



Denefield Pupil Premium Review

1. Summary information					
School	Denefield School				
Academic Year	2019/20	Total PP budget	£ 172442	Date of most recent PP Review	Oct 2020
Total number of pupils	1139	Number of pupils eligible for PP	153 (16%)	Date for next internal review of this strategy	Oct 2020

2. Attainment 2019-20			
	<i>Pupils eligible for PP in school</i>	<i>Pupils not eligible for PP in school</i>	<i>Pupils not eligible for PP (National Average)</i>
No. of pupils in cohort	22	170	TBC
% achieving 9-4 in English and Maths	36.4%	81.8%	TBC
% achieving 9-5 in English and Maths	27.3%	58.2%	TBC
Progress 8 score average	-0.26	0.46	TBC
Attainment 8 score average	38.93	54.19	TBC

3. Attendance*										
	2019/20**		2018/19		2017/18		2016/17		2015/16	
	PP	nPP	PP	nPP	PP	nPP	PP	nPP	PP	nPP
Year 7	93.02	96.79								
Year 8	92.80	94.30	94.06	96.29						
Year 9	91.64	95.53	91.90	95.79	93.63	96.99				
Year 10	88.74	92.63	93.09	93.30	91.65	94.82	92.89	96.63		
Year 11	88.45	94.08	91.74	94.15	92.91	94.43	93.69	95.83	94.56	97.31
Overall	91.05	94.39	92.04	94.30	91.08	94.86	91.17	93.57	91.67	95.99

*this is cumulative per cohort to compare the trends for a specific year group, hence why there is no historical data for year 7.

** attendance for 2019/20 is calculated for the period up to 20 March 2020 when the school was closed due to Covid-19.

October 2020

Report format based on template from National College of School Leaders

4. Historic Pupil Premium Data					
	18/19	17/18	16/17	15/16	14/15
No. in cohort	33	33	34	34	34
% achieving 9-4 / 5A*-C including EM	24.2%	50%	47.1%	38.2%	35.3%
% achieving 9-4 / A*-C in English and Maths	9.1%	23.5%	17.6%	44.1%	41.2%
Progress 8 score average	-1.15	-0.35	-0.199	-0.49	-0.22
Attainment 8 score average	28.73	38.9	35.9	40.6%	43.2%
% pupils achieving the Ebacc	6.1%	14.7%	26.9%	23.5%	14.7%

5. Evaluation of barriers to attainment in 2019/20:		
Barriers	Desired Outcome	Progress towards outcome
<ul style="list-style-type: none"> Inconsistency of student experience in the classroom Low ambition of students by staff, parents/carers and the students themselves Class size and banding 	PP and SEND attainment to be in line with their peers through Quality first teaching and staff CPD.	<p>Progress 8 improved from -1.17 to -0.26. This has improved by 0.91.</p> <p>Attainment 8 improved from 19.24 to 15.26. This has improved by 3.98.</p> <p>The percentage of PP students achieving 9-4 in English and maths rose from 24.2% to 36.4%.</p>
<ul style="list-style-type: none"> Students that are behind/have made less progress than peers Any SEND Students significantly below ARE in literacy are unable to access learning to same level as peers Impact of low reading speed on completion of exams in timed conditions 	Targeted Subject Workshops and targeted Literacy support.	<p>PP students obtaining a standard pass in English rose from 39.4% to 68.2%. PP students obtaining a strong pass in English rose from 27.3% to 36.4%. The gap for a standard pass closed by 19% and the gap for a strong pass closed by 1%.</p>
<p>Low attendance by PP students due to:</p> <ul style="list-style-type: none"> Low ambition/self-esteem of students Lack of student engagement Lack of parent/carer engagement Communication with the hardest to reach parents/carers Low value of education Exclusions Financial situation 	<ul style="list-style-type: none"> PP attendance will have improved to 94% and PP PA not below 15% PP students will attend school on par with non PP peers Greater ambition and expectations for PP and SEND students through targeted SEND and PP ambition mentorship. Increased participation in extra-curricular activities. 	Unable to evaluate impact on attendance due to Covid-19. PP students in general were affected by the pandemic more than non-PP students as our PP cohort tend to travel further and are more likely to be using public transport, therefore we had a number self-isolating for various reasons in the weeks before lockdown.

6. Review of expenditure				
Previous Academic Year		2019/20		
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
i. PP and SEND attainment to be in line with their peers through Quality first teaching and staff CPD	<ul style="list-style-type: none"> staff know who their PP/SEND students are plan to meet their needs Re launch Charter and introduce once aspect of the charter each week- briefing and staff bulletin comprehensive package of CPD to support the above Processing speed-chunking/strategies to increase reading speed/ Modelling and its importance PP students in Year 7 and 8 were tutored by high attaining students in Year 9 and 10; with the aim of increasing confidence and ambition as well as improving attainment. 	<p>Reduction in Progress 8 gap by 0.91 demonstrates that in 2019/20 Quality First Teaching improved and barriers were removed for PP students in comparison to 2018/19.</p> <p>Exams concessions were identified and support put in place for students from an early stage and 'practiced' to ease anxiety and ensure it was fit for purpose.</p> <p>Teachers taught exam strategy and modelled exam practice.</p> <p>All students benefitted from smaller class sizes where required and from greater distribution of more challenging students.</p>	<p>Whole school focus of QFT and meeting needs of SEND and PP students is key. SLT need to ensure this focus is kept high on all teachers/staff agendas for every lesson.</p> <hr/> <p>Covid-19 Response: PP students were invited in to key worker bubble as appropriate to support their continued learning during lockdown.</p>	£59 700

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted Subject Workshops and targeted Literacy support	<ul style="list-style-type: none"> • CL for maths and English to run workshops in tutor time for PP/SEND students targeting gaps in knowledge as identified in 2019 exam analysis • Science • Option subjects • Whole school literacy word of the week • Increase reading speed of PP/SEND students- SWR intervention during year 11 study period. 	<p>These interventions were initiated, and the maths breakfast workshop was the most successful in terms of student attendance and engagement.</p> <p>Those PP students who consistently attended improved their reading speeds. However, the group progressed and developed, in line with their needs, and began looking at key words and exam technique, to boost exam confidence. Data was shared regularly with staff and within the Headteachers report and to governors.</p>	<p>It is challenging for staff to reach those students most in need of subject intervention as it is PP students that will not voluntarily stay beyond the school day. Whilst this approach will continue post-lockdown, it is key that subject specific interventions, that PP students will attend, are put in place. For 2020/21 Academic Tutors are in place to provide specific targeted and tracked small group and 1:1 tuition to those students who have fallen behind the most, compared to their peers. The offer of food, at any departmental intervention, encourages attendance.</p> <hr/> <p>Covid-19 Response:</p> <ul style="list-style-type: none"> • Key PP students with SEND invited in during term 6 to receive personalised literacy intervention. • Key PP students with SEND invited in during term 5 and 6 for ELSA support, support with completing work and social skills. 	£51 430

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>iii. PP attendance will have improved to 94% and PP PA not below 15%</p> <p>PP students will attend school on par with non PP peers</p> <p>Greater ambition and expectations for PP and SEND students through targeted SEND and PP ambition mentorship.</p> <p>Increased participation in extra-curricular activities.</p>	<ul style="list-style-type: none"> Daily monitoring of attendance and behaviour of PP students. Identify group of students between 70-90% attendance to complete small group work overseen by Educational Psychologist. Home visits by Student Managers and EWO as appropriate. HOH to be set PM target for closing the gap in attendance Continue to offer extra-curricular activities in line with student's aspirations and to remove the financial barrier for experiences such as school trips and visits, Duke of Edinburgh Awards, peripatetic music lessons, drama classes or specialist training such as Auto Skills. 	<p>Pastoral care for PP students is excellent, with their needs for resources and financial assistance met to a large extent. This ranged from uniform, IT equipment, travel and food support, removing the barrier to attending extra-curricular activities and trips and visits.</p> <p>However, due to National lockdown from 23 March 2020, it is not possible to compare or establish an accurate picture of attendance for 2019-20.</p> <p>Due to the lockdown, many planned or anticipated interventions such as small group work with the EP and PP and SEND ambition mentorship, could not take place. However, our lockdown response prioritised these students to be invited into school, track completion of work and progress, identify barriers (such as availability of IT) and work to remove these in order to instil high ambition for these students during lockdown.</p> <p>Before lockdown, 21 students had benefitted from participating in extra-curricular activities funded by the school and 30 students had financial assistance to attend residential or day trips.</p>	<p>Student managers were to prioritise and make daily contact with PP non-attendees but did not consistently have capacity. For 2020/21, an Attendance Officer has been appointed.</p> <p>Covid-19 Response:</p> <ul style="list-style-type: none"> PP students invited in to key worker bubble as appropriate. PP students prioritised for remote pastoral care by tutors and house teams. To support attendance to live/pre-recorded lessons and completion of schoolwork set, parent/carer surveys identified needs and 35 laptops were loaned to students. Students were also invited in to receive additional support/Classes where appropriate and safe to do so. 	<p>£61 312</p>

Total PP Budget for 2019/20	£172 442	Total PP Spend for 2019/20	£172 442
------------------------------------	----------	-----------------------------------	----------