

Pupil premium strategy statement.



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, 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	The Deanery Church of England High School and Sixth Form College
Number of pupils in school	1258 (Y7-11)
Proportion (%) of pupil premium eligible pupils	28.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	January 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Martin Wood (Headteacher)
Pupil premium lead	Dominic Tobin (Assistant Headteacher)
Governor / Trustee lead	Catherine Wingrove

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£349,165
Recovery premium funding allocation this academic year	£23,736
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£372,901

Part A: Pupil premium strategy plan

Statement of intent

Intent: We aim to provide an education for life, enabling all our school community to flourish and live life to the full, irrespective of their background or challenges they may face. The warm but strict approach, established across The Deanery, will enable all pupils to know, understand and use their gifts and talents to their full potential. The academic, spiritual and social progress that pupils make during their time at The Deanery should be equally fulfilling for all.

Implementation: Our strategy will be rooted in regular, thorough diagnostic assessments. Careful analysis will identify the use of a range of sources including the EEF toolkit to support our strategy. Successful implementation of our strategy will be a staged process, continually monitored and reviewed and amended when needed. We will implement a tiered approach, which will involve: Quality first teaching and learning; Targeted academic support and Wider strategies support. In September 2022, The Deanery began its journey to becoming a Thrive© school, supporting wellbeing to improve attendance, behaviour and attainment.

Impact: As the closing of attainment, progress, engagement and attendance gaps (between PP and non-PP cohorts) is central to our strategy, we believe the tiered approach will have the greatest impact towards meeting our intended outcomes. Such an approach should positively impact the outcomes for both cohorts, but if our diagnosis and analysis of the PP cohort's progress is finely tuned and regularly reviewed, we can expect their (PP) rate of progress to be greater. Impact will be evident from a range of both qualitative and quantitative sources, and we will act early to intervene at the point additional or changing need is identified, as part of our on-going cycle of review.

Challenges

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

Challenge number	Detail of challenge
1	The short, medium and long-term impact on the progress of pupils eligible for Pupil Premium funding due to the national closure of schools due to COVID-19 between March 2020 and March 2021.

2	Lower literacy and numeracy levels of pupils eligible for Pupil Premium funding increases/widens gaps of aspiration, resilience and progress compared to non-PP pupils.
3	Behaviour profiles (including rates of fixed period suspensions) of pupils eligible for Pupil Premium show a significant weakness in their capacity and willingness to flourish in school.
4	The attendance of pupils eligible for Pupil Premium is lower than their non-PP contemporaries, resulting in wider gaps in curriculum immersion, knowledge and understanding.

Intended outcomes

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
Improve levels of engagement, attainment and progress of disadvantaged students across KS3 and KS4	At KS3, attainment and ATL (attitude to learning) data shows a narrowing gap between PP and non-PP students. At KS4, progress data for PP students continues to improve at a faster rate than non-PP students.
Improve the standards of behaviour of disadvantaged students	In-school Synergy behaviour profiles for PP pupils to improve towards the levels of non-PP pupils. Further reductions to the suspension rate for PP pupils compared to national average, at a faster rate of improvement than non-PP pupils.
Improve the attendance of disadvantaged students	Levels of attendance of PP students to improve significantly, towards national average level, LA average and those of similar schools.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,646

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic GL assessments – CATs	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction. (DIAGNOSTIC ASSESSMENTS – Evidence Insights, EEF)	1, 2 and 4
Enhancement of our maths teaching and curriculum planning, including Maths Mastery training.	‘Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught’. EEF Guidance Report – Mathematics ion KS2 and KS3. Mastery Learning (+5 months impact) (EEF Toolkit)	1, 2 and 3
Teachers develop and refine effective in-class routines including the key teaching strategies (retrieval, modelling/scaffolding, questioning) to more actively engage DP students (<i>ref. CPD Walkthrus 2021-22</i>)	Metacognition and self-regulation (+7 months impact) (EEF Toolkit) Oral feedback (+7 months impact) (EEF Toolkit)	1, 2 and 3
Improving literacy in all subject areas in line with	EEF Implementation Guide states that ‘school leaders play a central	1, 2 and 3

<p>recommendations in the EEF - Continuing to develop a schoolwide commitment to 'Read it Right' methods across all subject areas, through on-going CPD and support for teachers.</p>	<p>role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'.</p> <p>Reading comprehension +6 months impact (EEF Toolkit)</p> <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. 'Improving Literacy in Secondary Schools' <i>EEF publication</i></p> <p>Word-gap-pdf (OUP)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £123,057

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Senior Progress Leaders and Maths and English HOFs work more closely together to ensure opportunities for targeted in-School Tutoring (E&M) are prioritised.</p> <p>Further develop the academic offer for pupils in KS4 following an AP timetable to close gaps in readiness for Maths and English GCSEs. (This will include small group tuition (4:1) at The Gatehouse for Y11 pupils and group tuition (8:1) with timetabled English and Maths teachers for Y10.</p>	<p>Small Group Tuition +4 months (EEF Toolkit)</p> <p>School Led Tutoring Guidance +4 months impact (EEF Toolkit)</p>	<p>1 and 2</p>

<p>Development of the post-Covid Catch-up funded tutoring during and after school for small group and 1-to-1 bespoke support for DP pupils who are falling behind.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one and in small groups.</p> <p>Small Group Tuition +4 months (EEF Toolkit)</p>	<p>1 and 2</p>
<p>To extend the school's reading intervention (Lexia) for disadvantaged students who need additional help with reading, to comprehend texts and address vocabulary gaps.</p> <p>English HOF and SENDCo and Transition HOY to ensure all new Y7 pupils are screened for reading age.</p> <p>In-Year students screened and supported via Lexia Literacy support programme. Additional support provided through Bedrock Learning resource.</p>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading Comprehension Strategies EEF</p>	<p>1 and 2</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 231,198

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff launch of Thrive approach with two SLT strategic links and</p>	<p>Approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning.</p>	<p>1 and 3</p>

<p>three Thrive lead practitioners.</p> <p>On-going CPD, T&L support and guidance for staff and pupils via Synergy bulletins, regular assemblies regular reward events to further improve the school's culture in order to articulate impeccable behaviour and high standards for all.</p>	<p>Behaviour Interventions +4 months Impact (EEF Toolkit)</p>	
<p>Develop the impact of the new attendance team on the attendance of disadvantaged cohort. Clear role and remit working with pastoral teams and SLT to identify and address trends of falling attendance and work in partnership with families to improve the outcomes for those identified pupils.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>EEF Toolkit – <i>‘The association between parental engagement and a child’s academic success is well established’.</i></p> <p>There is a strong correlation between attendance and GCSE outcomes. NfER briefing for school leaders ‘Being Present: The Power of Attendance and Stability for Disadvantaged Pupils – 2019’ identifies addressing attendance as a key step in improving progress – <i>‘if students aren’t in, they are not making progress’.</i></p>	<p>1 and 4</p>
<p>TARGETED CO-CURRICULAR GROUP</p> <p>Embed opportunities for widening participation in co-curricular activities to encourage groups of pupils who may otherwise struggle to access our co-curricular provision for various reasons.</p>	<p>‘This might be through organised after school activities, or a programme organised by a local sporting club or association’.</p> <p>Physical Activity +1 month (EEF Toolkit)</p>	<p>1, 3 and 4</p>
<p>Development of a targeted mentoring programme for pupils</p>	<p><i>‘pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to</i></p>	<p>1, 3 and 4</p>

<p>who are struggling to engage despite having already received various interventions.</p>	<p><i>build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge</i>.</p> <p>Mentoring +2 months (EEF Toolkit)</p>	
<p>Extension of highly visible pastoral teams (including BLMs) at entrances from 8.20am to greet pupils and ensure they are ready for learning and across breaks, lunches and after-school.</p> <p>Launch of the school's Flourish Awards, aligned to the school's values, encouraging pupils to try harder, engage more widely and take brave steps, so they may truly flourish.</p>	<p>Approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning.</p> <p>Behaviour Interventions +4 months Impact (EEF Toolkit)</p>	<p>3 and 4</p>
<p>Developing the role of Behaviour Learning Mentors (BLMs) around school and at The Gatehouse, supporting our most vulnerable pupils in a range of environments.</p>	<p>One-to-one tuition +5 months (EEF Toolkit)</p>	<p>1, 2, 3 and 4</p>
<p>Improved menu of off-site Alternative Provision, catering for the SEMH needs of pupils both SEND and non-SEND that is supported by a bespoke on-site curriculum consisting of English, Maths, Pastoral</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one and in small groups.</p> <p>Small Group Tuition +4 months (EEF Toolkit)</p>	<p>1 and 2</p>

Review & Planning and Sports, fitness and wellbeing.		
Additional support	Pupils provided with the tools, resources and stimuli to organise themselves in-school planners, timetables, uniform etc. and out of school, continued dialogue between pastoral teams and families to ensure that pupils have access to devices and wifi networks to enable them to engage with school virtually if required.	1, 2, 3 and 4

Total budgeted cost: £ 372,901

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Table 1 - Attainment and Progress at GCSE 2019-2022

Academic Year Students in cohort Pupil Premium students in cohort:	2018/19 218 76	2019/20 252 79	2020/21 250* 70	2021/22 238 67
Progress8 All Pupils	-0.38	+0.10	NA	-0.38
Progress 8 Non DP	-0.11	+0.26	NA	-0.25
Progress 8 DP	-0.87	-0.48	NA	-0.73
Attainment 8 All Pupils	40.47	45.89	48.10	46.03
Attainment 8 Non DP	45.88	48.58	50.97	49.52
Attainment 8 DP	30.29	37.61	40.72	37.12
9-4 in English and Maths All Pupils	48%	63.8	69.6	56.7
9-4 in English and Maths DP	26%	42.4	51.4	38.8
9-5 in English and Maths All Pupils	28%	36.2	48.4	37.0
9-5 in English and Maths DP	12%	22.0	32.9	23.9
9-5 in English All Pupils	48.5%	58.9	68.8	63.4
9-5 in English DP	27.8%	45.8	54.3	40.3
9-5 in Maths All Pupils	32.8%	41.1	54.0	41.2
9-5 in Maths DP	13.9%	23.7	41.4	26.9
Five standard passes (9-4) including EM All pupils	43.7%	61.4	60.4	54.2
Five standard passes (9-4) including EM DP	21.5%	42.4	44.3	35.8
Five strong passes (9-5) including EM All pupils	26.2%	34.6	42.0	34.5
Five strong passes (9-5) including EM DP	10.1%	22.0	28.6	20.9

Table 1a – For the key measures in Table 1, the gaps between DP and Non-DP* and DP and All Pupils were compared to see if gaps were widening or narrowing when compared to 2019 results.

Academic Year Students in cohort Pupil Premium students in cohort:	2018/19 218 76	2021/22 255 67	Gap change Reduction = -ve Increase = +ve
Progress8*	-0.76	-0.48	-0.28
Attainment 8*	-15.59	-12.42	-3.17
9-4 in English and Maths	-22.0	-17.9	-4.10
9-5 in English and Maths	-16.0	-13.1	-2.9
9-5 in English	-20.7	-23.1	+2.40
9-5 in Maths	-18.9	-14.3	-4.6
Five standard passes (9-4) including EM	-22.2	-18.4	-3.8
Five strong passes (9-5) including EM	-16.1	-13.6	-2.5

A total of 67 pupils out of a total of 238 pupils in the 2022 Year 11 leavers' cohort qualified for Pupil Premium funding, representing 28.2% of the cohort.

Therefore:

- Each pupil = 0.42% of total cohort
- Each PP pupil = 1.49% of PP cohort
- Each Non-PP pupil = 0.58 % of Non-PP cohort

Impact of spending on last year's (2021-2022) intended outcomes:

Intended Outcome 1 – 'Improve levels of engagement, attainment and progress of disadvantaged students across KS3 and KS4'.

The Attainment 8 score shows a 'gap' between Non-DP and DP students in 2019 of 15.59 points (difference between results in yellow) decreasing to 12.42 points in 2022 (difference between results shown in green). Both cohorts improved their Attainment 8 score but the PP cohort's improvement was slightly greater than that of the non-PP cohort. This pattern of improvement (PP cohort level of improvement exceeding that of the non-PP cohort) is evidenced in finer detail and to a greater degree in each of the comparative measures shown in the table above for 'All Pupils' and 'DP' data except for 9-5 In English (see Table 1a, gap change shown in red).

Catch-up Tuition – (the majority of students selected were selected from the PP cohort)

Since January 2022, additional catch-up tuition was been offered to a total of 185 disadvantaged pupils across Years 7-11. More than half of the places were offered to Year 11 pupils, supporting them with their final preparations for the GCSE exams. Of the 185 pupils selected, 170 pupils accepted the offer of additional, after-school tuition sessions. By the end of the summer term, a total of 1092 hours of additional tuition had taken place across English, Maths, Science, RS, Art, Geography, History, MFL, PE and Vocational studies.

PP students receiving support from Behaviour Learning Mentors at The Gatehouse.

The role of Behaviour Learning Mentor (BLM) continued to develop through 2021-22, under the guidance and mentoring of the school's SENDCo. Year teams were each allocated a Behaviour Learning Mentor (BLM), available for in-class support and out of class interventions covering topics such as nurture, academic progress, communication skills and interactions, self-esteem and emotional regulation. Interventions were allocated across the two-week timetable by the relevant SPL with strategic coordination managed by the SENDCo.

Intended outcome 2 - Improve the standards of behaviour of DP students

The school's journey towards 'Impeccable Behaviour' remained a key objective and pastoral teams were asked to monitor trends of behaviour and standards in the PP and Non-PP cohorts of pupils. The whole school behaviour profile decreased last year by 5% compared to the previous year. This decrease was slightly more marked in the PP cohort than the Non-PP cohort – see table below.

Table 2 - Behaviour trends 2019-2022

	PP		Non-PP	
	Positive Points %	Negative Points %	Positive Points %	Negative Points %
2019-20	58	42	73	27
2020-2021	83	17	91	9
2021-2022	77	23	88	12

A closer look at behaviour profiles across key cohorts took place towards the end of last year (8th July 2022) provided the following data:

Table 3 – Behaviour profile by cohort

Cohort	Number of pupils in cohort	Positive Profile % (change from last year)
EAL Girls	73	92 (-2)
Non-PP Girls	532	90 (-3)
All Girls	655	86 (-5)
All Pupils	1260	84 (-5)
Non-PP Boys	513	84 (-5)
All Boys	605	82 (-4)
EAL Boys	63	79 (-8)
CLA Boys	7	79 (-1)
SEND Girls	78	77 (-8)
PP Girls	197	76 (-11)
PP Boys	174	75 (-4)
SEND Boys	111	72 (-4)
CLA Girls	6	69 (-18)

The notable trend in this data is the significant decline in the behaviour profile of PP girls at -11% compared to the previous year.

A similar analysis was carried out on Fixed Period Suspension (previously Fixed Term Exclusion) 'rate' over the last three years. A summary of the findings is below, including reference to the most recent national average for each cohort:

Table 4 - FTE Data 2018-22

Fixed term exclusions rate (Percentage of Pupil Group)	2018/19	2019/20	2020/21	2021/22	National average 2019-20
All pupils	9.3	12.7	7.0	15.3	7.4
Male	15.3	17.6	9.0	15.2	10.1
Female	4.2	8.5	5.0	15.4	4.7
FSM	22.9	29.8	20.7	34.0	19.4
Non-FSM	6.5	8.8	3.1	9.3	5.2
No SEN	3.9	4.1	3.7	8.1	5.4
SEN support	42.0	68.7	31.0	62.2	20.8
SEN EHC plan	14.3	29.4	9.1	59.3	22.7

N.B. for this section of the report, FSM are reported on rather than DP/PP. In terms of disadvantaged pupils, there was a significant increase of suspension rate between 2019 and 2022 (two comparative school years, pre and post Covid).

Intended outcome 3 - 'Improve the attendance of DP students'

Attendance 2021-22

Whole school attendance = 92.6%

Attendance of Non-PP = 91.4%

Attendance of PP = 85.3%

Gap between Non-PP and PP = -6.1%

Table 5 - Attendance Data 2021-22

This shows that has been very little change overall to the attendance gap between DP and Non-DP pupils compared to last year (*see final row last two cells – the gap has reduced by 0.1%*). The diagonal arrows link the same cohorts moving through consecutive academic years.

Year group	2021-22 (%)			In year Gap % Non-DP to DP	Relevant gap for previous year 2020-21
	DP	Non-DP	All		
7	90.2	93.7	92.6	-3.5	-5.2
8	88.2	93.4	92.0	-5.2	-6.4
9	82.3	90.7	88.2	-8.4	-8.4
10	82.7	90.2	87.8	-7.5	-7.0
11	83.2	88.9	87.2	-5.7	-8.9
Overall	85.3	91.4	89.6	-6.1	-6.2

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.