

Pupil premium strategy statement – The Deanery

2023/2024

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	850
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2026 <i>(Year 1 of a 3 year plan)</i>
Date this statement was published	May 2024
Date on which it will be reviewed	Close of academic year 2023/24 before Trust rebrokering
Statement authorised by	Kelly Osborne-James (draft for ratifying by AC)
Pupil premium lead	Kelly Osborne-James
Governor / Trustee lead	Ben Hicks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,293
Recovery premium funding allocation this academic year	£42,228
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	No carry forward
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£232,541

Part A: Pupil premium strategy plan

Statement of intent

At The Deanery, our shared vision is that our students, colleagues and families will discover and learn together, so all can flourish.

We will work in triangulation between our students and their families to support them in achieving their potential both academically and as young people in their own rights. We are committed to ensuring that each students irrespective of whether they are disadvantaged or not, will attain the best possible outcomes.

Our intent for our Pupil Premium students is that they study an academic and ambitious curriculum. For those students in receipt of Pupil Premium our curriculum will work to ensure by its design, that their academic pathways are fully supported. Our intent is to ensure all curriculum subjects are carefully planned and sequenced to allow learning to be built up over and time where retrieval is a key thread to establishing knowledge that is secure. This is evidenced in our Teaching and Learning priorities for 2023/24 (see POAP) where there is a focus on Knowledge Organisers.

Introducing knowledge organisers has had a significant positive impact on Pupil Premium students by enhancing their understanding, promoting independent learning, bridging learning gaps, increasing parental engagement, and boosting confidence and motivation. By providing a structured and consistent approach to learning, knowledge organisers help ensure that all students have the opportunity to succeed, regardless of their starting point.

Positive Impact:

- **Clear Structure:** Knowledge organisers provide a clear and concise summary of what students need to know. This structured approach helps Pupil Premium students, who may struggle with organization, to focus on the most important information.
- **Self-Directed Learning:** Knowledge organisers empower students to take charge of their learning. Pupil Premium students can use them to review and reinforce their understanding independently, fostering self-reliance.
- **Study Guides:** They serve as effective study guides, helping students prepare for assessments and exams without always needing direct teacher intervention.
- **Consistent Access to Key Information:** Pupil Premium students, who might have inconsistent support at home, benefit from having a reliable source of information that they can access anytime.
- **Targeted Support:** Teachers can use knowledge organisers to identify and address specific gaps in knowledge. They provide a baseline for what students should know, making it easier to spot and fill gaps.
- **Parental Engagement:** Knowledge organisers can help parents understand what their children are learning and how to support them at home. This is especially useful for parents who may feel unsure about how to help with homework or revision.
- **Reference Tool:** In the classroom, knowledge organisers can be used as quick reference tools during lessons, helping students to stay on track and participate more effectively.

- **Consistency Across Lessons:** They ensure that all students have access to the same core information, promoting consistency and fairness in teaching and learning.
- **Confidence Building:** Having a clear understanding of what is required helps students feel more confident in their abilities. This is particularly important for Pupil Premium students who may have lower self-esteem.

Our dedicated teachers are committed to providing high-quality lessons and strive to remove any barriers to learning through support and challenge. Our regular knowledge checks quickly identify gaps in learning and enable them to be remedied. Our DNA lesson starter activities are established across the curriculum and contribute to effective AfL which supports teachers to ensure that all students, we strive to ensure, regardless of their starting point, are positioned effectively to make good progress.

We provide a broad and inclusive curriculum, increasingly adapted or differentiated where necessary, to ensure that all learning leads to individual progress. Success is achieved through a consistent approach to learning where in 2023/24, the focus on achieving consistent Quality First Teaching is achieved through the implementation of Teach Like A Champion approaches across the school which includes adaptive teaching, 'knowing your students'.

The "Teach Like a Champion" techniques are a set of practical teaching strategies designed to enhance classroom instruction and student learning. Implementing these techniques within our Pupil Premium strategy can significantly support the commitment to high-quality lessons and removing barriers to learning. These are some techniques used by teachers every lesson:

- **High Expectations:** By setting high expectations for all students, including those eligible for Pupil Premium, teachers ensure that every student is encouraged and challenged to meet their potential.
- **No Opt Out:** This technique ensures that students cannot opt out of learning. When a student struggles with an answer, the teacher provides scaffolding and support, revisiting the question until the student can answer correctly. This ensures that knowledge gaps are addressed promptly, which is crucial for Pupil Premium students who may have more significant gaps due to various barriers.
- **Cold Call:** Calling on students randomly rather than relying on volunteers ensures that all students stay engaged and participate in the lesson. This can help identify and address knowledge gaps more effectively.
- **Wait Time:** Giving students adequate time to think before answering questions allows all students, including those who might need a bit longer to process information, to participate meaningfully. This supports effective Assessment for Learning (AfL) by ensuring all students are engaged and understood.
- Regularly checking for understanding throughout the lesson allows teachers to identify misconceptions and knowledge gaps in real-time. This aligns with your strategy of using regular knowledge checks to identify and remedy gaps in learning quickly.
- **Right is Right:** This technique ensures that teachers uphold high standards for correct answers and thorough understanding, pushing students to meet these standards rather than settling for partial or incorrect answers. This is vital in ensuring that Pupil Premium students achieve the same high standards as their peers.
- **Stretch It:** When a student answers correctly, the teacher asks follow-up questions to extend the student's thinking. This helps to challenge students appropriately and ensures that all students, regardless of their starting point, are pushed to achieve more.

- **Do Now:** These starter activities are quick, focused tasks that students begin immediately upon entering the classroom. They are an excellent way to reinforce previous learning, set the tone for the lesson, and ensure that all students are ready to learn from the outset. This technique is directly aligned with your use of DNA (Do Now Activities) to support effective AfL and ensure all students are ready to engage with the lesson content.
- **Positive Framing:** Using positive reinforcement and framing instructions positively helps to build a supportive and encouraging classroom environment. This is particularly important for Pupil Premium students who may benefit from a more supportive and affirming classroom culture.
- **Exit Tickets:** These are a direct form of checking for understanding at the end of a lesson. They allow teachers to quickly assess whether students have grasped the key concepts and identify who may need additional support. This immediate feedback loop is crucial for addressing learning gaps promptly.

By integrating "Teach Like a Champion" techniques into our Pupil Premium strategy, we can enhance the effectiveness of our teaching and support mechanisms. These techniques help to ensure that all students, regardless of their starting point, are positioned to make good progress by maintaining high expectations, engaging all students, regularly checking for understanding, and providing appropriate support and challenge. This alignment between teaching strategies and our Pupil Premium goals creates a cohesive approach to removing barriers and promoting high-quality learning for all students.

This year, our Pupil Premium students will receive practical learning resources including lesson equipment (pencil cases that contain all necessary implements including pens/pencils/appropriate calculator) and revision resource support.

In Y11, we our PP Strategy links with our Team Around Y11 plan to ensure our that students are supported both academically and pastorally to achieve social inclusivity and ultimately to accelerate progress so each student can flourish. Wherever possible, students will be prioritised to attend GCSE revision sessions after school and during the Easter holidays.

Our curriculum has a core of literacy, numeracy and oracy. Communication has a high profile and we encourage all our students to constantly grasp and seek out opportunities to gain an ever increasing rich and varied vocabulary. Tier two and three language is explicitly taught in lessons so that pupil Premium students have the necessary tools to convey their ideas, thoughts and feelings. Is this referenced?

New vocabulary is experienced through the rich variety of texts students encounter within their lessons. We encourage our students to speak well; both in an academic sense but also in everyday conversations – in readiness for life beyond the classroom. We also want our students to be secure with their numeracy and ensure that this is a priority within our curriculum. The sequential maths curriculum ensures that maths skills are built upon and revisited regularly, whilst 1:1 /small group teaching opportunities provide additional opportunities for students to consolidate their learning.

'Letting our light shine' – the DBAT vision, underpins the schools core values of wisdom, hope, service and resilience where all students are expected to be 'ready, respectful and safe'. Our

school values work together, helping our students develop their character to become confident, well-equipped citizens of our future societies.

Our Careers programme will ensure that all of our students have the opportunity to discuss their interests and goals for the future, gaining real-life insight into the world of work and how careers are developed. This is of particular importance as the aspiration of many of our students can often appear to be low.

At The Deanery, we want every Pupil Premium student to access a curriculum enriched with opportunities to not only embrace their knowledge but cultural capital. Increasingly, our range of extra-curricular activities are planned to support academic study, provide opportunities to complete in sporting pursuits and identify new interests and talents.

Our visits from authors, theatre groups, local charities help to enrich our in-class curriculum and offer new ways to acquire cultural capital. Intervention sessions are available for Pupil Premium students who require further support with maths or literacy; there are also pastoral based interventions for students to develop their social skills and self-confidence, ELSA is an example. Our aim is to achieve a holistic approach to ensure that all students can access what they need to flourish.

We want our curriculum to have a foundation of knowledge at its heart and we believe this will be achieved by careful sequencing and chunking in lessons to minimise cognitive overload or stress. All teachers are aware of the need to prioritise core component knowledge and through adaptive teaching, ensure this is made accessible to all. It is then consolidated through regular and deliberate practice to ensure students have time to apply and rehearse their new skills and learning.

Subject leaders are careful to ensure that whilst focusing on the theoretical and practical knowledge at the centre of our curriculum, it is important not to forget the importance of hinterland knowledge. This provides an invaluable rich narrative around core facts so students experience purposeful real-life learning situations where they learn more and remember more.

The Deanery School is an inclusive school with an unwavering belief that every student can flourish built on a core acceptance that we have a duty to support our young people of today to develop into societies citizens of tomorrow.

Challenges, Intended Outcomes

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

Challenge number	Detail of challenge
1	<u>Progress and Achievement</u>

	<p>Of the 131 students in the cohort, 31 are identified as being PP.</p> <p>At The Deanery Church of England Academy, in summer 2023, PP students' progress was below that of their peers.</p>
Intended Outcome	Evidence of impact (measuring how they have been achieved)
<p>To close the gap between Pupil Premium and their Non Pupil Premium Peers alongside the following:</p> <ul style="list-style-type: none"> Disadvantaged pupils will have acquired the essential knowledge and skills so they can fully engage in the curriculum. Overall attainment and progress measures at the end of year or Key Stage phase points are in line with (or exceeding) national averages or non-disadvantaged peers. <p>EEF Effective use of your Pupil Premium fund</p>	<p>Targeted academic support including structured interventions have focussed on off-track students.</p> <p><u>Year 10 predictions</u> Pupil Premium numbers (31/131 students) 16% students were predicted to achieve 9 – 4 English and Maths compared to 40% of non-PP students.</p> <p><u>Year 11 predictions</u> 48% of PP students were are predicted to achieve 9 – 4 English and Maths which is a significant improvement The school believes this is as a result of QFT with a particular emphasis on TLAC.</p> <p>There has been a particular focus on adaptive teaching aided by the use of Provision Maps. Timely and diagnostic monitoring by the Head of Faculty and the establishing of a strong maths team, revision sessions and regular homework to enhance the learning in the classroom.</p> <p>54% non PP will be achieving 9- 4 in English in Maths at the end of Y11</p> <p>There is a significant improvement in 'closing gap which in Y10 was 24% and in Y11 the gap is 6%.</p> <p>There has been a significant move towards being in line with the national average, this will continue to be a priority for the future.</p> <p>In terms of Most Able students, the gap lessens the more able the child. I.e. this is indicating natural ability when you look at cultural capital barriers.</p> <p>Looking ahead to the new academic year targets, the school needs to focus on the lower end i.e. those identified as achieving less than 4, particularly for those students predicted 3s who with the right support can move up into the 4+ band.</p> <p>Average grade of a nonPP student is -5 compared to PP students which is -4, therefore on average attaining a grade lower in all subjects. (There is school based evidence to</p>

	<p>show that PP students are achieving at least in line with their non PP peers in subjects such as PE and history).</p> <p><u>English</u></p> <p>In all categories in terms of grades, non PP are outperforming PP 0.8 of a grade. This gap is increased when looking at English Literature, 1.06. This has implications particularly on reading ability and cultural capital where there is a focus on texts and access to rich vocabulary. This will need to be addressed in the academic year 2024/25.</p> <p><i>Actual outcome statistics to be added in the autumn term 2024</i></p> <p>Budgeted cost: £167,000 (within this there are 3 x £30,000 for TA equivalent support, £15,000 for EAL support across various interventions/classes as well as ALP for PP students in the range of £62,000) – to be confirmed later in the academic year.</p>
Challenge number	Detail of challenge
2	<p><u>Attendance and Punctuality</u></p> <p>Attendance of pupil premium students falls below that of their peers. In 2022/23 PP attendance was 78% overall compared to non PP students which was 88%.</p> <p>By having poor attendance this means that students are missing out on learning in the classroom as well as developing the social and personal skills that attending school develops.</p> <p>Improving school attendance report from the DfE provides strategies used by FLYs that supports attendance. EEF also finds that improving parental engagement can increase progress by 4 months and there is high impact for pupils with low prior attainment.</p> <p>Budgeted cost £2000</p>
Intended Outcome	Evidence of impact (measuring how they have been achieved)
<ul style="list-style-type: none"> An improvement in overall attendance of pupil premium children bringing them in line with non-disadvantaged 	<p>In 2023/24 PP attendance is now 82% (+4%) against their non PP students which is 90% (+2%). Therefore, the gap between PP and non-PP has narrowed by 2% this year.</p>

<p>peers and overall National expectations.</p> <ul style="list-style-type: none"> • A reduction in the percentage of persistent absenteeism amongst pupil premium children so that the average is in line (or below) the national expectations. • The suspension rate is to be at least in line or below that of the national average 	<p>Four out of the five year groups have seen an increase or stabilisation in the attendance of PP students.</p> <p>Next academic year, the Attendance Team are planning events to support and encourage PP families including coffee mornings incorporating outside agencies such as Swindon Food Bank a buddy system and also the opportunity to work with Young Carers.</p> <p>In addition, the school has also provided SMASH – 12-15 weeks mentoring system to support those identified as EBSA (under 50% - the extremely vulnerable).</p> <p>The suspension rate whilst above the national average is lower than some secondary schools locally and has improved in the academic year 2023/24. This is being monitored by new systems established within the school.</p>
Challenge number	Detail of challenge
3	<p>Cultural Capital</p> <p>The Deanery C of E School believes that all students' curriculum should be enriched with opportunities to flourish.</p> <p>By more Pupil Premium students engaging in extra-curricular activities and trips this will help to build relationships and allow staff to understand each individual.</p>
Intended Outcome	Evidence of impact (measuring how they have been achieved)
	<p>We offer an extensive range of extra-curricular activities.</p> <p>From the Ofsted Report (October 2023), parental feedback is in support of more enrichment opportunities.</p> <p>This directly links to POAP 4 – opportunities to develop students' Cultural Capital is detailed in the weekly headteacher updates can be found on the school website.</p> <p>Students who have earned sufficient positive points will be rewarded to attend end of year trips also.</p> <p>This year, we have seen a significant number of Pupil Premium students participate in the DoE scheme. 25% of the Y11 students and 26% of the Y10 students. Their equipment was provided at no cost to the students thus removing the barrier to success. Pupils were given the opportunity to grow their working rapports with various staff from across the school.</p>

	<p>Subsidised trips and enrichment activities to support students' development of cultural capital occurred throughout the year.</p> <p>Budgeted cost Music lessons (peripatetic) £10,000 Educational equipment £4500 Trips £5000 Trip equipment £1000 = £20,500</p>
Challenge number	Detail of challenge
4	<p>Children over the course of their five years have knowledge gaps that need to be narrowed. The school acknowledges the need to prioritise Y11 revision to support students in achieving their best in the summer GCSEs.</p> <p>EEF study shows that extending the school day can have a moderate effect on student progress increasing this by 3 months. This with targeted intervention is an opportunity for our most disadvantaged to gain the support needed.</p>
Intended Outcome	Evidence of impact (measuring how they have been achieved)
<p>For all students to understand how and what to revise to build on their knowledge, and their skills of retrieval and recall of key understanding to support them in their exam preparation. (To have a secure knowledge and understanding of key subject matter)</p>	<p>Additional intervention and revision sessions for Year 11 students were provided by subject specialists through the Easter holidays in order to support students for students who are underperforming and not making expected progress as indicated through progress reviews and mocks. Teachers also provided revision sessions before and during the study leave period. Teachers provided revision energizers after the Grab and Go breakfasts before the Y11 GCSEs.</p> <p>Budgeted cost £2000 (staffing costs to run Easter revision)</p> <p>Subsidised revision guides and support materials in Year 11 were provided. All PP students received a pencil case containing the appropriate equipment. (see Challenge 3 for costs)</p>

Post Analysis of Data Summer 2025 – Next Step Challenges to Overcome to include the following:

Challenge 1:

Disadvantaged pupils across the school will have improved reading fluency (accuracy, automaticity, vocabulary and prosody).

This will result in:

- Equity in access to written sources, questions and texts.
- Reading is no longer a barrier to progress
- Students reading for pleasure

Challenge 2:

Disadvantaged students will experience a positive and engaging school environment where achievement is recognised and progress rewarded.

Students will be fully involved in school activities and events and be provided with opportunities to develop their cultural capital.

This will result in:

- The number of disadvantaged students attending trips, visits and opportunities in line with their peers.
- Improved attendance
- Rewards distributed to disadvantaged students in line with their peers.
- Improvements in Student Wellbeing

Success Criteria:

- Improved attendance at extra-curricular clubs
- Pupil Premium attendance at 90%.
- All Pupil Premium students in Y11 to have achieved the necessary points needed to attend the Prom.
- All PP students to have a trusted adult in school.
- All PP students to have attended at least one trip
- All PP students who have not travelled abroad and would like to, to have attended an international trip.

