

School overview

Metric	Data
School name	Denefield
Pupils in school	1136 including Sixth Form
Proportion of disadvantaged pupils	16%
Pupil premium allocation this academic year	£160,000
Academic year or years covered by statement	2021-2022
Publish date	1 September 2021
Review date	30 September 2022
Statement authorised by	Edwin Towill
Pupil premium lead	Lee Simpson
Governor lead	Katie Ayres

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.38
Ebacc entry	22.70%
Attainment 8	38.93%
Percentage of Grade 5+ in English and Maths	27.30%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged students amongst similar schools.	September 2022
Attainment 8	Achieve national average for attainment for disadvantaged students	September 2022
Percentage of Grade 5+ in English and Maths	Achieve average English and Maths 5+ scores for similar schools for disadvantaged students	September 2022
Other	Improve attendance of disadvantaged students to national average	September 2022
Ebacc entry	Improve EBacc entry for disadvantaged students and reduce the -30% difference when compared to non-disadvantaged students.	September 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Ensure that high quality teaching and learning is the routine day-to-day experience of our disadvantaged students to support improving students' engagement: <i>knows students well, teach them well and have the highest expectations.</i>
Priority 2	Improve middle leadership impact in order to raise the attainment and progress of disadvantaged students: DHOFs as a lead supporting FLs and SLs – include whole school and Faculty warboards.
Priority 3	Improve tracking and monitoring of disadvantaged students' performance at all levels with demonstrable impact on outcomes.
Barriers to learning these priorities address	Students' motivation to participate in learning on a daily basis. Students' belief that they can be successful if they receive high-quality guidance and apply themselves to deliberate practice.
Projected spending	£105,121

Targeted academic support for current academic year

Measure	Activity
Priority 1	Literacy intervention for the bottom 20% of students at KS3 using Literacy Assessment tool to assess progress – delivered through Edison small group teaching. Focus resources Year 7, Year 8 and Year 11 (see Persistent Absence - PA)
Priority 2	Buy in Accelerated Reader (AR) as a targeted intervention to support literacy development and increase students' reading for pleasure – focus resource on Year 7 to 9. This will support the whole school reading strategy Year 7 to 9.
Priority 3	Use CORE Learning Champions to provide small group tuition in English, Maths and Science and improve students' outcomes.
Priority 4	Introduce a 'Texting Parents' programme across KS4 to support with extended learning completion and parental/carer engagement ahead of assessments, PPEs, GCSEs – <i>supported by the EEF and Social Mobility Commission as the highest impact strategy for parental engagement.</i>

Barriers to learning these priorities address	Lower levels of parental support, or capacity for parents/carers to influence this area of learning, which contributes to lower reading ages and literacy levels.
Projected spending	£23,500

Wider strategies for current academic year

Measure	Activity
Priority 1	Improve the PA of disadvantaged students using Attendance Officer, Student Managers and DHOs. Focus resources on Year 7, 8 and 11 (see PA analysis).
Priority 2	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.
Priority 3	Develop extra-curricular experiences that support students to improve their confidence, self-esteem, <i>pro-social</i> behaviours and attitudes to school and learning.
Barriers to learning these priorities address	<p>Attendance, as this is a key indicator for poor students' outcomes.</p> <p>Attitude to learning as a view of school as a 'negative' experience inhibits successful learning.</p> <p>Self-confidence, self-esteem and the belief that hard work and deliberate practice are the determining factors in success.</p>
Projected spending	£32,100

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Providing the quality collaboration and reflection time for teacher and leadership development.	INSET days, Faculty meeting time, and collaboration time to be planned for colleagues with cover provided by leadership.
Targeted support	<p>Ensuring the right amount of time is given to Learning Champions and Edison staff to impact student progress.</p> <p>Ensuring that all interventions are tightly planned and measured with clear lines of accountability.</p> <p>Administration of reading age tests and AR testing.</p>	<p>HOL, SENCO identify regular teaching times for small group interventions.</p> <p>LSN/STT monitor and implement AR with the support of the Edison team, English team and Library Resource team.</p> <p>LSN/SWR administer reading age testing with the support of the English team/STT/Library Resource team/Edison team</p> <p>LSN/STT/HOL/SENCO to ensure that all interventions are planned, recorded, monitored and evaluated at least once per-term (6)</p>
Wider strategies	<p>Engaging the families where PA is highest or at risk of becoming high.</p> <p>Student and parental engagement in AP programmes.</p>	<p>Attendance Officer to work closely with LA/EWO/AWS/house team to minimise impact of limited engagement.</p> <p>AWS/Student Managers/HOH/DHOH to work with students, parents/carers and families closely as outreach.</p>

Review: last year's aims and outcomes

Aim	Outcome
<p>Progress 8 to show the gap between disadvantaged students and their non-disadvantaged peers nationally to be decreasing.</p>	<p>2021 Year 11 P8 shifted from -1.29 PPEs to -0.38 TAGs with a rigorous process of moderation in place (2020 -0.5, 2019 - 1.14).</p> <p>75% of teaching staff typically considered "good" or "outstanding", a shift of 5% over the academic year. Five teachers from the 25% considered not typically "good" will not return to school and recruitment has improved upon the quality of these colleagues.</p>
<p>% Grade 4 and 5 in English and Maths to be in line with the national average students nationally.</p>	<p>The 2019 validated national 'all students' performance averages were:</p> <ul style="list-style-type: none"> • 5 E+M = 43% 4 E+M = 65% <p>Denefield PP students over 3 years:</p> <ul style="list-style-type: none"> • 4 E+M 2019 = 24%, 2020 = 37%, 2021 = 50%. • 5 E+M 2019 = 8%, 2020 = 27%, 2021 = 33% <p>The trend shows an incline towards reducing the gap between PP students' performance and the performance of the national cohort. Based on the last validated set of averages, there is a 15% differential between PP and national at Grade 4 and a 10% differential at Grade 5.</p>
<p>Reduce disadvantaged Persistent Absence.</p>	<p>Impact was made on Year 8 persistent absence with a reduction from 12 to 7 PA students across the year and some impact was made on Year 9 persistent absence with a reduction of 7 to 6 PA students across the year.</p> <p>More specifically, figures from a T3 spike during lockdown T3 compared to T6 show that: Year 7 PA reduces from 31 to 12, Year</p>

	<p>8 from 28 to 7, Year 9 from 21 to 6 and Year 10 from 34 to 10.</p> <p>In Year 7 an increase of 8 to 12 PA students and in Year 10 an increase of 6 to 10 PA students was recorded from the beginning of the academic year to the end.</p> <p>Lockdown had a significant influence on PA and required our engagement checking strategy and devices strategy to reduce PA and maximise lesson engagement.</p> <p><i>Conclusion:</i> Year 10 followed by Year 7 and 8 have the greatest number of PA students and will be our initial foci in September 2021 where they will be Year 8, 9 and 11.</p>
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Evidence Bases used to design 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
- ‘Against the odds’ report June 2021 – The Social Mobility Commission.
- 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