

Denefield Pupil Premium Strategy Document 2020-2022

We have used research to inform the decisions in this document that indicates how we will spend the Pupil Premium funding at Denefield.

The sources of this research are identified in the appendices below the strategy document.

There are four headline categories to our strategy:

1. Teaching and Learning, Curriculum and Assessment
2. Targeted Intervention
3. Attitudes and Conduct
4. Wider strategies

A significant amount of our research comes through the Education Endowment Foundation (EEF) – who have as a main priority identifying what helps disadvantaged students to succeed.

This is a working document and the impact of our strategy will be measured at the end of July 2022

Total spend and proportion of PP each year

How we spend our Pupil Premium Funding		
Academic year	2020-21	2021-22
Total Funding	£150,000	
Spent on staffing	£113,271	
Spent on resourcing and other costs	£37,181	

Student Totals for Year Groups

Year	Males	Females	Total	No. PP Students	%
Year 7	109	89	198	34	17
Year 8	109	93	202	33	16
Year 9	80	109	189	24	13
Year 10	93	89	182	35	19
Year 11	87	99	186	30	16
Year 12	38	58	96		0
Year 13	29	53	82		0
Totals	545	590	1135	156	14

1. Teaching and Learning, Curriculum and Assessment

Ensure high quality teaching and learning – a focus on PP/Disadvantaged in every lesson, all QA monitoring and student voice. ‘No excuses’ for participation in lessons which must be enforced relentlessly by SLT and MLs.

*‘Good teaching is the most important lever schools have to improve outcomes of disadvantaged pupils’. ‘Good teaching for all students has a greater impact on the disadvantaged than on other students’ and pupil premium funding should not, ‘create an artificial separation from whole class teaching’. **EEF Guide to Pupil Premium Funding and EEF Attainment Gap report.***

Action 2020-2021	Impact	Review Point	Action 2021-2022	Impact	Tracking	Lead	July 2022 Impact
Ensure that our ‘Lesson on a Page’ and ‘Marking on a Page’ methods are routinely the experience of our most disadvantaged students.	<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>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>Year 10 PPEs show a P8 of -1.62 an area for intervention 2021+. Up to 12 July 2021 KS3 students’ progress in</p>	May 2021	<p>Address the knowledge curriculum and assessment to ensure that the gap between PP students and the average decreases and the average recall rate overall increases.</p> <p>Address what appears to be an issue with the Maths curriculum or assessment in terms of retaining and demonstrating how to use knowledge.</p>		Monitoring of T&L in the classroom to ensure that PP/Disadvantaged students experience teaching and feedback that follow the ‘Lesson on a Page’ and ‘Marking and Feedback on a Page’ with no deviation and that teachers disproportionately engage PP/Disadvantaged students.	LSN/FLs/DHOFs	

	<p>knowledge acquisition shows:</p> <p>Year 7 May 2021 English: PP 45%+ (cohort av.56%+) Maths: PP 3%+ (cohort av.10%+) Science: PP 47%+ (cohort av.43%+)</p> <p>Year 8 May 2021 English: PP 39%+ (cohort av.59%+) Maths: PP 36%+ (cohort av.21%+) Science: PP 42%+ (cohort av.45%+)</p> <p>There is still a gap between PP and the average as can be seen above at KS3. There appears to be a significant issue with assessment or curriculum at KS3 for Maths</p> <p>GL assessments – referenced below outline this further.</p>						
<p>Whole staff CPD – training at learning team and for whole staff:</p> <p>Ensure that recall testing of high quality knowledge is evident in all lessons as this</p>	<p>See above notes on impact and knowledge acquisition.</p> <p>Climate check of May 2021</p>	<p>May 2021</p>	<p>Whole staff CPD:</p> <p>Insist that students are required to engage in reading in an observable way and read out loud in the classroom where appropriate. Enforce this</p>		<p>Monitoring of T&L in the classroom to ensure that PP/Disadvantaged students experience</p>	<p>SLT/LSN</p>	

<p>has been proven to be one of the most effective strategies for improving students' literacy, articulation and thinking skills.</p> <p>Train teachers on how to more effectively use hard data by: providing succinct and easy to access data; modelling how to use this data to plan seating arrangements; modelling to learning team how to use data to plan teaching; learning team to train and support staff to use data plan effective teaching – such as scaffolding.</p> <p>Ensure that 'Silent and Solo' is the opening DNA 5-10 for all lessons with a focus on recall testing on students' return 8 March 2021. Train staff 25 February 2021 and rollout 8 March 2021</p> <p>Ensure that all teachers focus on 'clarity of explanation' and 'modelling' as part of everyday lesson delivery.</p> <p>Ensure that all teachers are trained on how to use a 'No Opt Out' approach remotely with all PP/Disadvantaged students.</p> <p>Design seven consistent non-verbal gestures to support behaviour management in the</p>	<p>demonstrated that significant improvements had been made in students' attitudes and behaviour. However, recommendations were made around T&L and these have been built into the school action plan.</p> <p>Climate check May 2021 demonstrated that Silent and Solo was standardised across teachers as common practice – though there was variation in quality.</p> <p>Non-verbal gesture training has not embedded successfully and may need to be reconsidered. The issue, as teachers explain it, is one of cognitive overload – too much to remember with</p>	<p>July 2021</p> <p>March 2021</p> <p>May 2021</p> <p>May 2021</p>	<p>with PP/Disadvantaged students in order to practise reading with a 'No Opt Out' expectation.</p> <p>Embed the disciplinary Literacy strategies. Embed the whole cohort reading strategy Year 7 to 9.</p> <p>Ensure that 'Articulation' is paramount in our teaching using the 'Format Matters' method and insisting that all teachers plan for all students to respond as 'scholars'.</p> <p>Ensure that 'Silent and Solo' is the opening DNA 5-10 for all lessons with a focus on recall testing. This must be standardised to avoid variation in quality.</p> <p>Ensure that all teachers are trained on how to use a 'No Opt Out' approach in the classroom with all PP/Disadvantaged students – <i>and no excuses are made for this not happening.</i></p> <p>Ensure that 'live-marking' and 'show-call' are embedded in teachers' practice.</p> <p>Teachers use seven consistent non-verbal gestures to support behaviour management in the classroom.</p> <p>Focus on key colleagues' performance to ensure clarity of explanation, modelling, and</p>		<p>teaching and feedback that follow the 'Lesson on a Page' and 'Marking and Feedback on a Page' with no deviation and that teachers disproportionately engage PP/Disadvantaged students.</p> <p>Disadvantaged students' outcomes</p> <p>2020 -0.26 2019 -1.14 2018 -0.28</p> <p>Reduction on lesson exits and Stage 3s</p>	<p>DHOFs</p> <p>FLs/DHOFs</p> <p>LSN</p> <p>LSN/HOL</p> <p>SLT/FLs/DHOFs</p>	
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<p>classroom and train staff on the practice of these signals.</p> <p>Focus on key colleagues' performance to ensure clarity of explanation, modelling, and ensure students are always clear on what to do and for how long.</p>	<p>Lesson on a Page, plus non-verbal gestures etc.</p> <p>Four colleagues placed on rigorous support plans, and monitored by SLT Links, improved their practice in line with their TSPs. This improved the quality of learning experience for students.</p>		<p>ensure students are always clear on what to do and for how long.</p>				
<p>Implement an improved new teacher induction programme that includes how to effectively 'teach' all students and how to most effectively 'know' and 'teach' PP students.</p>	<p>Implemented 5 July 2021 with all colleagues in attendance (7) considering stating that they 'agreed' or 'strongly agreed' that they knew how to effectively teach students in our context based on anonymous evaluations.</p>	<p>June 2021</p>				<p>LSN</p>	
<p>Ensure and enforce a high quality Knowledge based curriculum where students memorise and can recall, and use, high quality facts and knowledge successfully. This has been proven to have a higher impact on literacy than other 'literacy' interventions.</p>	<p>Curriculum maps are written and re-drafted in light of a three year KS3 – with time given to teams to do this.</p> <p>While these documents exist, there is still too much variability in</p>	<p>June 2021</p>	<p>Improve how knowledge organisers are linked to lessons and extended learning to increase recall and retention of key information.</p> <p>Ensure standardisation of key knowledge in each are, targeted vocabulary for instruction, and the integration of these into the</p>			<p>SLT/LSN/FLS</p>	

<p>Knowledge Organisers in place for all subject areas across the curriculum.</p>	<p>implementation and this will have a greater impact on PP students.</p>		<p>curriculum and extended learning curriculum.</p>				
<p>Use products such as Educake My Maths, Mathswatch and GCSEpod in key curriculum areas to support students' progress for all and discriminate towards PP.</p> <p>Track students and teachers who use these the most frequently and offer tangible rewards for usage to promote further usage to students and staff.</p>	<p>There is evidence in Science KS3 to \$ and in English KS4 that these products are impacting students' performance</p>	<p>April 2021</p>	<p>Use the subjects who effectively use the products to support less confident colleagues and curriculum areas to success.</p>		<p>Performance of Disadvantaged students shows knowledge recall and retention increasing</p>	<p>LSN/FLs</p>	
<p>Standardised assessment plan (SITs) to include knowledge and application testing in all years for SITs.</p>	<p>All SITs are in place. However, evidence from CORE KS3 does not show that this process is having the impact we expected on knowledge and application % progress and GL assessments show issues for Maths Year 7 while Science in Year 8 is strong (more detail below).</p> <p>KS4 evidence shows that the assessment process has contributed to the improvement in PP students' outcomes</p>	<p>March 2021</p>	<p>KS3 assessment process to be addressed and standardised. Tracking, and subsequent curriculum development, to show greater progress in PP students.</p> <p>FLs to take control of the term by term administration and analysis of the data from knowledge and application assessments.</p>		<p>Track performance of PP students in % in Knowledge Assessments year on year.</p>	<p>LSN/FLs</p>	

	- see above for data.						
			Develop a standardised Maths Curriculum based on the concept of 'Mastery' through 'deliberate practice' . Work with Willink's Maths Morbius hub to implement for 2021-2022. Put in place An English Curriculum based on the concept of 'Mastery' through 'deliberate practice' .	Years 7 to 8 curriculum is in place for Maths and English	Performance of Disadvantaged students shows that extended writing and problem solving in Maths improve.	LSN/STT DGN	
Review KS3 curriculum and make the decision on a 2/3 year curriculum.	Decision made and curriculum maps amended to reflect the decision.	Jan 2021	Develop a three year KS3 curriculum based rigorously on: knowledge acquisition, recall-testing and deliberate practice.		Track % performance of Disadvantaged students on knowledge tests and in extended writing and problem solving in Maths	SLT/FLs	

2. Targeted Interventions

'The measurement and comparison of internal class or school gaps is unlikely to provide useful information.' **EEF Guide to The Pupil Premium.**

The recommendation is to look at schools with similar intakes, or similar disadvantage profiles, to identify good practice.

'We believe that sharing good practice between schools is going to be the key to success.' **EEF The Attainment Gap Report**

'A disadvantaged student in the schools with the fewest disadvantaged students benefits from a peer effect. For schools with high levels of disadvantaged students, the biggest single driver of improved attainment appears to be the significant proportion of minority ethnic students; the data for white working class students shows no upturn in average attainment for the two groups of schools.' **EEF The Attainment Gap Report**

So, if disadvantaged students are white working class, we need to look at what successful schools do with this group of students. The evidence is:

- targeted small group interventions = largest and swiftest impact
- deploy TAs more effectively = small group teaching rather than passive, or as a 'crutch' in the classroom
- focus on literacy immediately on students' arrival in school
- robustly evaluate Edison programmes and others; we cannot stick with approaches that do not show improved outcomes for students
- transition work should have an impact on outcomes and behaviours.

Action 2020-2021	Impact	Review Point	Action 2021-2022	Impact	Tracking	Lead	July 2022 Impact
<p>Ensure that PP/Disadvantaged students are positively discriminated for in the organisation of classes and setting and achieve – the right student with the right teacher, where possible. Further checks of subjects that set in order to ensure PP are in the higher groups too.</p> <p>SLT link and FLs to analyse all seating plans to ensure that these are to the advantage of PP/Disadvantaged students and intervene where this is not the case.</p>	<p>DHOFs studied all seating plans in CORE and made adjustments to seating plans, balance in classes or teacher with PP students.</p> <p>SLT have balanced banding as effectively as possible. This has been passed to FLs who have endeavoured to balance the proportion of PP students in classes, ensure that where top sets exist, PP students are positively discriminated for, and where possible – setting has been minimised following the guidance in the 'Against all odds' report June 2021.</p>	<p>March 2021</p> <p>March 2021</p>	<p>Ensure that PP/Disadvantaged students are positively discriminated for in the organisation of classes and setting and achieve – the right student with the right teacher, where possible.</p> <p>SLT link and FLs to analyse all seating plans to ensure that these are to the advantage of PP/Disadvantaged students and intervene where this is not the case.</p>		<p>SLT QA FLs have placed Disadvantaged students effectively in classes and seating plans</p>	<p>SLT/LSN/FLs DHOFs</p>	
<p>Improved Middle Leadership – implement a culture of leadership of learning for Disadvantaged students in Middle Leaders who will track and intervene effectively – DHOF appointed in all faculties responsible for raising</p>	<p>DHOFs have had an impact on the quality of teaching and learning in their areas, the practical organisation of classes and</p>	<p>April 2021</p>	<p>Improved Middle Leadership – implement a culture of leadership of learning for disadvantaged students in Middle Leaders who will track and intervene effectively – DHOF appointed in all faculties responsible for raising the</p>		<p>Track impact on Disadvantaged students' performance of TLR holders and teachers through LMM notes</p>	<p>LSN/DHOF</p>	

<p>the standards of PP students in each faculty.</p> <p>CORE and HUMS DHOFs to meet each term with LSN to drive up standards for PP students.</p> <p>RSLs to effectively challenge HOF and DHOF to ensure all data is accurate and robust and that HOF and DHOF know which students to intervene with and how.</p>	<p>deployment of teachers in order to impact on PP students' outcomes.</p> <p>DHOFs have conducted a learning walk identifying strengths and areas to improve. This has formed the basis of a 2021+ action plan.</p>		<p>standards of PP students in each faculty.</p> <p>RSLs to effectively challenge HOF and DHOF to ensure all data is accurate and robust and that HOF and DHOF know which students to intervene with and how.</p>				
<p>Deliver CPD to DHOFs and Foundation leaders to show them how to train their teachers 'to know' who their PP students are and to ensure that these students are exposed to the teaching strategies above and that teachers are addressing the students' barriers to learning.</p> <p>Use The Key CPD materials to train colleagues.</p>	<p>Leadership training delivered to DHOFs during coaching sessions in PP meetings with LSN/ETW.</p> <p>Key training postponed due to TAGs process</p>	<p>June 2021</p>	<p>DHOFs and Foundation colleagues to roll out 'how to know PP students' barriers and address these.</p> <p>Key training on raising attainment to be delivered to FLs and DHOFs and SLs.</p> <p>All teachers to show that they 'know' their PP students and that these students are exposed to the highest impact teaching strategies with 'no opt out' accepted.</p>		<p>QA in drop-ins and work-scrutiny</p> <p>Focus on key teachers where concerns are raised with TSPs</p>	<p>LSN/HOL/DHOF</p> <p>Foundation leaders</p>	
<p>Ensure that each Year 11 PP/Disadvantaged student has a FA support plan which is monitored and reviewed by FLs each term</p> <p>Ensure that where Year 11 PP/Disadvantaged students do not respond to their support plan, more rigorous measures are put in place to enforce participation in lessons and completion of extended learning and that this decision is</p>	<p>This is to be started in September 2021</p>	<p>April 2021</p>	<p>Ensure that each Year 10 and 11 PP/Disadvantaged student has a FA support plan which is monitored and reviewed by FLs each term</p> <p>Ensure that where Years 10 and 11 PP/Disadvantaged students do not respond to their support plan, more rigorous measures are put in place to enforce participation in lessons and completion of extended learning and that this decision is</p>		<p>Track submissions and detentions in CORE and HUMS. Submission should increase and detentions decrease.</p>	<p>LSN/DHOF</p>	

made quickly in order not to allow the problem to grow. 30 students so this is achievable when students return.			made quickly in order not to allow the problem to grow. Pilot Extended Learning books with Year 11 and focus rigorously on this with disadvantaged students – imposing same day sanctions for non-completion trialled from September 2021 – implement across the school if successful. Identify Year 11 students who are regularly late , have poor participation in lessons or do not complete extended learning and increase the school day for these students to remedy these issues. Use FA detention or BIR room for this.				
			Increase targets for PP/Disadvantaged from Year 7 by 2/3 a grade to compensate for the typical performance gap created by limited cultural capital.		Track Year 7 performance to ascertain whether increased expectations has an impact in CORE and Hums	ETW/HML	
Maths breakfast club KS4 to target PP students and support improved outcomes.	Impact not yet provided by FL	April 2021	Maths breakfast club KS3 and 4 to target PP students and support improved outcomes.		Track evidence that Disadvantaged students' gaps in knowledge and skills are decreasing in Maths	MRN/DGN	
Identify what other interventions should take place from Faculty Areas for PP students – that are evidenced based and proven to work? Learning team meeting to identify what these should be outside of	DHOFs E, M, S identified strategies which will be built into action plans for September 2021.	May 2021	Interventions agreed at learning team should take place led by HOF and DHOF in Faculty Areas		Track the impact of interventions on % knowledge recall increase and improvements in application of knowledge	SLT/HOF/DHOF	

<p>'High-Quality' Teaching and Learning as a daily experience.</p>							
<p>Ensure that ALP and Edison are successfully utilised to support the progress of 'the right' PP students for catch –up and improve academic performance Years 10 and 11. Plan how to use Edison to effectively improve students' outcomes Years 7 to 9, decide what academic success will look like, and reintegrate students into mainstream learning where possible. This planning will include PP students with knowledge gaps or who fall in the Years 7 to 8 bottom 20%.</p> <p>Identify which students require academic support from the PP cohort and which students are more vulnerable and require academic and other forms of support (therapeutic care)</p> <p>Analyse and consider which literacy intervention method to deliver, for example the Ruth Miskin model and 'Accelerated Reader' to impact students reading progress demonstrably from the PP cohort in Year 7 and 8. Decide whether to continue with Lucid Testing and Lexia.</p>	<p>See TA and support team impact below.</p> <p>Decision has been made to use the Literacy Assessment Tool to identify and assess students. While, Fresh Start was considered, HOL and SWR of the Edison team felt that the current intervention plan for teaching works – and to an extent this is proven in the results below.</p> <p>LSN has reservations around reading ages and these will be addressed with the new Literacy Assessment Tool.</p> <p>Accelerated Reader will be purchased as a targeted intervention with up to 200 students to complement our</p>	<p>April 2021</p> <p>May 2021</p> <p>April 2021</p> <p>May 2021</p>	<p>Ensure that ALP and Edison are successfully utilised to support the progress of 'the right' students and improve academic performance Years 7 to 11.</p> <p>TAs (rename TAs as Learning Champions and change their role (as the EEF evidence tells us to) by redeploying them to take small group interventions at KS3 and 4 in order to impact learning and reduce/remove TAs in classrooms where they can be less effective and often do not secure improved student performance. Use Learning Champions to impact progress of targeted intervention students.</p> <p>Build a nurture curriculum for students who are below age related expectations for literacy (and numeracy) in Year 7 – our bottom 20%</p> <p>Utilise whatever literacy/reading catch up plan (Ruth Miskin Literacy plan, Accelerated Reader and reading) to develop key students' literacy – particularly at KS3 and with a focus on Years 7 and 8.</p>		<p>Track % attendance improvement for identified vulnerable and academic progress</p> <p>Track academic progress for students in the bottom 20%</p> <p>Track reading progress of students in Ruth Miskin and Accelerated Reader programme.</p> <p>By how much do reading ages improve in Year 7 and 8?</p>	<p>HOL/ETW/DHOF</p>	

	whole school reading plan.							
<p>Space to provide more detail on catch up tutor impact with PP students in Year 11</p>	<p>Specific Science interventions demonstrate that of 15 Year 11 students in the AP group performance in testing shows that: Biology: 40% Significant progress, 67% Progress, 33% no progress. Chemistry: 20% Significant progress, 27% Progress, 40% no progress, 33% regressed. Physics: 13% Significant progress, 40% Progress, 33% no progress, 27% regressed. Of the PP group invited to attend the AP group: Biology: 60% Significant progress, 40% Progress. Chemistry: 40% Significant progress, 20% Progress, 40% regressed. Physics: 40% Progress, 60% regressed. English: 63% of PP students invited made 1+ grades of progress between PPE and final assessment with three of these achieving a positive progress score. Maths: 75% of PP students invited made 1+ grades of progress between PPE and final assessment with four of these achieving a positive progress score. Note: of the PP group invited for intensive support, 37% did not attend with regularity and refused to complete testing with any regularity (one of these students was permanently excluded before Christmas - DW).</p>							
<p>Space to provide more detailed analysis of TA/SWR impact from intervention and PP student performance at KS3</p>	<p>After much discussion, it has been decided not to follow the Ruth Miskin Fresh Start programme (this will be reviewed during the 2021-2022 academic year and LSN still favours this model). Current teaching for SWR in small group interventions and newly appointed 'Learning Champions' for CORE will be measured by students' progress in reading age scores as identified by the Literacy Assessment Tool, Accelerated Reader and LUCID testing; and by students' performance in Knowledge and Application assessments across the academic year.</p> <p>Evidence from Edison of Year 7 and 8 PP students who experienced literacy interventions shows that:</p> <ul style="list-style-type: none"> • 85% of students improved their word recognition scores over the year with 70% achieving higher than expected progress of at least 12+ months. • 85% of students improved their spelling scores over the year with 54% achieving higher than expected progress of at least 12+ months, 62% achieving higher than expected by 6+ months. • 8% of students improved their reading accuracy scores over the year. • 23% of students improved their reading speed scores over the year. <p>Reading accuracy and reading speed tests have exposed the limitations of the current testing mechanisms. Few students could demonstrate progress against these measures as they were timed out before completion. These will be replaced by the Literacy Assessment Tool for more frequent and easier to administer comprehension, reading age and spelling testing. This tool will also increase the coverage of intervention by identifying issues more quickly and identifying more students who need intervention than the previous mechanism.</p> <p>Did Year 7 and 8 PP students who improved their literacy levels translate this improvement into their mainstream lesson based curriculum by improving in knowledge and application assessments?</p> <p>Year 7 English 55% of the students also improved their performance across the year in knowledge and application assessments. Year 7 Maths 0% of the students also improved their performance across the year in knowledge and application assessments. Year 7 Science 44% of the students also improved their performance across the year in knowledge and application assessments. Year 8 English 0% of the students also improved their performance across the year in knowledge and application assessments. Year 8 Maths 50% of the students also improved their performance across the year in knowledge and application assessments. Year 8 Science 50% of the students also improved their performance across the year in knowledge and application assessments.</p>							

	<p>GL Assessments Year 7 English 52% of students made “expected progress” or better with 48% of students making “less than expected progress” or lower. Year 7 Maths 29% of students made “expected progress” or better with 71% of students making “less than expected progress” or lower. Year 8 English 56% of students made “expected progress” or better with 44% of students making “less than expected progress” or lower. Year 8 Maths 69% of students made “expected progress” or better with 31% of students making “less than expected progress” or lower. Year 8 Science 76% of students made “expected progress” or better with 24% of students making “less than expected progress” or lower.</p> <p>Reflections</p> <ol style="list-style-type: none"> Year 8 Science success demonstrates the impact of standardisation of approach to schemes of learning, homework, a focus on knowledge recall and retention, deliberate practice and the highest expectations. Maths and to a lesser extent English must accelerate progress towards KS3 standardisation in order to translate reading improvement gains into the curriculum with too many students making less than expected progress. The Year 7 maths cohort, who are now Y8, have an experience that has not allowed them to secure the knowledge require to make expected progress and this is replicated on a cohort level. The Maths team must evaluate the reasons for this and adjust their Year 8 curriculum accordingly to fill gaps. The Year 7 curriculum will be re-written with the support of the Math Morbius hub to become a mastery curriculum and address the issues here for PP (and other) students. 					
			<p>Utilise ‘My Tutor’ for ‘the right’ students in Year 11 as a boost.</p> <p>INCENTIVISE the performance of Year 11 students to achieve rewards for performance that they value.</p> <p>Celebrate how much students ‘earn’ on a celebration board visible to all students.</p>		<p>Compare P8 of Disadvantaged students in ‘My Tutor’ group with those not.</p> <p>Compare the P8 of Disadvantaged students who receive incentivised bonus with those who don’t</p>	<p>LSN/ETW</p>
<p>Ensure PP have access to Wifi, laptop, smartphone – avoid ‘we can’t work from home’ responses.</p>	<p>All PP students were given the technology needed in the form of a tablet/laptop in order to access remote learning when this occurred.</p>	<p>Monitored each week.</p>			<p>Allocate all machines and track attendance and engagement</p>	<p>LSN/AWS</p>

	Attendance Officer and Student Managers were in daily contact with PP students where they could not see engagement in online learning through registers taken remotely on SIMs.						
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3. Attitudes and Conduct

'Spending on intervention is welcome, but this is not the main purpose of the money. It is much better to spend it on wider barriers to learning, such as attendance and behaviour.' EEF Guide to the Pupil Premium

Improved Behaviour for Learning – develop a culture of high expectations and support for all disadvantaged students, with no reductions in high expectations for conduct, compliance and mutual respect.

Action 2020-2021	Impact	Review Point	Action 2021-2022	Impact	Tracking	Lead	July 2022 Impact
<p>We will expect compliance with the Denefield Golden Rules: 'Follow all instructions' and 'Do not disrupt learning' and will not negotiate on these fundamental basics for our learning environment – especially for PP students who will benefit the most from compliance with these expectations.</p> <p>Enforce sanctions for lateness to lessons or poor behaviour/ participation in lessons in Year 11 and 13 – with no excuses accepted.</p> <p>All students to have a standardised consequence for lateness to school and missing period 1.</p>	<p>The new behaviour programme has: Reduced PP students' lesson removals between March and July 2021 by -65% (-69% all) from their highest weekly total.</p> <p>Reduced PP students' accrual of negative behaviour points by -52% (-71% all) from their highest weekly total.</p> <p>Interventions such as Boxing Clever and Rushall Farm have shown an impact on students' positive and</p>	March 2021	<p>Consider centralised areas and times for Extended Learning completion beginning Years 10 and 11 if students are not completing this – supervised by FLs and SLT. This should be an expectation and non-negotiable as memorising key knowledge is integral to academic success.</p> <p>This is a dedicated room where PP students are required to attend if they are not submitting Extended Learning.</p> <p>Roll out to Years 7 to 9 if this is successful.</p>		<p>Track lesson exits to identify a decrease for Disadvantaged students over time</p> <p>Track Extended Learning and lateness detentions and identify a decrease for Disadvantaged students</p>	<p>ETW</p> <p>AWS</p>	

	pro-social behaviours and are detailed below.						
<p>Provide the certainty and safety of stability and routine for students where this is a challenge outside of school by following our behaviour expectations policy and using the BIR to facilitate students' educational inclusion – without reducing our expectations for students' conduct and compliance.</p> <p>Plan how to staff and design the curriculum of the BSR room to include</p> <ol style="list-style-type: none"> 1. Identifying the small group of students for whom this room is appropriate and ensuring all key staff know this. 2. Design triage system to ensure BSR room works. 3. Staffing in place 4. Therapy plan in place and resourced. 5. Academic progress curriculum in place. 6. Reintegration to mainstream 	<p>The new behaviour programme has reduced PP students' lesson removals between March and July 2021 by -65% (-69% all) from their highest weekly total.</p> <p>Reduced PP students' accrual of negative behaviour points by -52% (-71% all) from their highest weekly total.</p>	<p>March 2021</p> <p>June 2021</p>	<p>Provide the certainty and safety of stability and routine for students where this is a challenge outside of school by following our behaviour expectations policy and using the BIR or BSR to facilitate students' educational inclusion – without reducing our expectations for students' conduct and compliance.</p> <p>Use the BSR room effectively:</p> <ol style="list-style-type: none"> 1. Identified the small group of students for whom this room is appropriate, ensuring all key staff know this. 2. Triage system to ensure BSR room works. 3. Staffing in place. 4. Therapy plan in place 5. Academic progress curriculum in place 6. Reintegration to mainstream successful 		<p>Reduce the volume of exits from lessons (Stage 3s) for Disadvantaged students</p> <p>Track where we were September – December 2020 and compare with 2020-2021.</p> <p>Reduce exclusions and PEXs</p>	ETW/AWS HOL	
<p>Year 11 centralised 'pick-up' bus every day to ensure no PP student is allowed to 'not' attend detention/catch-up. Clear consequences for students who choose to defy staff instructions</p>		April 2021	<p>Consider Years 7 to 11 centralised 'pick-up' bus every day to ensure no PP student is allowed to 'not' attend detention/catch-up. Clear consequences for students who choose to defy staff instructions</p>		Increased attendance for Disadvantaged students at key interventions	AWS	
<p>Ensure that each Year 11 PP/ Disadvantaged student has a support plan which is monitored and reviewed by FLs each term.</p>		April 2021	<p>Ensure that each Year 10 and 11 PP/ Disadvantaged student has a support plan which is monitored and reviewed by FLs each term.</p>		Track performance of Disadvantaged students on plans ensuring	LSN/DHOF	

<p>Ensure that where PP/Disadvantaged students do not respond to their support plans, more rigorous measures are put in place to enforce participation in lessons and completion of extended learning.</p> <p>Only 30 students so this is achievable.</p>			<p>Ensure that where PP/Disadvantaged students do not respond to their support plans, more rigorous measures are put in place to enforce participation in lessons and completion of extended learning.</p>		<p>progress in knowledge and skills Review P8 scores of students on plans from when the plan is put in place to exam outcome – what is the impact?</p>		
<p>RSLs to focus on progress of Year 10 and 11 PP/Disadvantaged students relentlessly, providing academic support in the first instance, and enforcing participation and completion of extended learning where required.</p>	<p>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). Year 10 PPEs show a P8 of -1.62 an area for intervention 2021+.</p>	<p>March 2021</p>			<p>RSL notes to show that student performance is improving, lesson participation increases and non-submission of extended learning decreases.</p>	<p>DAV</p>	

4. Wider strategies

'Spending on intervention is welcome, but this is not the main purpose of the money. It is much better to spend it on wider barriers to learning, such as attendance and behaviour.' **EEF Guide to the Pupil Premium**

Action 2020-2021	Impact	Review Point	Action 2021-2022	Impact	Tracking	Lead	July 2022 Impact
<p>Engage a high-quality and efficient attendance officer to track and monitor PP attendance and engagement.</p> <p>Improve the attendance of PP students from 90.85% to 96%</p>	<p>Target not met.</p> <p>Impact was made on Year 8 with a reduction from 12 – 7 PA students across the Year and Year 9 to 7 – 6 PA</p>	<p>Feb 2021</p> <p>June 2021</p>	<p>Improve the attendance of PP students from 90.85% to 96%</p>		<p>Daily tracking of attendance with follow up calls resulting in an increase in Disadvantaged students' attendance from ___ to 96%</p>	<p>AWS</p>	

	<p>students across the year.</p> <p>In Year 7 an increase of Year 8 to 12 PA students and in Year 10 an increase of 6-10 PA students was recorded.</p> <p>If figures from a T3 spike during lockdown 3 are compared with T6: Year 7 PA reduces from 31 – 12, Year 8 from 28 – 7, Year 9 from 21 – 6 and Year 10 from 34 – 10.</p> <p>A whole school reduction on PP PA from 45 – 35 has been recorded across the year. Year 10 followed by Year 7 to 8 have the greatest number of PA and will be initial foci in September.</p> <p>What was the overall PP PA %?</p>						
<p>Ensure engagement of PP students in remote learning, including where access to hardware or internet is an issue.</p>	<p>All PP students invited to Study Club provision.</p> <p>All PP students given hardware. All PP students'</p>	<p>March 2021</p>			<p>Daily tracking of attendance with follow up calls resulting in hardware/internet provision provided</p>	<p>AWS/LSN</p>	

	<p>parents/cares given advice on how to use phones and hotspots for internet access. All parents/carers contacted re: phone providers' deals for unlimited data.</p> <p>All parents/cares of PP students not seen to be engaging with TEAMS, Satchel or SIMs attendance contacted each day. Request to attend Study Club offered again.</p>						
Improve remote attendance of disadvantaged students	What was the PP attendance T3 Lockdown?	March 2021	Improve attendance of disadvantaged students		Daily tracking of attendance with follow up calls resulting in an increase in Disadvantaged students' attendance from ___ to 96%	AWS/HOH	
			'Culture of our school' induction to ensure students understand how to behave respectfully and how to learn effectively in our school community: Years 7 and 8 – Full immersion on our culture with training on how to behave (eg enter and exit classrooms etc) how to learn (lesson on a page etc). Year 9+ - Refresher version of the above.		Reduction of lesson exits and Stage 3s.	AWS/ETW	

<p>Identify remote learning Barriers for PP students and create intervention plans to address these barriers with demonstrable and measurable progress. Year 11 first as they may return to school the most quickly.</p>	<p>All PP students given hardware. All PP students' parents/cares given advice on how to use phones and hotspots for internet access. All parents/carers contacted re: phone providers' deals for unlimited data. All PP students invited to Study Club provision.</p>	<p>Feb 2021</p>			<p>Barriers identified and addressed with demonstrable progress in academic progress</p>	<p>AWS/HOH</p>	
<p>Identify barriers to learning for PP students and create a 'PP passport' plan – gather soft data on excel that can support teachers' planning and pastoral support.</p> <ol style="list-style-type: none"> 1. Identify the information to collect – what do we want to know? 2. Collect student and parent/carer response to the Q: what would you like our teachers to know that would help you in the classroom? 3. Collect information for Years 7, 8 and 10 	<p>This will be ready for September 2021</p>	<p>July 2021</p>	<p>PP passport plans to be created for Year 9 and 11 to complement the passports created for Years 7,8 and 10 by December 2021.</p>		<p>QA evidence from teacher files and drop-ins shows that passport information has supported seating arrangements and teacher planning/</p>	<p>AWS/HOH/DHOFs</p>	
<p>Ensure that all pastoral support and SEMH support leads to behavioural compliance in 'Study Club' students and translates into improved academic performance of students.</p>	<p>The new behaviour programme has: Reduced PP students' lesson removals between March and July 2021 by -65% (-69% all) from their highest weekly total.</p>	<p>March 2021 May 2021</p>	<p>Ensure that all pastoral support leads to behavioural compliance in students and translates into improved academic performance of students.</p>		<p>Disadvantaged students have reduced exits from lessons and improved outcomes across subjects</p>	<p>AWS/HOH</p>	

	Reduced PP students' accrual of negative behaviour points by -52% (-71% all) from their highest weekly total.						
Ensure that all pastoral and SEMH support for students translates into improved behavioural compliance in students and translates into improved academic performance of students.	<p>The new behaviour programme has: Reduced PP students' lesson removals between March and July 2021 by -65% (-69% all) from their highest weekly total.</p> <p>Reduced PP students' accrual of negative behaviour points by -52% (-71% all) from their highest weekly total.</p>	June 2021	Ensure that all SEMH support translates into improved behavioural compliance in students and translates into improved academic performance of students.		Disadvantaged students have reduced exits from lessons and improved outcomes across subjects	AWS/HOL	
<p>Personal invites for parents/carers of Disadvantaged children to attend Parents' Evenings.</p> <p>Reminders to be sent and calls to be made to encourage attendance.</p>	Parents' Evening stats	<p>March 2021</p> <p>May 2021</p>	<p>Improve the engagement of parents and carers in the educational progress of their children.</p> <p>Design a plan for tutor conversations to create a bridge between home and school for Disadvantaged students and their families.</p> <p>Ensure that working with families (where families are supportive of our narrative) leads to improvements in behavioural compliance in students and translates into</p>		Track attendance of PP students' parents as a % in Years 7 to 11 year on year.	AWS/HOH	

			improved academic performance of students.				
			Improve students' access to cultural capital with exposure to at least ten classic novels between Years 7 to 11				
Interventions to improve Pro Social behaviour: Rushall Farm project Year 8 Boxing Clever Year 8 AP support.	<p>Boxing Clever participants' survey Year 8</p> <p>Boys:</p> <p>100% Agree and 62% Strongly Agree that their well-being and confidence has improved.</p> <p>100% Agree and 50% Strongly Agree that their: ability to work with others, listening skills and positive attitude about school have improved.</p> <p>100% Agree and 62% Strongly Agree that their well-being and confidence has improved.</p> <p>100% Agree and 38% Strongly Agree that their ability to manage their negative feelings has improved.</p> <p>100% Agree and 88% Strongly Agree that sessions have helped them to believe that they can achieve a goal if they work hard enough.</p>						

	<p>88% of participants have recorded less lesson exits and stages given by teachers.</p> <p>Rushall Farm experience: 50% of students have shown an improvement on all measures. 100% of students have shown an improvement in 4 out of 9 measures. These measures include: reducing incidents of anti-social behaviours, acceptance of consequences and reduced lesson exits.</p>						
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Evidence Base:

- 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

Appendices:

Number on Roll	1136
Proportion of disadvantaged students	14% (159)
Pupil Premium allocation this academic year	£160,000
Academic year or years covered by this statement	2020 - 2022
Publish date	Jan 2021 (updated)
Review date	May 2021
Pupil Premium lead	Lee Simpson
Trustee lead	Steve Hadfield
Statement authorised by	Edwin Towill

Disadvantaged pupil performance results and pupil targets

		2018 results	2019 results	2020 results	Target 2021
Attendance tbc	Disadv	90.27	91.49	90.85	96
	Non disadv	94.93	94.24	94.29	96
	Gap	-4.66	-2.75	-3.44	0
Progress 8	Disadv	-0.28	-1.14	-0.26	-0.15
	Non disadv	0.17	-0.06	0.46	0.1
	Gap	-0.45	-1.1394	-0.72	-0.25
Ebacc Entry	Disadv	10	8	5	tbc
	Non disadv	72	69	96	tbc
	Gap	62	61	91	tbc
Ebacc average points score	Disadv	3.31	2.08	3.11	3.7
	Non disadv	4.46	4.11	4.78	4.2
	Gap	-1.15	-2.33	-1.67	-0.5
Attainment 8	Disadv	39.88	28.73	38.93	40
	Non disadv	51.35	47.97	54.19	48
	Gap	-11.47	-19.24	-15.26	-8
Percentage Grade 5+ in English and Maths	Disadv	23.5	9.1	27.3	35
	Non disadv	50	42.3	58.2	50
	Gap	-26.5	-32.2	-31.1	-15
Entering education, employment or training tbc	Disadv				99*
	Non disadv				99
	Gap				0

Context: the barriers to learning that Denefield Pupil Premium students face

Likely in-school barriers	Evidence at Denefield	Impact of barrier
Lower prior attainment than non PP	There is a negative differential in CAT scores and KS2 scaled scores for PP students when compared with Non-PP students. On average, this differential is more pronounced in CAT scores than in KS2 scores.	Access to the curriculum is more challenging for students with lower levels of prior attainment. This can also translate into lower levels of compliance, motivation and resilience.
Lower literacy skills than non PP	There is a negative differential in CAT scores and KS2 scaled scores for PP students when compared with Non-PP students. On average, this differential is more pronounced in CAT scores than in KS2 scores.	Access to the curriculum is more challenging for students with lower levels of prior literacy in all subject areas. This can also translate into lower levels of compliance, motivation and resilience.
Lower levels of cultural capital	There is a negative differential in CAT scores and KS2 scaled scores for PP students when compared with Non-PP students. On average, this differential is more pronounced in CAT scores than in KS2 scores.	Access to the curriculum is more challenging for students with lower levels of cultural capital in all subject areas. This can also translate into lower levels of compliance, motivation, resilience, poorer attitude to education and limited awareness of the opportunities that education will provide.
Lower levels of concentration or behaviour AWS/HOL	High percentage of SEND student are categorised as SEMH, including ASD/ADHD and Attachment disorders. Increasing number of cohorts male	Students find it more challenging to focus on learning, process instruction, retain knowledge and focus on independent tasks. This will require increased: scaffolding, repetition, deliberate practise, checking back and recall testing. Boys require: motivation, structure, role modelling, repetition and clear boundaries to succeed. Without this, boys have less success.

		Less inclined to engage with extended writing and reading.
Other HOL	External factors may mean students are not ready to learn when they arrive at school	Some students have significant challenges accessing learning and the routines of school due to very challenging circumstances in the home environment.
Likely external barriers	Evidence at Denefield	Impact of barrier
Attendance lower than Non-PP AWS	This is lower than Non-PP and the evidence is clear in our attendance for example in T1. PP 90.28% T1 Whole school P93.9%	Lack of attendance results in lost learning and a further widening or often already wider gaps in knowledge.
Exclusions higher than Non-PP AWS	T1 and 2 PP = 15, Whole school = 33 (including Sixth Form though there are no PP students in Sixth Form) Almost 50% of exclusions are from a proportion of the total school cohort that is only 14% of our school.	Lack of attendance results in lost learning and a further widening or often already wider gaps in knowledge.
Lower levels of wellbeing HOL	Fewer opportunities for students to gain cultural capital Less opportunity for access to positive role models Additional pressures and support provided by a student to their family may inhibit ability to complete extended learning Access to activities, such as sport or music, may be reduced	Due to the lack of cultural capital, extra-curricular experiences and limited ability to support from the home – students do not always have an awareness of the world around them and how to effectively interact
Other AWS/HOL	Lower level of parent/carer support of education Lack of aspiration in the family Families are less likely to be able provide resources for learning	Students do not have the support to fill knowledge gaps and study effectively at home – gaps widen. Students may feel that learning is harder for them as they do not have resources, support or an environment to help them thrive –

	<p>Access to online learning or a laptop/computer</p>	<p>resulting in poor participation, limited motivation and a lack of resilience. Students often do not have encouragement in how to behave in a school environment in order to be successful. Students may have limited aspiration their awareness of opportunity is limited. Students do not recognise that the way to embrace opportunities is through education.</p>
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