

# Denefield pupil premium strategy statement



This statement details our school's use of Pupil Premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students.

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 students in school	1117
Proportion (%) of Pupil Premium eligible students	15% Years 7-11 and 13.1% Years 7-13 ( <i>Year 7=17%, Year 8 = 19.5% and Year 9 = 16%</i> ).
Academic year/years that our current Pupil Premium strategy plan covers (Three year plans are recommended)	2021 -2022 to 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2023 (this is the second review)
Statement authorised by	Edwin Towill
Pupil Premium lead	Lee Simpson
Governor / Trustee lead	Amy Harrison

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£162,246
Recovery premium funding allocation this academic year	£0
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	£162,246

## Part A: Pupil Premium strategy plan

### Statement of intent

Our intention is that all students, 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 students to achieve that goal, including progress for those who are already high attainers. We will also consider the challenges faced by vulnerable students, 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 students 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 students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' 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 students 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 students excel. To ensure they are effective we will:

- ensure disadvantaged students 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 students' outcomes and raise expectations of what they can achieve.

### Challenges

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

Challenge number	Detail of challenge
1	<p>The maths attainment of disadvantaged students 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 Year 7 too few students reach the ‘average’ assessment score and too many attain the ‘below average’ score. In Year 9, too few students achieve the ‘above average’ score and too many attain the ‘very low’ score. See evaluation section for more details.</p> <p>This performance gap remains at KS4 with PP students -0.49 for Maths GCSE when compared with all students at -0.16. However, this is a significant improvement from 2019 and at -0.49, in line with the average P8 score of -0.45 for disadvantaged students.</p>
2	<p>Assessments, observations and discussion with KS3 students indicate that a proportion of disadvantaged students have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>For KS3 students, this is also supported by nationally benchmarked GL assessment data for the current Year 8 and Year 10 students where too many Year 8 students attained the ‘below average’ score and too few Year 10 students scored the ‘average’ attainment with too many scoring the ‘below average’ score. Year 9 students have performed very well when compared with national data for English.</p> <p>Current nationally benchmarked reading age test data shows that 22% of the current Year 8 and Year 9 PP cohort (testing is being conducted with Year 7) are significantly below their chronological reading age and require intervention.</p>
3	<p>Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for other students. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations, especially in maths.</p>
4	<p>Our reading age testing, internal data and observations show that many disadvantaged students lack the cultural capital (knowledge), a more extensive technical vocabulary and the metacognitive strategies to</p>

	<p>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. Reading age data indicates that PP students are impacted more significantly by this (see above).</p>
5	<p>Our assessments, surveys, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged students.</p> <p>During the pandemic, teacher referrals for support markedly increased. 38% of all concerns related to social and emotional well-being were for PP students. There has been a 100% rise in the need for significant and sustained CBT based therapy with 70% of students receiving this intervention PP.</p> <p>52 pupils currently require additional support with social and emotional needs (25% of whom are PP when the PP cohort in school is 16%) and are receiving small group interventions or individual counselling support.</p>
6	<p>Our data demonstrates that there is a gap of -2.99% in attendance for disadvantaged students at Denefield (89.06% vs 92.05%). The attendance gap is widest in Year 9 and Year 10.</p> <p>Our data demonstrates that there is a gap of -13.76% in the PA of disadvantaged students at Denefield (36.06% vs 22.3%). The PA gap is at its widest in Year 9 and Year 11.</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 period 28/2/22 – 27/5/22 (where 16% of the school was PP) accounted for 44% of exclusions.</p> <p>The top three reasons for exclusion (for all students) are:</p> <ol style="list-style-type: none"> <li>1. Persistent disruptive behaviour 58%</li> <li>2. Verbal abuse or threatening behaviour towards and adult 20%</li> <li>3. Physical assault on another student 13%</li> </ol>

	<p>It should also be recognised 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 student impacts for all students (including PP students), as detailed in the evaluation and effective sanctions and corrective strategies are a fundamental part of this strategy. In addition to this, we are adding: an inclusion manager, SLP, ICE and ACE provision to help transform students’ behaviour.</p>
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### 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
<p>Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects.</p>	<p>By the end of our current plan in 2024/25, 75% or more of disadvantaged students enter the English Baccalaureate (EBacc). 2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> <li>• an average P8 score of -0.3 or greater <i>(which will be above the national average PP P8 performance of -0.45 2019)</i></li> </ul>
<p>Improved reading comprehension among disadvantaged students across KS3.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
<p>Improved literacy, metacognitive and self-regulatory skills among disadvantaged students across all subjects.</p>	<p>Teacher reports and class observations suggest disadvantaged students 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.</p>

<p>To achieve and sustain improved wellbeing for all students, including those who are disadvantaged – with a focus on a standardised behaviour curriculum to ensure happiness, safety and progress for all.</p>	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <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 students.</li> </ul>
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all students being no more than 4%, and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced to 0%.</li> <li>• the percentage of all students who are persistently absent being below 10% and the figure among disadvantaged students 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: £ [100,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that high quality teaching and learning is the routine day-to-day experience of our disadvantaged students to support improving students' engagement: <i>know</i></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>1,2,3,4</p>

<p><i>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 to roll out to Maths and Humanities in its second wave if 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 disadvantaged students e.g. DHoFs as a lead supporting FLs and SLs.</p> <p>Use HoH as progress leaders with an initial focus on Year 8, Year</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 improving experiences for disadvantaged students is always a priority.</p>	<p>1,2,3,4</p>

<p>10 and Year 11 students based on GL data for CORE and GCSE outcomes in some subjects.</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 to embed key elements of the guidance in school, and to access The Maths Morbius Hub at Willink school CPD offer (including Teaching for Mastery training).</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="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models:</p> <p><a href="#">KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>1,3</p>
<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 three whole school strategies to begin implementation</p>	<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>	<p>2,3</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>		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ [36,587]

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="https://www.educationendowmentfoundation.org.uk">New EEF trial: can adventure learning improve students' skills,...   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>6,7</p>
<p>Implement and further develop a</p>	<p><a href="https://www.educationendowmentfoundation.org.uk">Improving Behaviour in Schools   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3,4</p>

<p>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>Use CORE Learning Champions to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers. <b>2021 – 2022 only</b></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,2,3</p>
<p>Literacy intervention for the bottom 10-20% of students at KS3 using Literacy Assessment tool to assess progress – delivered through Edison small group teaching. Focus resources Years 7-9</p> <p>Implement targeted reading intervention with bottom 20% in Years 7-8 using Fresh Start. Measure students' reading ages every six weeks</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,3</p>

<p>to show impact. SWR/HOL</p> <p>Employ two specialist Literacy teachers to deliver Fresh Start</p>		
<p>Whole school reading strategy to improve cultural capital of students in Years 7-9 with a focus on classic literature and reading for pleasure.</p> <p>This includes tutor time from Term 2 2022.</p> <p>Measure: Reading ages in September and compare with January and July.</p>	<p><a href="http://learningspy.co.uk">Why we need to read aloud – David Didau (learningspy.co.uk)</a></p> <p><a href="#">What every teacher needs to know about reading – Learning Spy Academy</a></p> <p><a href="http://learningspy.co.uk">Why ‘just reading’ might make more of a difference than teaching reading – David Didau (learningspy.co.uk)</a></p>	<p>2,4</p>
<p>Buy in Accelerated Reader as a targeted intervention to support literacy development and increase students’ reading for pleasure – focus resource on Years 7-9. This will support the whole school reading strategy Years 7-9.</p> <p><b>Rejected – see evaluation below</b></p>	<p>Using Accelerated Reader as a targeted intervention for those with below age expected reading ages (EEF recommend Year 7) 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>2,4</p>
<p>Improve aspirations for disadvantaged students through the use of the HATs co-</p>	<p><a href="#">Pupil_Premium_Guidance.pdf (educationendowmentfoundation.org.uk)</a></p>	<p>4,5</p>

ordinator and a message of 'Aim High'.	<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>  <a href="https://publishing.service.gov.uk/Against_the_odds_report.pdf">Against_the_odds_report.pdf (publishing.service.gov.uk)</a>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [25,659]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide financial/other assistance to students from disadvantaged backgrounds to support aspiration and inclusion.</p> <p>Hold a contingency fund for acute issues which may arise.</p>	<p>Inter-school and our own professional observations of how important providing experiences and resources to 'level up' for disadvantaged students.</p>	4,5
<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.</p> <p>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="https://www.gov.uk/government/publications/improving-school-attendance-support-for-schools-and-local-authorities">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</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>	3,4,6

<p>learning completion and parental engagement ahead of assessments, PPEs, GCSEs.</p>	<p><a href="#">Against the odds report.pdf (publishing.service.gov.uk)</a></p>	
<p>Develop extra-curricular experiences that support students to improve their confidence, self-esteem, <i>pro-social</i> behaviours and attitudes to school and learning.</p>	<p><a href="#">EEF and Sutton Trust respond to Government's new Covid-19...   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Ofsted Annual Report 2020/21: education, children's services and skills - GOV.UK (www.gov.uk)</a></p> <p><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>	<p>4,5</p>
<p>Adoption of a cognitive behavioural therapy (CBT) intervention for specific students 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:</p> <p><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:</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	<p>5,6,7</p>

Total budgeted cost: £ [178,048]

## 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 students in the 2021 to 2022 academic year.

Progress 8 to shows that students at Denefield achieve in line with the national average for PP students by 2024/2025.

KS4:

PP P8 at GCSE 2021/2022 was -0.4 which is a *significant shift* from 2019 P8 of -1.14 and in line with the PP national average of -0.45 from 2019 (+0.05 higher).

*Stronger PP performance* in English P8 of 0 (2019 -1), Drama P8 0.47, Fine Art -0.22, Business -0.35 and Science trilogy -0.35 (2019 -1.64). All of these are above the 2019 national average for PP students of -0.45.

While Maths P8 was -0.49, this is a *significant shift* from -1.14 in 2019 and demonstrates progress.

Areas of focus for PP will continue to be Maths and also include: Design Technology, History, Geography and Triple Science.

In addition to this, PP cohort of students in CORE Year 11 (36) 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, Maths interventions with subject learning champions. Students experiencing one or more of these interventions performed as follows:

	English	Maths	Science
<i>P8 of 0.2 or better:</i>	42%	28%	31%
<i>P8 of 0 or better:</i>	55%	31%	39%
<i>P8 of -0.4 (above 2019 NA of -0.45)</i>	70%	42%	47%

This evidence also indicates that the work on teaching and learning, improving students' articulation and literacy, and improving metacognition over the last two 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 one year 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 to -0.49 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 and Science. While the impact is less significant in Maths, there has still been a positive shift in performance from 2019.

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

The 2019 validated national 'PP students' performance in these measures were:

5 E+M = all 49.6% and PP ?%    4 E+M = all 69.5% and PP ?%

Denefield PP students 2019:

5 E+M = 9.1%    4 E+M = 24.2%

Denefield PP students 2022:

5 E+M = 24.3%    4 E+M = 46%

*Faculty Areas to address with PP students at KS4:* Art (Craft and Design), Biology, Chemistry, DT, Geography, German, History, Maths, Media, PE and Physics – all less than - 0.4

Teaching quality: 82% of teaching staff typicality considered 'good' or 'outstanding' based on QA, a shift of 4% over the academic year from 78%, and a further shift from the previous year of 75%. Teachers where performance was not considered satisfactory has decreased 4% over the academic year from 22% - 18%.

EBACC: Denefield All 38%, NA 37.4% and Denefield PP21.6%. 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, a standardised homework 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.

These methods have been particularly impactful in Science and English GLs cores vs National and are also reflected in these subjects' P8 at GCSE. The impact is less significant in Maths, though improvements in both KS3 and KS4 P8 are evident statistically when compared with previous years. It is clear that Maths will remain a focus of improvement when compared to English and Science.

This is detailed below.

Year 7 English, PP students' performance compares favourably at above average, average and very low. Focus is below average at 30%.

English Year 7	PP %	NA All %
Very High	0	4
Above Average	14	19
Average	53	54
Below Average	30	19
Very Low	3	4



Year 7 Maths, PP students' performance compares favourably at very high and very low. Focus is average 34% vs NA 54% and below average at 46% vs NA 19%.

Maths Y7	PP %	NA All %
Very High	3	4
Above Average	10	19
Average	34	54
Below Average	46	19
Very Low	5	4

Year 8 English, PP students' performance compares favourably at very high, average, below average and very low.

English Year 8	PP %	NA All %
Very High	6	4
Above Average	6	19
Average	77	54
Below Average	12	19
Very Low	0	4

Year 9 English, PP students' performance compares favourably at very high, above average, and very low. Focus is average 38% vs 54% NA and below average 38% vs 19% NA.

English Year 9	PP %	NA All %
Very High	4	4

Above Average	21	19
Average	38	54
Below Average	38	19
Very Low	0	4

Year 9 Maths, PP students' performance compares favourably at very high, average and below average. Focus is above average 7% vs NA 19% and very low 7% vs NA 4%.

Maths Year 9	PP %	NA All %
Very High	4	4
Above Average	7	19
Average	63	54
Below Average	19	19
Very Low	7	4

Year 9 Science, PP students' performance compares favourably at almost all boundaries and excluding above average students are outperforming the 'all' national average.

Science Year 9	PP %	NA All %
Very High	10	4
Above Average	10	19
Average	67	54
Below Average	15	19

Very Low	0	4
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### Reading Ages:

On average students make progress of half a year (0.47) in their reading age across the academic year at KS3. However, the gap between reading age and chronological age widens from -0.2 to -0.41 which demonstrates that progress is not sufficiently rapid and reading remains a school wide focus. When considering this data, it is important to understand that some children (59 across 2021-2022 Years 7 and 8) arrived at Denefield with a reading age significantly lower than their chronological age in some extreme cases over seven years and often around three years lower.

For PP students with data from Reading Age assessments October 2021 – July 2022

Year	On or above chronological age	Progress made from starting point below chronological age	Progress not made
7	39%	58%	42%
8	42%	68%	32%

### Edison centre intervention (28 students):

Students targeted for specific reading interventions in the Edison centre made the following progress in their reading ages:

Year	Between 1 and 4 years progress	No progress
7 (9)	67%	33%

Year	Between 1 and 2 years progress	No progress

8 (9)	55%	45%
Year	Between 1 and 4 years progress	No progress
9 (9)	45%	55%

Within this data, 100% of PP students (5) made progress through interventions of between 6 -24 months in their reading ages – though none of this group met their chronological age.

*As a response to the above data*, I have supported the Edison Centre team to make the decision to move literacy intervention to the Fresh Start programme which has demonstrable evidential impact. This involved the support of a school where significant success at Year 7 and Year 8 is evidence with key groups of SEND and PP students.

Through the reading age assessments I conducted, I have also identified 59 Year 8 and Year 9 students who require reading age intervention (16 of these students are PP). Year 7 will be identified in weeks 1 and 2 of September 2022.

In addition to this, we have appointed two Literacy specialists whose roles will be to deliver the Fresh Start programme.

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:

The 2019-2020 PA rate nationally for all students was 27.7%. Denefield all students was 23.61% and Denefield PP students 2019-2020 was 51.61%.

In the 2021-2022 academic year, Denefield all students PA was 22.3% a decrease of 1.3% on the previous academic year and 5.4% less than the 2019-2020 national average of 27%.

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

In addition to this, in the academic year 2020-2021 Denefield FSM students recorded attendance figures of 87.7%, which was 3.39% higher than the national average of 84.31%.

Denefield PP PA was 36.06% in 2020-2021 which, while a significant reduction, still demonstrates a gap of -13.76 when compared to all Denefield students (22.3%).

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

Our strategy has impacted significantly on or PP PA – but does not meet the objectives we have set ourselves in this strategy document yet.

Improving pro-social behaviours:

*Developing CHARACTER through boxing intervention*

13 (6 PP) students in Years 7, 8 and 9 attended the boxing sessions one hour per week from October to July. Between T1 – T6, students’ behaviour points, which often resulted in lesson exits, were tracked.

	Average reduction in behaviour points T3 – T6.	Average reduction in behaviour points T3 – T6 for students with 100% attendance
All attendees	73%	88%
PP	52%	77%

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 students?	

## 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