

Pupil Premium Strategy

September

2019

Next review date: **September 2020**

What is the Pupil Premium?

The Pupil Premium is additional funding which is allocated to schools on the basis of the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years (known as 'Ever 6 FSM') or have been in local authority care at any point. It is also available for children of service personnel. It is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers.

The DfE has given us the freedom to use the Pupil Premium grant as we see fit, based upon our knowledge of our pupils' needs. However, we are accountable for the use of this additional Pupil Premium funding.

The purpose of the Pupil Premium Policy

Statistics indicate that in England and Wales there is a significant gap in the academic performance (attainment and progress) of pupils who receive free school meals (and/or who are looked after or are previously looked after) and those who are not. On average, they underperform academically compared to their peers. The reason for this gap is complex but it should be noted that many disadvantaged pupils (DP) do exceptionally well in school.

As such, we have used the Pupil Premium funding in a number of different ways, as outlined in this document. The grant has been used to either expand existing initiatives or to fund new strategies to provide support, intervention and enrichment activities. We will also make sure decisions about the spending of Pupil Premium funding is based on educational research and that data analysis and knowledge of children is used to identify barriers and individualise intervention.

This document is a strategy for the 11-16 provision The Deanery C of E High School and Sixth Form College. Further provision and arrangements are made in the sixth form through bursary applications in Years 12 and 13. Please contact the sixth form team for more information on this.

Pupil Premium funding for 2019-20

| Disadvantaged pupils | Pupil premium per pupil |
|--|-------------------------|
| Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM) | £1,320 |
| Pupils in years 7 to 11 recorded as Ever 6 FSM | £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 | £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 | Pupil premium per pupil |
| 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 | £300 |

Headlines

The progress of disadvantaged pupils at our school (-0.87) is significantly below those non-disadvantaged pupils nationally at the same starting point. Thirty five percent of our 2018-19 leavers qualified for the Pupil Premium funding.

A declining three year trend in the progress of disadvantaged pupils is evident at the school, as can be seen in the table below.

The gap between disadvantaged pupils and those non-disadvantaged has increased in 2018/19.

The percentage of disadvantaged pupils at The Deanery C of E High School and Sixth Form College achieving grades 9-5 in English and Maths is lower than the national average for disadvantaged pupils.

Just over a fifth of pupils qualifying for the pupil premium achieved five standard passes (9-4 including English and Maths. This shows a fluctuating downward three year trend.

The attendance data shows a concerning increase in the gap between disadvantaged pupils and non- disadvantaged as student transition from Key Stage 3 to Key Stage 4.

Attainment and Progress – Impact of Pupil Premium

The data below incorporates all strands of the Disadvantaged Pupil (DP) funding identified above.

| Students in cohort | 2016/17: 221 | 2017/18: 190 | 2018/19: 218 |
|---|---|---|---|
| Pupil Premium students in cohort: | 55 | 54 | 76 |
| Progress8 All Pupils | -0.11 | -0.37 | -0.38 |
| Progress 8 Non DP | 0.07 | -0.24 | -0.11 |
| Progress 8 DP <i>*Like-for-like</i> | -0.65 National: -0.43* | -0.69 National: -0.44* | -0.87 National: -0.45* |
| Attainment 8 All Pupils | 45.18 | 43.96 | 40.47 |
| Attainment 8 Non DP | 49.00 | 46.74 | 45.88 |
| Attainment 8 DP | 34.41 | 37.61 | 30.29 |
| 9-4 in English and Maths All Pupils | 61% | 58% | 48% |
| 9-4 in English and Maths DP | 36% | 43% | 26% |
| 9-5 in English and Maths All Pupils | 39% | 33% | 28% |
| 9-5 in English and Maths DP | 25% | 20% | 12% |
| 9-5 in English All Pupils | 58.4% | 55.4% | 48.5% |
| 9-5 in English DP | 34.4% | 39.7% | 27.8% |
| 9-5 in Maths All Pupils | 45.1% | 40.6% | 32.8% |
| 9-5 in Maths DP | 28.1% | 27% | 13.9% |
| Five standard passes (9-4) including EM All pupils | 59.2% | 51.5% | 43.7% |
| Five standard passes (9-4) including EM DP | 32.8% | 39.7% | 21.5% |
| Five strong passes (9-5) including EM All pupils | 39.5% | 30.7% | 26.2% |
| Five strong passes (9-5) including EM DP | 23.4% | 20.6% | 10.1% |

Attendance Data for 2018-19

| | 2018-19 (%) | | (%) | In year Gap % |
|----------------|--------------|--------------|--------------|---------------|
| Year | DP | Non DP | All | |
| 7 | 94.22 | 97.44 | 96.35 | -3.22 |
| 8 | 92.62 | 95.75 | 94.56 | -3.13 |
| 9 | 93.40 | 95.58 | 94.89 | -2.18 |
| 10 | 89.54 | 94.85 | 93.44 | -5.31 |
| 11 | 84.14 | 93.43 | 90.19 | -9.29 |
| Overall | 90.28 | 95.72 | 93.88 | -5.44 |

Pupil Premium Strategy 2019-2020

The following is the strategy and projected spending to address the above barriers to learning. The school will receive **£197,680** of Pupil Premium funding for 2019-20.

Objectives 2019-20

- 1. Improve levels of engagement of DP students across both key stages**, so that they achieve positive Progress 8 average scores. This will lead to a significantly reduced gap in progress between DP and Non-DP students. This will build the school's capacity to achieve Objectives 2 and 3. *(Pupils who see the relevance of study and feel supported are more likely to want to come back each day, work harder and behave better)*
- 2. Improve the standards of behaviour of DP students**, in order to reduce the rate of FTE incidents of DP students to that of Non-DP students. This will build the school's capacity to achieve Objectives 1 and 3. Reducing DP exclusions should increase their attendance – if they are in school, behaving well, they are more likely to engage, succeed and flourish.
- 3. Improve the attendance of DP students, with a particular focus at KS4**, so that the gap between Non-DP is significantly reduced. This will build the school's capacity to achieve Objectives 1 and 2. *(If the pupils are in school, we can do something with them, if they're not here, we can't)*

Objective 1 - Improve levels of engagement of DP students across both key stages

| Strategy | Actions | Cost |
|--|---|---|
| Quality first teaching <i>To ensure all DP students experience high quality teaching.</i> | <p>Teachers know and understand the profile of DP students in each class</p> <p>Teachers develop effective in-class routines to engage DP students</p> <p>Teachers analyse and respond to class progress data for DP students</p> <p>HOF analyse and respond to Faculty progress data for DP students</p> <p>Standing agenda for Faculty Advocate SLT meeting</p> <p>High quality revision guides for all GCSE subjects, used within a planned departmental programme</p> | <p>Consider:</p> <ul style="list-style-type: none"> • % of AHT T&L salary • % of DP related TLRs • % of CPD bought-in training/resources • % cost of rewards for DP students showing improved levels of progress |
| Maths and English Intervention <i>To ensure all DP Small Group work and 1 to 1. Improve core subject GCSE grades of pupils below target.</i> | <p>SPLs and Maths and English HOFs analyse and respond to Maths and English progress data for DP students, working creatively to address identified shortfalls in skills, knowledge and understanding</p> <p>Teachers with TLR for PP, Literacy and Numeracy develop programmes to support identified shortfalls that cannot be met within the classroom</p> | <p>Consider:</p> <ul style="list-style-type: none"> • % of SPL and HOF Maths and English TLR • Funding of TLRs linked specifically to PP and Lit/Num (except Y7 due to Catch-up funding) • % Alternative Provision staffing • Resources to support the above • % cost of rewards for DP students showing improved levels of progress |
| Accelerated Reader programme. <i>To increased reading proficiency of pupils at KS3.</i> | <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 as above</p> <p>Priority plan for identified DP students below threshold</p> <p>English HOF to analyse and respond to Accelerated Reader progress reports</p> <p>Standing agenda for SLT Advocate meeting</p> | <p>Consider:</p> <ul style="list-style-type: none"> • % of HOF Faculty TLR cost • % of staffing for Accelerated Reader programme • Full cost of Accelerated Reader annual cost • % towards linked Library resourcing • % or full cost of a lunch time reading club – targeting DP but not exclusive • % cost of rewards for DP students showing improved levels of progress |

Objective 2 - **Improve the standards of behaviour of DP students**

| Strategy | Actions | Cost |
|--|---|--|
| Professional pursuit of “Impeccable Behaviour” Define, explain and demonstrate consistent expectations of pupil behaviour | Behaviour expectations are clearly communicated and consistently applied. Staff challenging unacceptable behaviour will be supported in the process Regular professional development and review of agreed protocols Pupils provided with the tools, resources and stimuli to organise themselves Form Tutors, Pastoral teams, class teachers and HOFs analyse and respond to behaviour data for DP students in their charge Standing agenda for SLT Advocate meeting - shared with SLT half-termly | Consider: <ul style="list-style-type: none"> • % AHT Behaviour salary • % Staffing for RTI • % CPD time for behaviour management training/resources • % TLR (HOF. SPL) and HOY salary • % cost of rewards for DP students showing improved behaviour |
| Provision of a purposeful and calm learning environment for our most vulnerable students For those DP students who struggle to engage with a full curriculum | Development of a package of Alternative Provision, catering for the SEMH needs of pupils both SEND and non-SEND AP manager to work with HOFs and SPLs to analyse and respond to behaviour data for DP students in their charge Regular review of DP students’ Alternative Provision to be | Consider: <ul style="list-style-type: none"> • % AHT Behaviour salary • % staffing salary for AP • % Alternative Provision courses (eg., Fix-It etc.) • % TLR/HOF working in liaison with AP staff • % cost of rewards for DP students showing improved behaviour |
| Enhanced Educational psychologist service To identify complex barriers to learning and support a strategic approach when accessing support for high level needs. | External agency working with pupils at risk of exclusion Improve professional relationship with Engagement Centres Wigan Improve social and emotional skills of pupils at risk of exclusion | Consider: <ul style="list-style-type: none"> • Pro-rata salary cost for additional EP • Additional funding to support suggested directives/provision |

Objective 3 - **Improve the attendance of DP students, with a particular focus at KS4**

| Strategy | Actions | Cost |
|---|---|---|
| <p>Attendance and Pastoral Teams work more closely To identify and address emerging and known patterns of poor attendance in DP students</p> | <p>Weekly attendance report distributed to Pastoral teams includes DP versus non-DP</p> <p>Priority meetings/phone calls arranged with expectation of parental support</p> <p>Attendance Action Plans developed by Pastoral leads that provides consistent tracking procedures and strategies for DP students</p> <p>Fortnightly report to HT regarding DP attendance by Year group</p> | <p>Consider:</p> <ul style="list-style-type: none"> • % AHT salary • % salary attendance team members • % salary pastoral team |
| <p>Uniform support DP students are as smartly presented as non-DP students, reducing anxieties about 'difference' and inclusion belonging.</p> | <p>FT keep accurate records on uniform issues, contacting home when standards fall</p> <p>Subject teachers and HOFs to analyse Synergy for 'equipment' and 'uniform' concerns, liaising with Pastoral team where necessary</p> <p>Pastoral Team use data to broaden discussions to winter wear, bags, equipment</p> <p>HOY to maintain strategic overview, responding to need but keeping accurate tracking notes</p> | <p>Consider:</p> <ul style="list-style-type: none"> • An agreed 'stock' of school uniform • An agreed sum for 'as needed' items and equipment • Departments to hold stock for rapid interventions/support |
| <p>Building cultural capital Enabling DP students to become involved and immersed in cultural activities to raise aspirations, sharpen focus and strengthen resilience</p> | <p>Support extra-curricular clubs to encourage DP student involvement</p> <p>Teachers responsible for extra-curricular clubs to keep accurate tracking records to monitor the attendance and progress of DP students</p> <p>Identification of DP students for bespoke careers/HE guidance and support</p> | <p>Consider:</p> <ul style="list-style-type: none"> • % Sixth Form support staff salary • % salary for supporting lunchtime extra-curricular clubs • Funds made available for planned enrichment events to encourage DP students to attend |