

Dormston School: Pupil Premium Strategy Statement 2018/19

1. Summary information					
School	Dormston School				
Academic Year	2018/2019	Total PP budget	£315,40	Date of most recent PP Review	28/2/2019
Total number of pupils	1126	Number of pupils eligible for PP	184	Date for next internal review of this strategy	12/6/2019

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 score average (from 2017/18)	-0.39	0.44
Attainment 8 score average (from 2017/18)	35.6	44.26

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Lower literacy and numeracy levels
B.	Reduced pupil and parent engagement with school and learning – particularly with boys
C.	Lack of aspiration and motivation
D.	SEMH and increased volume of pupils with complex vulnerabilities and behavioural issues
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for pupils eligible for PP are 92.4% (non-PP 96.3% - below the target for all children of 97%). This reduces their school hours and causes them to fall behind with their learning.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved levels of literacy and numeracy	Improved progress across the curriculum due to improved literacy and numeracy

B.	Improved outcomes for all disadvantaged pupils (focus on boys)	Progress in line with expectations based on prior attainment.
C.	Targeted careers pathways, Further and Higher Education advice and guidance to improve level of pupil and parent aspirations.	Characteristics of effective learning behaviours and social interactions embedded across year groups. Clearer focus on destinations therefore more rapid progress in learning.
D.	Improved behaviour and effort performance.	Downward trend in number of termly referrals. Improvement reflected in effort grid.
E.	Improved attendance (disproportionately for disadvantaged pupils). Reduced number of fixed term and permanent exclusions.	To increase attendance gap between PP and Non-PP students by 0.6% reaching attendance target of 93%. Downward termly trend in respect of the number of fixed term and permanent exclusions for PP pupils.

5. Planned expenditure

Academic year

2018/19

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved Literacy and Numeracy	T&L lead delivering whole school literacy strategy based on improving Tier 2 and Tier 3 vocabulary. Half-termly parent and pupil book discussion groups. Targeted 1:1 support for CLA. Staff development day on differentiation. Fresh Start programme.	New GCSE grades 1-9 rely upon greater sophistication in respect of key words/vocabulary. Pupils identified for Fresh Start group are those who have come from primary with lower literacy levels than expected. The aim of additional reading lessons is to develop literacy ability whilst also developing a love for reading, in turn pupils will increase their level of reading for pleasure and this will have a positive impact on their ability across school.	T&L Lead to carry out termly departmental audit and report. Pupils progress is monitored through work scrutiny, the books that they are reading, the reading age of the books being read and the students understanding of the text. Targeted interventions for CLA pupils. Fresh Start programme targeted at PP pupils with reading age below chronological age.	Fiona Moseley Jayne Elliott/Sue Cooper - termly	June/July 2019 £95,000
B. Improved outcomes for all pupils	Work of PP pupils marked before non-PP. Each department has adapted methods of differentiation. Curriculum leaders focus on improving outcomes for PP boys.	Sutton Trust research shows that feedback, when carried out effectively, is one of the most important factors in closing the performance gap for disadvantaged pupils.	Termly departmental monitoring through lesson observations, book scrutiny, learning walks, pupil voice. 1:1 interviews to be held with specific pupils to discuss progress and set targets. Higher Ability Pupil Premium reports.	SLT Link	June/July 2019

B. Improved outcomes for all pupils	Strategy Leaders in place for each year group. Peer mentoring system established. CPD on learning behaviours and classroom management.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including EEF Toolkit) suggest that developing strategies to improve learning behaviours within the classroom is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Target group of 20 PP boys (5 per year group) effort/progress data monitored by Strategy Leaders T&L Monitoring programme – Learning Walks with a specific focus on marking and feedback and book scrutiny focusing on evidence of pupil progress Lessons learnt from training embedded in school approach to quality of pupil feedback.		June/July 2019 £110,000
B. Improved Outcomes for all pupils - rewards	Quick notes HT commendations Learner of the month Departmental reward evening Bronze, silver & gold tie evening Great effort evening	We want to provide extra encouragement to recognise pupil effort and achievement to support pupils in all aspects of preparing to be successful in life. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful current/former pupils.	Engagement with parents and pupils. Strategy Leader monitoring. Case studies. Parent/reward evening attendance.	JE	July 2019 £5000
Total budgeted cost					£210,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
C. To further develop advice, guidance and support for careers pathways	Stable careers programme. Labour market information. Addressing the needs of each pupil. Linking the curriculum to careers. Encounters with employers and employees. Workplace experience. Further education.	Ofsted pupil premium research suggests that the whole student should be taken into account and that underachievement is not based on a lack of academic ability. The rationale for this choice is to use pathways as a method of raising aspiration throughout the school.	Regular meetings with Careers Lead and Strategy Leaders. Placements are monitored to ensure that relevant and aspirational placements are sought for our pupils. The eight Gatsby benchmarks of good careers guidance are being met.	Careers Lead Strategy Leaders Careers Governor	July 2019 £20,000

D. To support the social and emotional needs of vulnerable pupils	1;1 pastoral intervention. Assertive mentoring. Breakfast Club. External agencies and specialist support.	Ofsted pupil premium research suggests that the whole student should be taken into account and that underachievement is not based on a lack of academic ability. The rationale for this choice is to use social and emotional support and corrective behaviour strategies as a method of raising aspiration throughout the school.	Disadvantaged pupils are supported to feel ready for learning. Positive impact on attendance and attainment.		£45,000
Total budgeted cost					£65,000

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Improved Attendance	Raised profile of PP attendance – key focus of SLT. Fixed item on SLT agenda and HoH fortnightly meetings as well as additional pastoral meetings as/when required.	We can't improve attainment for children if they aren't actually attending school. Education Endowment Foundation research for school leaders identifies addressing attendance as a key step in improving attendance and punctuality.	Daily monitoring of attendance and same day calls made to any PP absentees, followed up by the Attendance Officer. Attendance and progress discussed at least weekly by SMT. Letters about attendance issued to parents / guardians. Instil Excellence visit all PA at home to discuss attendance with parents / guardian and explore barriers. Instil Excellence to run attendance clinics. Welfare calls made by school nurse.	Attendance Officer Nick Amos	July 2019 Attendance Officer £17,588 Instil Excellence £7,980
Total budgeted cost					£300,568.00

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

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
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Close the gap between PP and Non-PP attendance	Disadvantaged student attendance is a key focus at SLT and HoH meetings. External provider Instil Excellence bought in to target hard to reach families.	<i>High Impact.</i> Best ever rate of PP attendance achieved. Gap between attendance of PP pupils and non-PP pupils closed by 1%	The raised profile and robust monitoring of PP attendance is vital and this has to remain a key area of focus and a standing item agenda at SLT and HoH meetings. Early intervention supported by Instil Excellence and Attendance Office, both of whom are confident to have challenging conversations with students who are risk of not attending.	
Progress of all PP students	<p>All staff to follow the recommendations in the EEF Toolkit – prioritising PP students for revision sessions, targeted and differentiated questions, seating plans, monitoring progress</p> <p>Increase the development of, and participation in, enrichment opportunities.</p> <p>Additional Support for Work Experience Placements</p> <p>Inclusion – Trips and Activities</p> <p>Purchase of resources to support learning, including GCSE Revision guides.</p>	<p><i>Mixed Progress</i> of PP Students to NON-PP in 2018 GCSE examinations – See figures above</p> <p>Students were successfully supported in engaging in Work Experience during Year 10.</p> <p>Significant focus on ensuring the disadvantaged students were fairly represented. As a result we saw an increase in the number of PP students engaging in trips and extra-curricular activities.</p>	<p>Quality First Teaching for all students with a particular focus on the needs and progress of PP students will remain a key focus of the school, ensuring that we are consistent in our expectations of high standards, engagement and effort to ensure progress of all PP eligible pupils.</p> <p>Some work to be done on raising the engagement and aspirations of PP boys.</p>	
ii. Targeted support				
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

English and Maths catchup programme delivered to identified PP pupils.	Additional groups led by English and Mathematics Departments Joint learning sessions between school, parents and pupils	Additional English and Maths groups had mixed success in terms of outcomes. However, students often responded positively. Literature interventions and peer tutoring sessions were well attended. Parental sessions run three times a year.	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year. Parental engagement sessions were well attended.	
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iii. Other approaches

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
Transition	Additional transition day prior to Primary Liaison Week to support pupils with social, emotional and mental health and well being.	Mixed impact – set the tone for a successful Primary Liaison Week, however, Year 7 attendance remained consistently good.	Next year we will try to provide more intensive support instead, with increased parental engagement to encourage attendance.	
Pupil Welfare	Individual and group counselling services available to all pupils Friendship Hub at lunchtimes to support the behaviour of pupils with challenging behaviour and/or who are struggling socially.	The support that is offered by these services has been of a significant impact on the pupils who has accessed them. Impact is more difficult to be measured as the work carried out is often supporting students with their emotional needs. Not all impact can be identified through GCSE results.	We need to consider moving to a more purposeful curriculum – particularly in respect of introducing ways to engage pupils more effectively during the last segment of lunchtimes.	Total: £312,790

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.