

# 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	29.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	January 2024
Date on which it will be reviewed	July 2024
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	£370,920
Recovery premium funding allocation this academic year	£95,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£466,140

# 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.

**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: £23,307

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. <b>(DIAGNOSTIC ASSESSMENTS – Evidence Insights, EEF)</b>	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’. <b>EEF Guidance Report – Mathematics ion KS2 and KS3.</b>  <b>Mastery Learning (+5 months impact)</b> <b>(EEF Toolkit)</b>	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> )	<b>Metacognition and self-regulation (+7 months impact)</b> <b>(EEF Toolkit)</b>  <b>Oral feedback (+7 months impact)</b> <b>(EEF Toolkit)</b>	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 <b>'Read it Right'</b> 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><b>Reading comprehension +6 months impact (EEF Toolkit)</b></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: £153,826.20

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&amp;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><b>Small Group Tuition +4 months (EEF Toolkit)</b></p> <p><b>School Led Tutoring Guidance +4 months impact (EEF Toolkit)</b></p>	<p>1 and 2</p>

Development of the 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.	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.  <b>Small Group Tuition +4 months (EEF Toolkit)</b>	1 and 2
To extend the school's reading intervention (Lexia) for disadvantaged students who need additional help with reading, to comprehend texts and address vocabulary gaps.  English HOF and SENDCo and Transition HOY to ensure all new Y7 pupils are screened for reading age.  In-Year students screened and supported via Lexia Literacy support programme.	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:  <b>Reading Comprehension Strategies EEF</b>	1 and 2

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

Budgeted cost: £ 289,006.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff launch of Thrive approach with two SLT strategic links and three Thrive lead practitioners.  On-going CPD, T&L support and guidance for	Approaches to develop a positive school ethos and discipline which also aims to support greater engagement in learning.  <b>Behaviour Interventions +4 months Impact (EEF Toolkit)</b>	1 and 3

<p>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>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><b>EEF Toolkit</b> – ‘<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 ‘<b>Being Present: The Power of Attendance and Stability for Disadvantaged Pupils – 2019</b>’ 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><b>TARGETED CO-CURRICULAR GROUP</b> 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><b>Physical Activity +1 month (EEF Toolkit)</b></p>	<p>1, 3 and 4</p>
<p>Development of a targeted mentoring programme for pupils who are struggling to engage despite having already received various interventions.</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 build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge</i>’.</p>	<p>1, 3 and 4</p>

	<b>Mentoring +2 months (EEF Toolkit)</b>	
<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><b>Behaviour Interventions +4 months Impact (EEF Toolkit)</b></p>	3 and 4
<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>	<b>One-to-one tuition +5 months (EEF Toolkit)</b>	1, 2, 3 and 4
<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 Review &amp; Planning and Sports, fitness and wellbeing.</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><b>Small Group Tuition +4 months (EEF Toolkit)</b></p>	1 and 2



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: £ 466,140**

## **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**

Academic Year	2020/21	2021/22	2022-23
Students in cohort	250*	238	251
Pupil Premium students in cohort:	70	76	78
Progress8 All Pupils	NA	-0.38	-0.44
Progress 8 Non DP	NA	-0.25	-0.12
Progress 8 DP	NA	-0.73	-1.19
Attainment 8 All Pupils	48.10	46.03	41.81
Attainment 8 Non DP	50.97	49.52	45.97
Attainment 8 DP	40.72	37.12	32.60
9-4 in English and Maths All Pupils	69.6	56.7	51.8
9-4 in English and Maths DP	51.4	38.8	30.8
9-5 in English and Maths All Pupils	48.4	37.0	29.9
9-5 in English and Maths DP	32.9	23.9	15.4
9-5 in English All Pupils	68.8	63.4	55
9-5 in English DP	54.3	40.3	38.5
9-5 in Maths All Pupils	54.0	41.2	33.1
9-5 in Maths DP	41.4	26.9	15.4
Five standard passes (9-4) including EM All pupils	60.4	54.2	48.6
Five standard passes (9-4) including EM DP	44.3	35.8	26.9
Five strong passes (9-5) including EM All pupils	42.0	34.5	27.5
Five strong passes (9-5) including EM DP	28.6	20.9	14.1

**Context**

For the past four years, each set of GCSE results has been awarded within a unique set of circumstances:

**2020 Centre Assessed Grades:** Schools were tasked with determining GCSE grades based upon a judgement of the grades pupils would have achieved if examinations had taken place.

**2021 Teacher Assessed Grades:** Schools awarded grades based upon evidence from coursework assignments, in-school assessments, project work and any external unit examinations.

**2022 Examination Grades:** Grades were based on examination results with contingencies in place to take account of COVID impacts, including formula sheets, advance information and adjustment of grade boundaries to ensure a grade distribution somewhere between 2019 and 2021 results.

**2023 Examination Grades:** Return to pre-COVID examination standards, with the exception of formula sheets within maths and physics examinations and wider spacing of examinations in the same subject. Those who sat their GCSEs this summer were subject to multiple phases of home learning during the pandemic - and have faced further disruption this year as a result of teacher shortages and industrial action. Some grade protection in place.

### Summary of attainment and progress of PP students:

- The A8 for disadvantaged has increased since 2019 by 2.09. This is a larger increase than the 1.15 increase for cohort as a whole
- Both the maths and English average grades for disadvantaged are higher than 2019
- EBacc average grades have increased for disadvantaged pupils.
- Open average grades have fallen for disadvantaged pupils

### Alternative Provision – developing the in-school curriculum model

Currently, there are six pupils in KS4 accessing an alternative provision course out of school as part of their agreed curriculum. Four of the six pupils (67%) are on the Pupil Premium register. All six pupils continue to attend core lessons on their school days and receive additional English and maths support at times when option subjects are taught. We are continuing to work with Wigan Athletic Community Trust on Friday mornings, with a focus on KS3 mentoring for pupils who are struggling to flourish. In addition, year teams are working more closely with their BLM to provide opportunities for students to receive more personalised support at The Gatehouse and explore aspects of Thrive mentoring as their gaps of development are identified.

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

#### Behaviour trends 2019-2023

	PP		Non-PP	
	Positive Points %	Negative Points %	Positive Points %	Negative Points %
2019-20	<b>58</b>	<b>42</b>	73	27
2020-2021	<b>83</b>	<b>17</b>	91	9
2021-2022	<b>77</b>	<b>23</b>	88	12
2022-2023	<b>80</b>	<b>20</b>	88	12

As the school's journey towards 'Impeccable Behaviour' continues, pastoral teams are asked to monitor trends of behaviour and standards in the PP and Non-PP cohorts of pupils. After a slight dip in whole school positive behaviour balances between 2021-2022, there was a slight increase through to the end of 2023. Interestingly, the whole school increase occurred because of an improvement in the behaviour profile of the PP cohort (see table above).

Analysis of the Fixed Period Suspension (previously Fixed Term Exclusion) 'rate' over the last four years is included as part of the weekly SLT meetings. This closer monitoring of trends is shared with wider pastoral teams regularly. A summary of the findings are below, including reference to the most recent national average:

Fixed term exclusions rate (Percentage of Pupil Group)	2019/20	2020/21	2021/22	2022/23	National average 2021/22
All pupils	12.7	7.0	15.3	<b>8.4</b>	14.0
FSM	29.8	20.7	34.0	<b>16.4</b>	34.2
Non-FSM	8.8	3.1	9.3	<b>5.7</b>	8.6

**N.B.** for this 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). Improvements were seen last year in all cohorts, with a significant reduction in the rate of FSM pupils. The most recent national data (2021-22) has only recently been reported and whilst our data for the same year is largely on par with the national data, we expect the 2022-23 data to show a favourable difference to the national picture when that data is received later next year.

**Intended outcome 3 - 'Improve the attendance of DP students'  
Attendance rates comparing 2021-22 with 2022-23**

	Attendance % 2021-22	Attendance % 2022-23
<b>Whole school</b>	90.4	91.2
<b>PP pupils</b>	85.8	86.6
<b>Non-PP pupils</b>	92.0	92.8

Improvements were seen in the attendance levels of both PP and Non-PP pupils last year when compared to the previous year. The level of increase was identical in both years at +0.8%

## 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.*