

# Denefield Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2025 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	Denefield
Number of pupils in school	1131 (974 Y7 – Y11)
Proportion (%) of pupil premium eligible pupils	Y7-11 = 16.5% Y7 = 22% Y8 = 22.5% Y9 = 24% Y10 = 18% Y11 = 13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 -2023 to 2024-2025
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Edwin Towill
Pupil premium lead	Lee Simpson
Governor / Trustee lead	Olive Kayongo

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£162,000 + £8,000 (CLA)

Recovery premium funding allocation this academic year	£40,000
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	£210,000

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy also impacts wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, through Literacy specialists based in the Edison centre.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	<p>The maths attainment of disadvantaged pupils at KS3 is lower than that of their peers – this is also true nationally.</p> <p>Nationally benchmarked GL assessments show that, when compared to the national average performance of all students, in Y8 too few disadvantaged students reach the “average” assessment score and too many attain the “below average or less” score (44% v NA all of 23%) though those who attain the “very low” score is in line with national for all (7% v NA all of 7%).</p> <p>In Y9, too few students achieve the “above average or less” score and too many attain the “below average” score (31% v NA all of 23%). Slightly too many students achieve the “very low” score (6% v NA all 4%).</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that a proportion of disadvantaged pupils have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>For KS3 students, this is supported by nationally benchmarked GL assessment data for all students. Too many current Y8 students attained the “below average or less” score (40% v NA all 23%). However, in English, no disadvantaged students were classified as “very low” in our Y8 or Y9 cohorts.</p> <p>Y9 PP students have 1% less students rated as below average than the NA and this is compared with the NA for all students.</p> <p>In the 2022 – 2023 academic year, 43 students were identified as having a reading age significantly lower than their chronological reading age and took part in the Fresh Start intervention programme.</p>
3	<p>Our Internal data and observations show that many disadvantaged students lack the cultural capital (knowledge), a more extensive</p>

	<p>technical vocabulary and the metacognitive strategies to support the production of extended writing. This is indicated across the curriculum.</p> <p>Many of the lower and middle ability students also lack the resilience to monitor and regulate their learning and this is evident in lower participation in lessons and less homework completion.</p>
4	<p>Our assessments, surveys, observations and discussions with pupils and families have identified behavioral, social and emotional issues for many pupils such as: anxiety, depression (diagnosed by medical professionals), low self-esteem, aggression, defiance, refusal to accept authority and limited ability to self-regulate negative emotions. These challenges appear to affect disadvantaged pupils at Denefield disproportionately.</p> <p>During the pandemic, teacher referrals for welfare support markedly increased. 38% of all concerns related to social and emotional well-being were for PP students.</p> <p>As of November 2023, 43 students at Denefield currently require additional support with social and emotional needs, mental health and anxiety (<i>26% of these students are PP when the PP cohort in school is 16.5%</i>). These students are receiving small group interventions or individual counselling support organised by our Welfare Team.</p>
6	<p>Our data demonstrates that there is a gap of -5.08% in attendance for disadvantaged students at Denefield (85.83% vs 90.91%). This is an increase of 2% on last year's figure. However, the national average attendance for disadvantaged students has lowered to 85.3% and Denefield's figure of 85.83% is above the national average. The attendance gap is widest in Y10 (-9.26%) and Y11 (-9.9%) when compared with non-disadvantaged peers.</p> <p>Our data demonstrates that there is a gap of -20.39% in the PA of disadvantaged students compared with non-disadvantaged students at Denefield (36.09% vs 16.51%).</p>

	<p>Our data demonstrates that there is a gap of -3.86% in the SA of disadvantaged students compared with non-disadvantaged students at Denefield (4.76% vs 0.9%).</p>
7	<p>Our internal data shows that exclusions of PP students remains proportionally higher than the 16% of PP students represented in the school.</p> <p>Exclusions of PP students across the academic year 2023-2024 (where 16% of the school was PP) accounted for 33% of exclusions. However, this is a reduction of -11% on the previous academic year's figure of 44%.</p> <p>The top 3 reasons for exclusion (for all students) are:</p> <ol style="list-style-type: none"> <li>1. Persistent disruptive behaviour</li> <li>2. Verbal abuse or threatening behaviour towards and adult</li> <li>3. Physical assault on another pupil</li> </ol> <p>It should also be recognized that one of our key school improvement strategies is our behaviour curriculum which has significantly raised expectations for behaviour over the last 18 -24 months. This has impacted students' outcomes positively (including PP students) as detailed in the evaluation above and effective sanctions and corrective strategies are a fundamental part of this strategy. In addition to this, we have added: an inclusion manager, SLP, ICE and ACE provision to help transform students' behaviour. These strategies are beginning to show a positive impact on our school culture.</p> <p>It is worth noting that as of September 2023, and in light of both our excellent 2023 academic outcomes for all students and groups – and a positive Ofsted experience Nov 2023 – we have further increased our behavior expectations as part of our journey towards excellence. This will influence suspension and sanctions data</p>

## 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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>By the end of our current plan in 2024/25, 75% or more of disadvantaged pupils enter the English Baccalaureate (EBacc).</p> <p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>an average P8 score of 0 or greater <i>(which will be above the national average PP P8 performance of -0.55 2022)</i></li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved literacy, metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own behaviour and learning. This finding is supported by: outcomes, behaviour data, homework completion rates across all classes and subjects and increased scores in knowledge recall tests.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged – with a focus on a standardised behaviour curriculum	Sustained high levels of wellbeing from 2024/25 demonstrated by:

to ensure happiness, safety and progress for all.	<ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%.</li> <li>• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being 0% lower than their peers.</li> </ul>

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: £ [105,400]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that high quality teaching and learning is the routine day-to-day experience of our disadvantaged students to support improving students'	<a href="https://educationendowmentfoundation.org.uk/pupil-premium/guidance/">Pupil_Premium_Guidance.pdf (educationendowmentfoundation.org.uk)</a>  <a href="https://d2tic4wvo1iusb.cloudfront.net/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</a>	1,2,3,4



<p>engagement: <i>know students well, teach them well and have the highest expectations.</i></p> <p>The focus is on standardised lesson delivery (Lesson on a Page), and standardised curriculum materials in all Faculties and Maths specifically.</p> <p>In addition to this, there is a CORE (English and Science) focus on improving the quality of the curriculum sustainably through “bookletisation” at KS3/4.</p> <p>Bookletisation focus rolled out to Maths and Humanities as English and Science booklets are successful.</p>	<p><a href="#">Against_the_odds_report.pdf (publishing.service.gov.uk)</a></p>	
<p>Improve middle leadership impact in order to raise the attainment and progress of</p>	<p><a href="#">Against_the_odds_report.pdf (publishing.service.gov.uk)</a></p> <p>Improve the culture of teachers and leaders to ensure responsibility for</p>	<p>1,2,3,4</p>

<p>disadvantaged students e.g. DHOFs as a lead supporting FLs and SLs.</p> <p>HOFs and TLRs to ensure that our circulation strategy in lessons focussing on PP/SEND students is consistent from teacher to teacher. CORE DHOFs to drive this.</p> <p>Use HOH as standards <i>leaders - a stronger behaviour culture based on high expectations improves academic outcomes</i></p>	<p>improving experiences for disadvantaged students is always a priority.</p>	
<p>Priority focus on an enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will also fund teacher release time if necessary to embed key elements of the guidance in school, and to access The MathsMorbis Hub at Willink school</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://www.gov.uk/teaching-mathematics-at-key-stage-3">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/ks2-ks3-maths-guidance-2017">KS2_KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>1,3</p>

CPD offer (including Teaching for Mastery training).		
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>Embed disciplinary Literacy across the curriculum in all Faculty Areas with a clear focus on language acquisition, the language of scholarship and verbal articulation.</p> <p>Identify 3 whole school strategies to begin implementation</p> <ol style="list-style-type: none"> <li>1. Targeted Vocabulary acquisition.</li> <li>2. Structured talk in the classroom – Oracy.</li> <li>3. Breaking down complex writing tasks and the process of creating successful pieces of writing.</li> </ol>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	2,3

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [37,400]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop impactful Alternative Provision that supports students to improve their confidence, self-esteem, <i>pro-social</i> behaviours and attitudes to school/learning in order to support avoiding/reducing exclusions.</p> <p>This includes our inclusion manager, SLP, ICE and ACE provision.</p>	<p><a href="#">New EEF trial: can adventure learning improve students' skills,...   EEF (educationendowmentfoundation.org.uk)</a></p>	6,7
<p>Implement and further develop a behaviour strategy based on “care” to ensure that disadvantaged students are supported to meet expectations in order to ensure the best possible life opportunities.</p>	<p><a href="#">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	3,4
<p>Literacy intervention students identified</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective</p>	2,3

<p>as having low literacy levels at KS3 using Literacy Assessment tools to assess progress – delivered through Edison small group teaching. Focus resources Y7-9</p> <p>Implement targeted reading intervention with identified Y7-8 using Fresh Start. Measure students' reading ages every 6 weeks to show impact. SWR/HOL</p> <p>Utilise specialist Literacy teachers to deliver Fresh Start.</p>	<p>method to support low attaining pupils or those falling behind, both one-to-one: <a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition/">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups: <a href="https://educationendowmentfoundation.org.uk/small-group-tuition/">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Whole school Reading strategy to improve cultural capital of students in Y7-9 with a focus on classic Literature and reading for purpose.</p> <p>Measure: GCSE outcomes and GLs KS3</p>	<p><a href="https://www.learningspy.co.uk/why-we-need-to-read-aloud/">Why we need to read aloud – David Didau (learningspy.co.uk)</a></p> <p><a href="https://www.learningspy.co.uk/what-every-teacher-needs-to-know-about-reading/">What every teacher needs to know about reading – Learning Spy Academy</a></p> <p><a href="https://www.learningspy.co.uk/why-just-reading-might-make-more-of-a-difference-than-teaching-reading/">Why 'just reading' might make more of a difference than teaching reading – David Didau (learningspy.co.uk)</a></p>	2,4
<p>Buy in Accelerated Reader as a targeted</p>	<p>Using Accelerated Reader as a targeted intervention for those with below age expected reading ages (EEF recommend</p>	2,4

<p>intervention to support literacy development and increase students' reading for pleasure – focus resource on Y7-9. This will support the whole school reading strategy Y7-9.</p> <p>Rejected – see evaluation below</p>	<p>Y7) may be a promising intervention to increase the volume and range of students' reading. <a href="#">Accelerated Reader (re-grant)   EEF (educationendowmentfoundation.org.uk)</a></p> <p>This has also been supported by research from Durham University.</p>	
<p>Improve Aspirations for disadvantaged students through the use of the HATs coordinator and a message of "Aim High".</p>	<p><a href="#">Pupil_Premium_Guidance.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p><a href="#">Against_the_odds_report.pdf (publishing.service.gov.uk)</a></p>	<p>4,5</p>

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

Budgeted cost: £ [27,200]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide financial/other assistance to students from disadvantaged backgrounds to</p>	<p>Inter-school and our own professional observations of how important providing experiences and resources to "level up" for disadvantaged students.</p>	<p>4,5</p>

<p>support aspiration and inclusion.</p> <p>Hold a contingency fund for acute issues which may arise.</p>		
<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="#">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	6
<p>Introduce a "Texting Parents" programme across KS4 (in the first instance) to support with extended learning completion and parental engagement ahead of assessments, PPEs, GCSEs.</p>	<p><i>Supported by the EEF and Social Mobility Commission as an impactful strategy for parental engagement – "Against The Odds" Report June 2021.</i></p> <p><a href="#">Against_the_odds_report.pdf (publishing.service.gov.uk)</a></p>	3,4,6
<p>Develop extra-curricular experiences that support students to improve their confidence, self-esteem, <i>pro-social</i></p>	<p><a href="#">EEF and Sutton Trust respond to Government's new Covid-19...   EEF (educationendowmentfoundation.org.uk)</a></p>	4,5

behaviours and attitudes to school and learning.	<a href="#">Ofsted Annual Report 2020/21: education, children's services and skills - GOV.UK (www.gov.uk)</a>  <i>"Schools must once again become places where children can enjoy a rounded experience: a rich and broad curriculum, sport and physical activity, and extra-curricular opportunities that broaden their horizons."</i>	
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions in a Therapy venue.</p> <p>This includes training for school staff, collaboration with our local behaviour hub and teacher release time.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:  <a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p>EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:  <a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	5,6,7

Total budgeted cost: £ [170,000]



## 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.

#### KS4:

PP P8 at GCSE 2022/2023 was +0.43 which is a *significant shift* from 2019 P8 of -1.14 and significantly above the PP national average of -0.55 from 2022 (+0.98 higher).

*Stronger PP performance* in DT of 0.68 (2019 -0.49) English of 0.63, English Lit 1.27 (2019 -1), IT 0.64 (2019 -1.24), Maths of 0.26 (2019 -1.14), Science trilogy 0.27 (2019 -1.64), History 1.08 (2019 -1.3). *All of these are significantly above the 2022 national average for PP students of -0.55.*

Areas of focus for PP will continue to be Maths and *Science (related to English performance)* and also: Art (Craft and Design), Drama, French, Geography, Music and Sport Tech.

In addition to this, the PP cohort of students in CORE Y11 (20) were positively discriminated for with either: the historically best teachers in a CORE subject taking classes with targeted PP students in the class (where feasible), CORE booster support for English and Maths, or KS4 English Students experiencing 1 or more of these interventions performed as follows:

	English	Literature	Maths	Science
<i>P of 0.4 or better</i>	55%	70%	40%	40%
<i>P of 0.2 or better.</i>	—	10%	20%	11%

<i>P of 0 or better:</i>	—	—	5%	—
<i>P of -0.5+ (above 2023 NA of -0.55)</i>	85%	90%	70%	54%

This evidence also indicates that the work on teaching and Learning, improving students' articulacy and Literacy, and improving metacognition over the last 3 academic years is having an impact on performance.

It is significant that in the areas where colleagues have the highest expectations, and evidence of the highest levels of homework completion in the school (English and Science) there has been strong PP progress.

It is also significant that English and Science have the strongest curriculum materials and leadership of learning. Both areas understand the importance of cognitive science in education and have worked with, and been scrutinised, by externals with excellent feedback. In particular, the work on standardising a quality curriculum based on ambition, challenge, educational science and booklets has been identified as high quality. Science has demonstrated significant progress with outcomes and much of this can be attributed to a stronger curriculum, higher expectations and Lesson on a Page delivery.

Maths, while not as strong as the other CORE faculties, has been receptive to standardisation and has experienced 2 years of support and challenge from a Maths Morbus Hub at a school with a strong Maths team. This collaborative work on leadership, mastery teaching, and standardisation of the curriculum has supported the shift from -1.15 2019 to 0.26 and will be continued.

*CORE DHOF impact:* the information above also shows that the decision to specifically ensure that intervention with PP students' is a key accountability in the DHOF job description has had a significant impact in English, Maths and Science.

% Grade 4 and 5 in English and Maths to be in line with, or better than, the national average for PP students.

The 2022 validated national performance for all students was:

5+ E+M = all 57%

Denefield PP students 2019:

5+ E+M = 9.1%    4+ E+M = 24.2%

Denefield PP students 2023:

5+ E+M = 50%    4+ E+M = 60%

*Faculty Areas to address with PP students at KS4: Art (Craft and Design), French and Sport Tech (though all above the 2022 NA of -0.55). Geography, Drama and Music – all less than 2022 NA -0.55*

EBACC: Denefield All 34%, NA 2022 39% and Denefield PP 30%. This is some distance for our aspiration of 75% and is an area we are building upon.

KS3:

GL assessments demonstrate that the work on a: *shared language of teaching and learning (LOAP), standardisation of the curriculum and a behaviour curriculum insisting on the highest standards of behaviour* are having an impact on PP students' performance in CORE subjects at KS3 and that this work is very effectively translated into KS4 outcomes.

This is detailed below (*National average relates to all students, not comparing PP students nationally. At GCSE PP students score on average 0.55 of a grade less for each subject than non-PP peers.*)

Year 8 English, PP students' performance is above the NA by 17% for students below average. Performance of students who are very low is 4% better at Denefield than NA.

Description	Very low	Below average		Average			Above average		Very high
SAS bands	<74	74–81	82–88	89–96	97–103	104–111	112–118	119–126	>126
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	2%	8%	17%	17%	17%	19%	10%	6%	4%
N	2%	8%	14%	15%	17%	22%	11%	7%	5%
Y	0%	8%	32%	32%	16%	4%	8%	0%	0%

Year 8 Maths, PP students' performance is above the NA by 21% for students below average. Performance of students who are very low is 3% above NA.

Description	Very low	Below average		Average			Above average		Very high
SAS bands	<74	74–81	82–88	89–96	97–103	104–111	112–118	119–126	>126
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	7%	10%	11%	19%	12%	17%	9%	11%	4%
N	7%	9%	9%	17%	13%	17%	10%	13%	5%
Y	7%	15%	22%	30%	7%	15%	4%	0%	0%

Year 9 English, PP students' performance is below the NA by 1% for students below average. Performance of students who are very low is 4% better at Denefield than NA.

Description	Very low	Below average		Average			Above average		Very high
SAS bands	<74	74–81	82–88	89–96	97–103	104–111	112–118	119–126	>126
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	3%	6%	7%	15%	20%	24%	10%	9%	6%
N	3%	6%	6%	15%	21%	23%	10%	10%	6%
Y	0%	11%	11%	17%	11%	33%	11%	6%	0%

Year 9 Maths, PP students' performance is above the NA by 8% for students below average. Performance of students who are very low is 2% above NA.

Description	Very low	Below average		Average			Above average		Very high
SAS bands	<74	74–81	82–88	89–96	97–103	104–111	112–118	119–126	>126
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	2%	5%	11%	12%	18%	22%	15%	7%	7%
N	2%	5%	11%	11%	17%	23%	17%	7%	8%
Y	6%	6%	19%	19%	31%	19%	0%	0%	0%

Year 9 Science, PP students' performance is above the NA by 4% for students below average. Performance of students who are very low is 7% above NA.

Description	Very low	Below average		Average			Above average		Very high
SAS bands	<74	74–81	82–88	89–96	97–103	104–111	112–118	119–126	>126
National average	4%	7%	12%	17%	20%	17%	12%	7%	4%
All students	3%	4%	6%	11%	12%	25%	19%	11%	11%
N	2%	3%	5%	10%	12%	23%	21%	11%	13%
Y	11%	5%	11%	16%	11%	37%	5%	5%	0%

However, the performance gap at KS4 for PP students is not evident for 2022 – 2023 with PP students' progress at:

- +1.09 for English GCSE when compared with all students at +0.63.
- +0.26 for Maths GCSE when compared with all students at +0.19.
- +0.22 for Science GCSE when compared with all students at +0.16.

Reading Ages and Literacy:

Students' reading ages are tested on entry at Denefield in Y7 to identify those in need of early intervention for Literacy. Students are selected for 1 or more of a suite of interventions (Fresh Start, Small Group Literacy, tutor time reading, handwriting club) that are delivered in the Edison centre by Literacy specialists.

Edison centre intervention (10 PP students):

In the 2022 – 2023 academic year, 43 students were identified as having a reading age significantly lower than their chronological reading age and took part in the Fresh Start intervention programme.

95% of these students made more than expected progress, with 5% making expected progress in their reading ages. 23% of the students taking part in the intervention were PP students where 16% of the school community was defined as disadvantaged.

Accelerated Reader:

EEF evidence from June 2021 has found Accelerated Reader to have an effect size of 0 and that this strategy did not increase the reading age progress of disadvantaged,

and non-disadvantaged, children. We have decided not to pursue this strategy any further and will focus on other strategies with a stronger evidence base.

Reduce disadvantaged Persistent Absence:

Denefield PP students PA in the academic year 2021-2022 was 36.06%, a decrease of 15.55% on the previous year (51.61%).

Denefield PP students PA in the academic year 2022-2023 was 36.09%, *no significant decrease on the previous year.*

Denefield overall attendance was 92.05% in 2020-2021 with a gap of -2.99% for PP students (89.06%).

Denefield overall attendance was 90.91% in 2022-2023 with a gap of -5.08% for PP students (85.83%).

*However, the national average attendance for disadvantaged students has lowered to 85.3% and Denefield's figure of 85.83% is above the national average. This is also the pattern with attendance overall.*

Our data also demonstrates that there is a gap of -3.86% in the SA of disadvantaged students compared with non-disadvantaged students at Denefield (4.76% vs 0.9%).

The attendance gap is widest in Y10 (-9.26%) and Y11 (-9.9%) when compared with non-disadvantaged peers.

Our strategy has impacted significantly on attendance over 2 years+ – but does not meet the objectives we have set ourselves in this strategy document yet.

Improving pro-social behaviours (examples):

At Denefield we have a suite of interventions grouped as Waves 1, 2 and 3 which we select from to support students to improve or transform negative behaviours. *CASE studies* of students demonstrate the impact of these interventions. 2 CASE studies refer to challenging PP students.

1 female student has reduced her negative behaviour points by 37% comparing the first and second halves of the academic year. Her lesson exits reduced by 36.5% and her internal suspensions reduced by 70%.

1 male student has reduced his negative behaviour points by 73% comparing the first and second halves of the academic year. His lesson exits reduced by 40% and his internal suspensions by 100% to 0.

This impact is as a result of significant intervention.

*Developing CHARACTER through boxing intervention, life coaching and improving students' ability to self-regulate.*

11 (7 PP) students in Year 7, Year 8 and Year 9 attended the boxing sessions one hour per week from October 2022 to July 2023. Students were selected as data showed them to be to exhibit some of the most challenging, and repeated, behaviours in the school. Between T1 – T6, sanctions issued to students, which often resulted in lesson exits and removal from circulation in the main school, were tracked. The evidence of improvements in pro-social behaviours through a reduction in the allocation of sanctions is clear. *Term 6 stands out as an anomaly and will be a focus this year.* See data below.

	Decreasing trend in sanctions issued T1 – T5.	Decreasing trend in sanctions issued T1-6	Average DTs issued per week significantly lower than student's peak by end of T6.	Average DTs issued per week lower than student's peak by end of T6.	Significant reduction in the weekly average of DTs issued over the year if 100% attendance.
All attendees	91%	18%	73%	100%	100%
PP	52%	29%	86%	100%	100%

## 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)

*The research below was also used to support the development of this strategy:*

- EEF Toolkit and Sutton Trust evidence on what creates the greatest amount of education for students and students from disadvantaged backgrounds including: EEF Guide to The Pupil Premium 2019 and EEF The Attainment Gap Report 2018
- Up-to-date educational research based upon cognitive science.
- 'Visible Learning' by John Hattie
- 'Teach Like A Champion', 'Teaching in the Online Classroom' and 'Practice Perfect' – Doug Lemov
- Michaela School and their book 'Battle Hymn of the Tiger Teachers'
- Mossbourne Academy and the evidence in the book 'Education, Education, Education' by Lord Adonis.
- Cabot Learning Federation
- Bristol Brunel Academy strong P8 PP performance over three years
- River Learning Trust PP and Intervention Plans
- Greenshaw Trust MAT
- St. Birinus School, Oxfordshire
- The King's Church of England School, Stoke strong P8 improvements over three years -1 to 0
- Swindon Academy
- Maiden Erleigh School
- ASCL advice and guidance
- 'The Fiction Effect' Jerrim and Moss PISA 2019 – Reading Fiction improves students' outcomes.
- Further studies to demonstrate that reading fiction improves students' outcomes: Westbrook et al 2018, Clark and Rumbold 2016/2006 and Sullivan and Brown 2013
- 'Real' Finnish Lessons 2019
- "Getting Evidence into Education" Edited by Stephen Gorrard 2020
- Running The Room Tom Bennett