non-disadvantaged peers. See figures below for 2017-18. |

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| | | Average % attendance 2017-18 DA | Average % attendance 2017-18 all |
| | | 87.9% | 91.51% |
| E&F | Home life can be challenging for some PP students- in terms of study space and time. Aspirations can sometimes be a challenge for PP students due to a lack of understanding of career options and pathways. | | |
| 4. Desired outcomes (<i>desired outcomes and how they will be measured</i>) | | Success criteria | |
| A. | <p>Improved progress in literacy.</p> <ul style="list-style-type: none"> • Data provided at 3 points during the year keen focus in year 7. • AR reading tests and early intervention in Y7 and 8 • GL assessment to pinpoint specific intervention in lessons and additional support. • PP KS3 reading interventions with PP literacy for KS3 lead. | | <p>PP students make at least expected progress in English.</p> <p>PP students make significant progress towards age related expectations during their first year with the school.</p> |
| B. | <p>PP pupils display higher levels of engagement which promotes better progress.</p> <ul style="list-style-type: none"> • BFL data during the year indicates attitudes to school and learning allowing swift SPL response. • PP students participate in pastoral programmes arranged by SPL's. • Pastoral log records fewer incidents of poor behaviour/disaffection. • Student voice records strong levels of satisfaction with school and learning. PASS survey. • ATL grades at data drop show improvements for PP pupils via SMID | | <p>Improved social and emotional skills have a positive impact on learning and progress.</p> <p>Track BFLs throughout the year and see pupil voice questionnaire results</p> <p>PASS survey results reflect positive mind-set development for PP students.</p> <p>ATL results improving to PP students all achieving a 1 or 2 in each subject</p> |
| C. | <p>Review curriculum enrichment opportunities to ensure that PP students are exposed to cultural opportunities. Combat 'cultural deprivation' that may produce closed mind set to opportunities later in school career.</p> <ul style="list-style-type: none"> • STEM enrichment to feature as a focus for Y9 PP pupils and career pathways. • PP Champion Ebacc to source enrichment opportunities that also link with EBACC subjects. • Case study information to be collated for impact. <p>Y11 Revision support programme to register pupils so that PP attendance can be mapped and encouraged.</p> | | <p>Mapped cultural enrichment.</p> <p>Monitored attendance at enrichment.</p> <p>Impact on attainment and aspiration measured through PASS and in year data.</p> <p>Careers interview records show pupil aspiration and future plans</p> |
| D. | <p>The attendance of PP pupils is at least in line with the national average for all students 94.6%</p> <ul style="list-style-type: none"> • Attendance data • Attendance information and actions shared at case conferences. • Attendance officer and team to have a keen focus on PP pupils as a cohort to track and intervene. | | <p>Gap in attendance figures of PP and other pupils is closed.</p> |

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| <p>E.</p> | <p>PP students see relevance and benefits of independent study at home and develop resilience and motivation to complete homework and learning tasks in their own time.</p> <p>PP students have opportunities tailored to their needs to learn how to revise and prepare for examinations.</p> <p>PIXL night club to be explored for PP KS4 pupils from March onwards to further aid revision- in addition to revision support programme.</p> | <p>KS4 exam/controlled assessment results of PP students are at least as good as those of other pupils.</p> <p>PP attendance at revision sessions and Easter School</p> |
| <p>F.</p> | <p>Comprehensive careers programme for PP pupils based on the Gatsby principles so that all PP pupils can realise their potential.</p> | <p>PP accessing careers information and guidance and making informed choices regarding their future steps.</p> |

5. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all as a core standard.

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? Monitoring | Staff lead | When will you review implementation? |
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| Quality first teaching for all students resulting in strong engagement and at least expected progress being made across the curriculum. | <p>Raise staff awareness of QFT :</p> <ul style="list-style-type: none"> -highly focused lesson design. -high demands of pupil, interaction, involvement and engagement with their learning. -appropriate use of teacher questioning, modelling and explaining alongside high quality feedback and opportunities to revisit key skills/knowledge to embed the acquisition of skills or knowledge -an expectation that pupils will accept responsibility for their own learning and work independently -regular use of encouragement and authentic praise to engage and motivate pupils. -appropriate use of other adults to facilitate learning. | <p>Sutton Trust Research 2011</p> <p>‘The effects of high-quality teaching are especially large for pupils from disadvantaged backgrounds, who gain an extra year’s worth of learning under very effective teachers compared to poorly performing teachers.’*</p> <p>Several of the features of QFT teaching are referenced in the Sutton Trust EEF toolkit.</p> | <ul style="list-style-type: none"> • Planned programme of learning walks, observations & work scrutiny and faculty review. • Regular faculty scrutiny with a PP focus. • Joint checks with SLT link • Close tracking of pupils’ progress utilising SMID by all layers of leadership. • Student voice feedback and PASS | <p>SLT HOF's SPL's</p> | <p>Continuous review cycle. PP pupils and their attainment / progress will be measured during each review and opportunities for development given high priority in further actions in each faculty to improve outcomes for all.</p> |

| Additional costs of smaller classes and staffing | | | | | 216,934 |
|---|--|---|--|---|---|
| Total budgeted cost | | | | | 216,934 |
| ii. Targeted support- | | | | | |
| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Improved progress in literacy | <ul style="list-style-type: none"> -Literacy support. -Star reading to monitor progress - English reading sessions - PP KS3 champion to lead initiatives that will drive up Y7&8 literacy levels for PP pupils. -KS3 - extra literacy & numeracy lessons where appropriate provided by SEN team where PP pupils are also SEN. - Guided reading and comprehension sessions in the LRC. KS3 PP literacy champion to implement a school wide focus on language use and development focused initially on oracy. KS4 PP champion to focus on command words and development of | EEF Toolkit: Phonics +4 months SEN Reading Comprehension strategies +5 months Small group tuition +4 months | <ul style="list-style-type: none"> -Track pupil progress - Data reviews- Indicative grades using Pearson's progression service. -SLT link meetings ENGLISH - SEN SLT link meetings. Closing gaps to be evident on data from AR and GL assessment. Review of implementation. Staff voice Lesson observations Learning walks. | HODs of English and Maths. KS3 literacy champion Ks3 and KS4 PP Literacy champions. | June 18 |

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| | understanding across curricular areas | | | | |
| PP pupils display higher levels of engagement which promotes better progress. | | | <ul style="list-style-type: none"> -BFL data during the year indicates attitudes to school and learning allowing swift SPL response. -Pastoral log records fewer incidents of poor behaviour/disaffection. -Student voice records strong levels of satisfaction with school and learning. PASS survey. - ATL grades at data drop show improvements for PP pupils via SMID | | |

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| <p>PP students are exposed to cultural opportunities. Combat 'cultural deprivation' that may produce closed mind set to opportunities later in school career.</p> | <p>Ensure that a wider curricular offer enables pupils to experience cultural opportunities. KS3 outward bound. KS3 castle trip RS ambassadors programme YORKIES Geography opportunity Arts trip Science STEM opportunity DofE</p> <p>Brilliant Club</p> <p>Implement a school system for mapping extra-curricular activities and participation.</p> | <p>PP pupils can lack confidence due to a lack of wider opportunities to understand the curriculum they are presented with in a classroom. Real life experiences can contribute to a rise in confidence, aspiration and literacy of a subject due to absorption in the content.</p> | <p>Mapping system Pupil voice Impact on those that have participated on subjected attainment using Pearson's Progression.</p> | <p>PP EBACC/ Culture Champion.</p> <p>DH Progress and Standards.</p> <p>SPL's</p> <p>EBACC HOF</p> <p>RS and DofE lead.</p> | <p>July 2018</p> |
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| <p>The attendance of DA pupils is at least in line with the national average for all students 94.6%</p> | <p>-Close liaison between range of pupil support services -pupils with poor attendance are targeted and supported e.g. home visits/liaison with parents -Attendance officer and counsellor if required work with students to re-integrate them back into school after periods of absence.</p> <p>Rewards for good attendance.</p> <p>Procedures clear and DA pupils closely monitored by attendance team.</p> <p>Breakfast for PP / FSM pupils to increase attendance and punctuality</p> | <p>See attendance rates cited in Barriers to Learning Section above. % attendance of DA pupils tends to be lower than that of other pupils.</p> <p>EEF toolkit: Parental Involvement +3 months Behaviour interventions +3 months Social and Emotional learning +4 months</p> | <p>-Overall attendance monitored by SLT, attendance team and each year group's SPL.</p> <p>All intervention logged on SIMS</p> <p>-Attendance discussed at pupil case conference.</p> | <p>Deputy head Assistant Head</p> <p>Attendance team</p> <p>SPL's</p> | <p>June 18</p> |
| AR | | | | | 5,500 |
| Additional testing and analysis | | | | | 9,000 |
| Breakfast | | | | | 30,000 |
| Additional staffing including TLR and leadership | | | | | 55,738 |
| Trips and other learning activities | | | | | 10,000 |
| Total Budgeted Cost | | | | | 110, 283 |
| iii. Other approaches | | | | | |

| Desired outcome | Chosen action / approach | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
|--|---|---|---|--|--------------------------------------|
| PP students have opportunities tailored to their needs to learn how to revise and prepare for examinations. | <ul style="list-style-type: none"> -Subject teachers teach revision skills pertinent to their subject -Underperforming Y11 students are placed on a mentoring programme | <p>DA students often experience barriers to successful learning at home e.g. basic facilities or adult role models. Such independent study is necessary for good progress to be made.</p> <p>EEF Toolkit Homework +5 months Mentoring +1</p> | | <p>DH- Progress and standards</p> <p>AH: P&P</p> <p>SPL's</p> <p>HOF</p> | June 18 |
| DA pupils have a clear understanding of career pathways and are able to select their next steps appropriately. | <ul style="list-style-type: none"> -Careers pathways -Careers officer appointments -UNIFROG | | NEET figure. | <p>Lead Practitioner Careers</p> <p>SLT with responsibility for Careers</p> | June 2018 |
| Total budgeted cost | | | | | 14,960 |

