

Disadvantaged Pupils Strategy 2019-2020

Introduction

At The Deanes, our Promises outline our commitment to ensuring that all members of our school community make outstanding progress and achieve their goals. We recognise the strengths and needs of each of our students as individuals and continue to have consistently high expectations and standards for all groups of learners. We have a shared moral purpose and shared ambition to provide the high quality teaching and opportunities needed for all students to achieve their potential. At The Deanes, we understand the potential barriers to progress for Disadvantaged students and are dedicated to 'closing the gap' between their progress and attainment and that of their peers, both within school and nationally.

Pupil Premium Strategy

The Pupil Premium Strategy was introduced to help schools to help raise the attainment of Disadvantaged students of all abilities and close the gap between them and their peers. In the 2019 to 2020 financial year, schools receive the following funding:

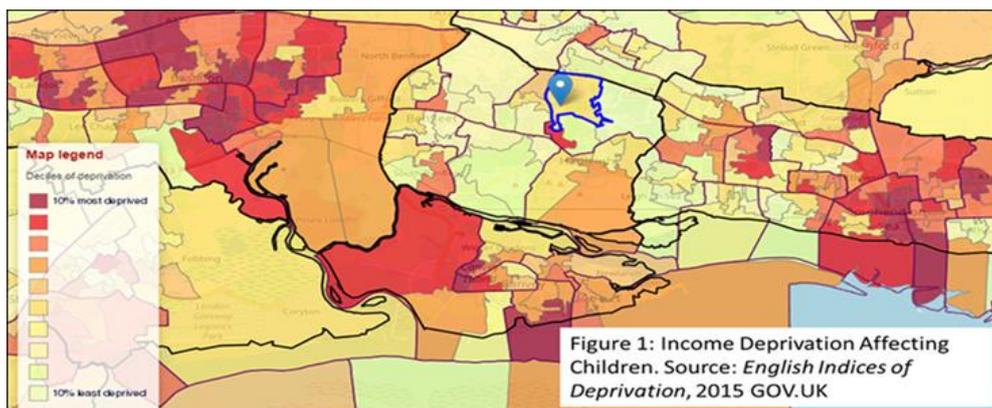
- £935 for each student registered as eligible for free school meals (FSM) at any point in the last 6 years (£935)
- £2300 for each student identified in the January 2018 school census as having left local authority care as a result of:
 - adoption
 - a special guardianship order
 - a child arrangements order (previously known as a residency order)
- £2300 for each student who has been in local authority care for one day or more
- £300 for each Ever 6 service child.

For the financial year 2019 to 2020, the Pupil Premium allocated to The Deanes is £160,127.50 (excluding PP+ funding).

Each school must publish an account of their Pupil Premium spending each academic year. As a minimum, the same information should be reported to governors. This must include the Literacy and Numeracy Catch-up Premium which gives schools additional funding to support Year 7 students who did not achieve the expected level in reading and/or maths at the end of Key Stage 2.

Context – The local area

The school's neighbourhood (Local Super Output Area) is ranked 17,803 out of 32,844 areas for Income Deprivation Affecting Children, putting the school's local area amongst the 50% least deprived in the country. Whilst many of our students live in the local area, a significant proportion of students travel in from Southend-on-Sea, Canvey Island and Basildon where deciles of deprivation are as high as 20% and 10% in some neighbourhoods (Figure 1). 24% of students in current Years 9 -11 at The Deanes reside in postcodes targeted by the National Collaborative Outreach Programme, where participation in Higher Education is lower than might be expected given attainment at GCSE.



Disadvantaged students at The Deanes

In the academic year 2019/20, 34.2% of students at The Deanes are eligible for the Pupil Premium compared to the National average of 27%. Disadvantaged students are not a homogenous group; they may have a range of potential barriers which mean that they may make slower progress than other students, both at The Deanes and nationally. We aim to enable every student to make outstanding progress and achieve their goals through consistently high expectations and standards, combined with a curriculum that caters for individual strengths and needs. In addition to High Quality Teaching, our use of the Pupil Premium provides additional support, such as smaller teaching classes, Learning Support Assistants and a programme of intervention to eradicate barriers to progress for our students.

Prior attainment at Key Stage 2 is lower on entry for our Disadvantaged students; as the example for our current Year 7 cohort indicates, Disadvantaged students start The Deanes below national averages both in English and Mathematics.

Figure 2: Attainment on entry – Year 7 2019/2020

	Average English KS2 score	KS2 Expected Standard English (%) (Reading and Writing)	Average Maths KS2 score	KS2 Expected Standard Maths (%)	KS2 Expected Standard Both*(%)	2018 National KS2 Expected Standard Both* (%)
Disadvantaged	99.42	35	99.33	57	32	51
Non-Disadvantaged	103.47	57	101.94	68	51	70
All	102.17 (National 105.5)	50	101.08 (National 104)	64	45	64

* Students achieving Expected Standard in Reading, Writing and Mathematics.

This pattern is replicated across the cohort in Years 7-11, with a higher proportion of Low Prior Attaining Disadvantaged students and a lower proportion of High Prior Attaining Disadvantaged students.

Figure 3: Prior attainment profile 2019/2020

KS2 Band	Disadvantaged Students (%)	Non-Disadvantaged Students (%)
High	13	18
Mid	37	41
Low	50	41

Students with below expected prior attainment on entry at Key Stage 3 are supported in the transition to secondary school and equipped with the skills needed progress through small class teaching, a personalised curriculum and a focus on the development on literacy and numeracy as the key to accessing the broader curriculum. The progress made by our More Able Disadvantaged students is a key development priority; high quality teaching and aspirational targets provide stretch and challenge, mentoring and targeted opportunities such as the Brilliant Club support these students to achieve their potential.

The Deanes Pupil Premium Planned Expenditure

1. Summary information

Academic Year	2019/20	Total PP budget	£160,127.50 (Excluding PP+ funding)	Date of most recent PP Review	September 2019
Total number of pupils	515	Number of pupils eligible for PP	176	Date for next internal review of this strategy	Half Termly

2. Key indicators

2018/19 Outcomes (27 students)	Pupils eligible for PP (The Deanes)	England state-funded 'other' (Non-Disadvantaged) students (2018)
Progress 8 score average	-0.93 (↑ 0.40)	0.13
Attainment 8 score average	31.1 (↑ 6.9)	50.1
2019/20 Predicted Outcomes (34 students)	Pupils eligible for PP (The Deanes)	England state-funded 'other' (Non-Disadvantaged) students (2018)
Progress 8 score average	-0.47	0.13
Attainment 8 score average	37.65	50.1

3. Barriers to future attainment

Academic barriers

A.	Developing staff awareness about the specific needs of Disadvantaged students to support high quality teaching.
B.	Literacy and numeracy skills on entry to Year 7 are lower which slows progress across the curriculum and remain lower in Key Stage 4 than required for the new GCSE specifications.
C.	Mid-year admissions, particularly at Key Stage 4, have experienced gaps in their learning which further compounds their disadvantage and slows progress.
D.	Some students, including Disadvantaged students, require additional emotional and behavioural support in order to fully engage with their learning.

Additional barriers

E.	Lower rates of attendance for Disadvantaged students.
F.	The need for increased levels of parental engagement to support student learning.

4. Intended outcomes

Success criteria

A.	To accelerate the progress of Disadvantaged students, narrowing the gap between their attainment and that of their Non-Disadvantaged peers within school and nationally.	<ul style="list-style-type: none"> Year on year P8/A8 attainment is higher for Disadvantaged students overall and in line with targets. Improved progress and attainment of Disadvantaged sub-groups, particularly Males, SEN and MTAs.
B.	To improve the literacy and numeracy skills of Disadvantaged students so that their progress across the curriculum is accelerated.	<ul style="list-style-type: none"> Strategies to support the development of literacy and numeracy will be evident across the curriculum and effectively support student progress. Catch-Up funding is used effectively to narrow the gaps in Literacy and Numeracy at Key Stage 3.
C.	Further develop a personalised and targeted approach to barriers to progress so that all Disadvantaged students can fully engage in the curriculum.	<ul style="list-style-type: none"> Roll-out and embed use of personal profiles to enhance teachers' knowledge of individual needs. CPD continues to enhance staff understanding of the needs of disadvantaged students and strategies to support their progress. Targeted intervention supports students to overcome individual barriers to progress.
D.	To improve the attendance of Disadvantaged students so that it is in line with the national average, increasing access to high quality teaching.	<ul style="list-style-type: none"> Overall Disadvantaged attendance 93%. Significant gains in attendance at KS4, particularly for FSM, SEN and MTAs.

E.	To enhance the support for Disadvantaged students' learning at home through increased levels of parental engagement.	<ul style="list-style-type: none"> • Increased attendance of Disadvantaged students and their to parents evenings and information evenings. • Programme of parental engagement activities established.
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5.Planned expenditure

i. Teaching and learning

Intended outcome	Link to AIP and Values	Action	Evidence and rationale	Monitoring and impact	Staff lead	Expenditure
Strategic development of the CPD programme will support the on-going improvement of teachers' practice.	CPD1 Teach 1 Assess1 Promise 3 Promise 6	Development of CPD programme to address whole school priorities, enhance departmental collaboration and facilitate personalised professional development. Focus on assessment, challenge, 'disciplinary' literacy and numeracy.	The Sutton Trust: The effects of high-quality teaching are especially significant for students from Disadvantaged backgrounds. EEF: Feedback +8 months (High impact for very low cost) EEF: Secondary Literacy report – subject specific approaches to literacy are more effective than generic approaches.	Monitoring of teaching CPD evaluations	DHT	CPD budget
On-going curriculum development ensures that Disadvantaged students are appropriately challenged to make progress.	Curr1 Curr2 Promise 3	Termly curriculum meetings held with PL, SLT link and DHT to review elements of departmental curriculum. Departmental bidding for access to Pupil Premium funds supports development of curriculum.	The Sutton Trust: The effects of high-quality teaching are especially significant for students from Disadvantaged backgrounds.	Outcomes of curriculum meetings. Bidding process requires intended outcomes for PP-eligible students to be outlined and impact to be measured. Monitoring of teaching and learning.	DHT/SLT /PLs	£5000 for departmental bids

<p>All teachers will support the development of students' literacy and numeracy skills so that they have the skills to access the curriculum.</p>	<p>CPD1 Teach2 Promise 3 Promise 4 Promise 6</p>	<p>Implementation of whole-school Literacy and Numeracy strategy to include:</p> <ul style="list-style-type: none"> - Updated reading ages of all students shared with staff to assist planning - Half termly CPD focused on the development of literacy skills - Training for staff delivering intervention - CPD on integrating mathematical and statistical activities into lessons - CPD support for staff whose subjects require an increased level of mathematical/statistical skills -Common departmental approach to extended written tasks - Audit of subject specific vocabulary in schemes of work and strategies to enhance use by teachers and students in lessons. 	<p>EEF: Secondary Literacy report Improving Mathematics in KS2 and KS3 report</p>		<p>DHT DOH PAG</p>	
<p>Student progress is maximised through the setting of high quality homework. Disadvantaged students are supported to complete activities successfully.</p>	<p>Promise 3 Promise 5</p>	<p>Review approach to homework and facilities available to support Disadvantaged with this.</p> <p>Provision of library, access to resources and homework club as determined by review.</p>	<p>EEF: Homework +5 months (Moderate impact for low cost).</p>	<p>Review of homework practices Progress data Homework scores on reports Student voice</p>	<p>DHT</p>	<p>Staffing for homework club £500 for resources to support independent study in library</p>
<p>Further raise awareness of the Disadvantaged agenda and increase 'buy-in' from staff.</p>	<p>CPD1 Teach1 Promise 3</p>	<p>On-going promotion the Disadvantaged agenda whole school through staff meetings, delivery of CPD and dissemination of latest research and best practice.</p> <p>Participation in CRP ASHE and Benfleet Teaching Alliance Network meetings.</p>	<p>NFER: More successful schools have an ethos of high attainment for all students.</p> <p>John Dunford: 100% buy-in from staff to the importance of the PP agenda is essential.</p>	<p>Meeting minutes CPD feedback</p>	<p>DHT</p>	

Increase staff awareness of PP-eligible students so that they cater for their individual needs. PP-eligible students feel recognised and involved in their learning.	CPD1 Teach1 Promise 3	Roll out use of Disadvantaged Pupil Profiles across all year groups and embed their use in teachers' planning. Disadvantaged students identified on seating plans. Continued use of 'PASS' testing to provide an insight into students' attitudes to self and school. Data shared with staff. Introduce use of 'Focus Five' to highlight progress of 5 Disadvantaged students each fortnight.	John Dunford: Identification of the main barriers to learning for PP-eligible students. NFER: More successful schools view each student as an individual, each with their own challenges, talents and interests. The Sutton Trust: The effects of high-quality teaching are especially significant for students from disadvantaged backgrounds.	Monitoring of teaching and learning (including 'Focus Five' students) Use of Disadvantaged Profile data by staff		
Enhance accountability for the progress of Disadvantaged students at Middle Leadership and teaching staff level.	Progress1 Promise 3	Targets set at Year group and departmental level for disadvantaged students and shared with staff. Strategies to support the progress of Disadvantaged students explicit on progress reviews, departmental improvement plans and exams analysis. All staff to develop in-class strategies to support the progress of Disadvantaged students.	John Dunford: Performance management is used to reinforce the importance of PP effectiveness. The Sutton Trust: The effects of high-quality teaching are especially significant for students from disadvantaged backgrounds.	Monitoring of teaching and learning Progress data Improvement planning and exams analysis		
ii. Targeted support						
Intended outcome	Link to AIP and Values	Action	Evidence and rationale	Monitoring and impact	Staff lead	Expenditure
Enhanced tracking of progress and attainment data that where Disadvantaged students fall behind, this is identified swiftly.	Progress 1 Promise 3	Progress and attainment data closely tracked and monitored by key staff. Closer monitoring of the progress of Disadvantaged SEN students and targeted support to ensure their needs are met.	John Dunford: Excellent collection, analysis and use of data relating to individual pupils and groups. NFER: More successful schools use data to identify students needs and address them rapidly.	Progress data and progress reviews Monitoring records	DHT DOKs SENCO	

<p>On-going development of academic intervention programme to support the progress of identified Disadvantaged students.</p>	<p>Outcome7 Promise 3</p>	<p>Embed tracking practices to ensure that departmental interventions are targeted and impact is clear.</p> <p>PLs to quality assure interventions and follow up on non-attendance of target students.</p> <p>Continued use of PP+ funding to support the progress of LAC students, including one-to-one tuition.</p> <p>Impact of intervention regularly reviewed. Action as necessary.</p>			<p>SLT PLs/DOKs</p>	<p>Intervention staffing</p> <p>PP+ funding for one-to-one tuition</p> <p>Additional £6000 for one-to-one/small group tuition</p>
<p>Disadvantaged Mid-Term Admission students will further be supported to make greater progress.</p>	<p>Outcome5 Promise 1 Promise 3</p>	<p>Development of Achievement for All programme to support the needs of identified MTA students in Year 10.</p> <p>Roll out of strategies following evaluation.</p>			<p>DHT</p>	<p>£6000 annual fee for Achievement for All programme</p>
<p>Closing the gap – KS3 Literacy</p>	<p>Outcome7 Promise 3 Promise 4</p>	<p>Continued use of DEAR time and dedicated daily Accelerated Reader sessions.</p> <p>Scheduled Accelerated Reader lessons and testing delivered by English department.</p> <p>Tiered approach to intervention including: In-class monitoring and support KS4 Reading mentors Targeted workshops Intensive literacy class and personalisation of timetable SEN support and use of Lexia</p>	<p>EEF: Accelerated Reader is a 'Promising Project' with some evidence of moderate impact for low cost. Peer tutoring +5 months (Moderate, impact, very low cost) Secondary Literacy report</p>	<p>Accelerated Reader – reading age data GL English progress tests (Reading and Grammar) Intervention group tracking data</p>	<p>DOH KS3 SENCO</p>	<p>Year 7 Catch-Up Premium</p>

Closing the gap – KS3 Numeracy	Outcome7 Promise 3 Promise 4	On-going development of Numeracy intervention programme and support for staff by Maths Programme Leader. Collaboration with local CMAT primary school. Tiered approach to intervention including: Monitoring and in-class support Weekly numeracy intervention for identified students.	EEF: Improving Mathematics in KS2 and KS3 report	GL Assessment Maths Progress Tests Intervention group – tracking data	PAG	Year 7 Catch-Up Premium
Students in Key Stage 4 are identified for additional basic Literacy and Numeracy intervention. Issues are swiftly addressed so that they are equipped to deal with the demands of the new GCSEs.	Outcome7 Promise 3 Promise 4	Short term intervention sessions in place for Key Stage 4 students requiring additional support with basic literacy and numeracy.			DOH PAG KS4 SENCO	Intervention staffing
Intervention and CPD supports improvement students' resilience, emotional wellbeing and behaviour for learning so that all Disadvantaged students can fully engage in the curriculum.	Outcome7 Behav3 Promise1 Promise 2 Promise 3	Enhanced use of PASS and behaviour data to enhance targeting and evaluation of interventions. On-going development of strategies to support resilience, emotional well-being and behaviour for learning e.g. Mr Beezy mentoring, Fix Up workshops. Anger Management and/or Self Esteem Programme for identified students.	NFER: More successful schools provide targeted support and seek out interventions to suit individual needs. Sonia Blandford: Empowering students with sense of 'I can' breaks down individual barriers to progress. EEF: Behaviour Interventions +3 months (Moderate impact for moderate cost).			£5000 for Strengthening Minds programme £2000 Mr Beezy mentoring programme £1500 Fix Up workshops
iii. Other approaches						
Intended outcome	Link to AIP and Values	Action	Evidence and rationale	Monitoring and impact	Staff lead	Expenditure
To improve the attendance of Disadvantaged students so that it is in line with the National Average, increasing	Attendance1 Promise 3 Promise 6	On-going use of Aquinas to facilitate closer monitoring and follow up of attendance concerns.	Overall Disadvantaged attendance figure 2018-19 was 90.53% John Dunford: Attendance barriers addressed as a priority for PP-eligible pupils.	Weekly attendance reports Half termly Aquinas attendance report Referral and impact data	DHT/DOKs	£13,440

access to high quality teaching.						
Participation in Breakfast Club encourages improved attendance, engagement and sense of wellbeing. Increased attendance.	Attendance1 Promise 1	All students to continue to be offered a free breakfast Monday-Friday. FSM, SEN and MTA students targeted to increase participation.	Universal breakfast well attended, including by a core group of Disadvantaged students (some with improved attendance). Attendance of SEN, FSM and MTA lower than the overall figure for Disadvantaged students. EEF: Universal free breakfast clubs can contribute to increased attendance, improved behaviour for learning and consequently improved outcomes.	Attendance figures Monitoring of attendance to Breakfast club (Disadvantaged uptake). Student voice	DHT/DOKs	£3,000
Attendance of target group of Year 11 Disadvantaged students increases, reducing their risk of Persistent Absenteeism.	Attendance1 Promise1	Target group of Year 11 Disadvantaged students at risk of PA identified. Close monitoring by HOY and follow up contact on first day of absence. Additional pastoral support and incentivised with rewards for attendance.	John Dunford: Attendance barriers addressed as a priority for PP-eligible pupils.	Attendance figures	HOY	£250 for incentives and rewards
Improved attitude towards attendance for identified students; attendance to school increases.	Attendance1	Trial use of text messages to positively reinforce the significance of school attendance. Target students identified using 'Attitudes to attendance' PASS data and attendance figures. Review of impact	John Dunford: Attendance barriers addressed as a priority for PP-eligible pupils.	PASS data – to 'Attitudes to attendance' Attendance figures	DHT	£150
Increased engagement of parents and carers in their child's education and progress.	Promise5	Parents and carers of identified PP-eligible students targeted to attend review days, information and parents evenings. System devised for follow up of non-attendance by the parents and carers of PP-eligible students. Trial use of text reminders to parents for important events.	John Dunford: Every effort is made to engage parents and carers in the education of their child. EEF: Parental engagement +3 (Moderate impact, moderate cost) EEF: Use of text messages to parents can have a positive impact on parental engagement	Attendance to parents evening logs	DHT	£150 for text reminders to parents

		<p>Development of information for parents on school website and social media.</p> <p>Events developed to encourage parents and carers into school with their child e.g. Year 11 Study Skills evening.</p>				
All Year 11 students to have access to an appropriate and effective mentoring scheme. Parents and staff work in partnership to support student progress.	Promise5	All Year 11 students allocated a member of SLT. Two formal appointments and two 'drop in' sessions throughout the academic year.	EEF: Mentoring +0 months Parental Engagement +3 months	Mentoring review sheets Progress data Student voice	HOY	
Careers provision raises awareness of Post-16 and careers options, raising aspirations. Reduction in NEET figure for Disadvantaged students.	Curr3 Promise 4	<p>Development of Gatsby compliant careers provision.</p> <p>Targeted provision for PP-eligible students to include additional support with Post-16 applications, priority Connexions appointments and careers-insight days.</p> <p>Continued participation in the 'Brilliant Club' and '60 Minute Mentor' programmes.</p> <p>Connexions Advisor present at Parents' and Options evening.</p>	<p>DfE Careers strategy</p> <p>Sonia Blandford: Learning about the workplace increases ambitions, breaks down barriers and provides relevance to learning.</p>	<p>Pass data</p> <p>Student voice</p> <p>Post-16 destinations data</p>	AHT LP	
Disadvantaged students have access to the resources needed to fully access the curriculum.		<p>Disadvantaged Year 11 students given 9 month premium subscription to Seneca Learning to assist independent study.</p> <p>Additional resources Including equipment, revision guides and school uniform accessed through hardship funding.</p>			DHT	<p>£1185 for Premium Seneca Learning subscription</p> <p>£500 for food ingredients for FSM students</p> <p>£1000 hardship funding</p>
Expenditure						£45,175
Staffing						
Intended outcome	Link to AIP and Values	Action	Evidence and rationale	Monitoring and impact	Staff Expenditure	

<p>Leadership and staffing deployed to improve attendance, progress and aspirations of students</p>		<p>DHT directly responsible for progress and achievement of Disadvantaged students.</p> <p>Staffing for class based interventions including smaller teaching class for Year 7 and 8 students in need of additional support.</p> <p>Learning support assistants trained and aware of the learning needs of the students they are working with.</p> <p>Staffing for interventions including holiday revision classes and emotional well-being.</p>		<p>Performance management Intervention tracking data</p>	<p>£124, 825</p>
				<p>Total Pupil Premium spend</p>	<p>£170,000</p>

