

Pupil premium strategy statement – The Deanery Church of England Academy

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	762
Proportion (%) of pupil premium eligible pupils	150/762 19.7%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	J Young
Pupil premium lead	TBC
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,423.60
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£182,423.60

Part A: Pupil premium strategy plan

Statement of intent

At The Deanery Church of England Academy, our shared vision is that our students, colleagues and families will be part of a flourishing community. We will support all our students to achieve their potential and encourage them to aspire to appropriate post 16 destinations. It is our intention to ensure that all our students, whether disadvantaged or not, achieve and attain the best possible outcomes.

We are an inclusive and aspirational school where we prioritise our Pupil Premium students studying the full curriculum, prioritises students being in lesson and learning from subject specialist teachers. Our curriculum leaders have adapted their curriculum intents to meet the needs of our Pupil Premium students.

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 is designed to ensure that their academic pathways are fully supported. The curriculum is carefully planned and sequenced to ensure learning is built up over time and knowledge is secure. Our high-quality lessons strive to remove any barriers to learning through targeted support and challenge. Regular knowledge checks quickly identify gaps in learning and enable them to be remedied. We strive to ensure that all our students, regardless of their starting point, are positioned effectively to make good progress.

We provide a broad and inclusive curriculum, adapted where necessary, to ensure that all learning leads to individual progress. Success is achieved through a consistent approach to learning strategies used across the school. Our Pupil Premium students receive all necessary learning resources and benefit from our Pupil Premium Lead who supports with both academic and pastoral needs to promote social inclusion and accelerate progress.

Our curriculum has a foundation of knowledge at its heart and is implemented through careful sequencing of lessons. Core knowledge is prioritised and made accessible to all. It is then consolidated through students having time to apply and rehearse their new skills and learning. The use of analogy, real world examples and contextual information ensure our Pupil Premium students are fully immersed in their learning and have a strong understanding of content. This knowledge helps students to make sense of their learning and place it into a real-world context.

Our curriculum has a core of literacy and numeracy. Communication is key and we encourage all our students to embrace a rich and varied vocabulary. 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 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 small group teaching opportunities provide additional opportunities for students to consolidate their learning.

Our warm and welcoming school, develops character through our Christian values of Hope, Service, Wisdom and Resilience. These values are woven into Deanery PROUD, Presentation, Respect, Organisation, Understanding and Determination. We want our students to be fully prepared to take an active role in society and our foundation of values provides an excellent framework for this.

Our Pupil Premium students have a curriculum enriched with opportunities. We offer a range of extra-curricular activities; some to support academic study and others to harness new skills or compete in sporting pursuits. Our visits from authors, theatre groups, local charities and visiting speakers 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 – our holistic approach ensures that all students can access what they need to thrive.

Challenges

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

Challenge number	Detail of challenge
1	Progress and Achievement Overall performance of Disadvantaged pupils is approximately one grade below that all pupils nationally – Pupil outcomes 2023-2024.
2	Attendance and Punctuality The attendance of disadvantaged pupils has been identified as an area for improvement, in relation to the National Average.
3	Behaviour and Attitudes towards learning Our report data, observations and discussions have identified that some disadvantaged pupils and parents/carers are not appropriately equipped with the habits for learning, both in the classroom and at home, to complete work to the best of their ability.
3	Literacy Reading age data with Key Stage 3 pupils indicates that disadvantaged pupils have lower levels of reading comprehension than their peers (in

	relation to chronological age). This impacts their ability to access learning and make progress in all subjects.
5	<p>Cultural Capital and Personal Development</p> <p>Through information from parents evening analysis, discussions with parents/carers and observations there are varied views of disadvantaged parents/carers on the importance of education. This is due to their own experiences of education and could lead to some disadvantaged pupils lacking the aspirations to attend Higher Education and/or the cultural experiences they may get from school trips and visits.</p>

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>1. Disadvantaged pupils will have established learning behaviours such as resilience and self-regulation which will enable them to overcome the inevitable obstacles and challenges, they will face when learning.</p> <p>EEF Effective use of your Pupil Premium fund</p>	<ul style="list-style-type: none"> • An improvement in overall attendance of pupil premium children bringing them in line with non-disadvantaged peers and overall National expectations. • 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 percentage of suspensions (and repeat suspensions) is below the national expectations • 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>2. Disadvantaged pupils across the school will have improved literacy and reading fluency.</p> <p>Oracy in Education Report</p>	<ul style="list-style-type: none"> • Reading is no longer a barrier to progress • Improved extended writing

<p>EEF Effective use of your Pupil Premium fund</p>	<ul style="list-style-type: none"> • Improved confidence in verbal responses • Equity in access to written sources, questions and texts.
<p>3. Disadvantaged students will experience a positive and engaging school environment where achievement is recognised and progress rewarded.</p> <p>Students will be fully involved in school activities and events and be provided with opportunities to develop their cultural capital.</p> <p>EEF Effective use of your Pupil Premium fund</p> <p>2022 Government toolkit for supporting mental health and wellbeing in schools</p>	<ul style="list-style-type: none"> • Building students' cultural capital, confidence and self-esteem through exposing them to a variety of educational experiences. Academic trips support academic attainment. • The number of disadvantaged students attending trips, visits and opportunities in line with their peers. • Improved attendance in line with National Average. • Rewards distributed to disadvantaged students in line with their peers. • Improvements in Student Wellbeing

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff CPD in Teaching and Learning. TEEP training and CLEAR.</p>	<p>High quality teaching is key to raising attainment for all pupils, but particularly PP pupils. EEF Toolkit Collaborative approaches +5</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	<p>1,2,3,5</p>

	<p>Effective professional development guidance report. EEF 08/21 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>Retrieval practice: Research and resources for every classroom Kate Jones (2019) EEF Toolkit Feedback +6 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Teacher feedback to improve pupil learning guidance report EEF. 06/21 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	
Embedding the use of PLCs across all subjects	<p>PLCs help all learners become more aware of what they do/do not know. EEF Toolkit Meta cognition and self regulation +7 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1,3,4,5
Appointment of nurture group specialist teacher	<p>Provide a safe environment with clear routines and adults modelling positive relationships. To support pupils to improve their behavioural, social and emotional skills and provide a range of strategies to help them to improve their behaviour.</p>	2,3,5
Accelerated reader and whole school reading programme.	<p>Accelerated Reader (AR) is a reading management and monitoring programme that aims to foster independent reading. AR was first introduced fully the 24-25 academic year. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</p>	1,4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £28,343.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention groups in Maths and English	In all the following interventions PP pupils who are not meeting target are prioritised. This includes groups of high prior attaining pupils who may not	1,3,4

	<p>be meeting target. Tutor time sessions start 15 mins prior to the rest of school and mean that pupils are not missing other content. EEF toolkit Extending school time +3</p> <p>https://educationendowmentfoundation.org.uk/education/evidence/teaching-learning-toolkit/extending-school-time</p>	
<p>Maths Tutor for small group, one to one support</p>	<p>These sessions are taught by qualified teachers. Students progress is reviewed termly and cohorts change based on internal progress data. EEF toolkit 1,2,5 7 Small group learning +4</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Small group tuition +3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,3,4
<p>Small group reading groups led by teaching assistants and HLTAs</p>	<p>Pupil premium students who are not meeting age related expectations are able to access one of 2 different reading interventions:</p> <ul style="list-style-type: none"> • Fresh Start Phonics for those students with a reading age of 9 and under • Corrective Reading for those who students with a reading age between 9 and 12 	1, 3
<p>Small group EAL intervention</p>	<p>These sessions are taught by an EAL teacher and followed up with support from the EAL TA,</p> <p>Students have 24-hour access to 'Language Nut' Programme. Students are assessed using the Cambridge Language Levels, they then receive a bespoke programme of work to access and home and as school.</p> <p>EAL students have access to an IPAD to translate tasks lessons.</p>	1, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £92,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
DEA Attendance Team	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.	2
Mentoring support through Briym	<p>Research conducted by the EEF suggests that mentoring on metacognition and self-regulation has a very high impact increasing student progress by 7 months. Both of these provisions are small group working with those who need the support most.</p> <p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p>	5
Subsidised trips and enrichment activities to support students' development of cultural capital.	The Sutton Trust found that 'young people from professional households were much more likely to take part in extracurricular activities. 84% of those in social group A (non DA) reported participation in at least one after school activity or class, compared to 45% in group D (DA). This reflects cultural capital, but also financial resources in the home, as those in lower social groups were more likely to take part in activities that didn't need to be paid for'.	5
Offering support for uniform and equipment to reduce the barriers to coming to school.	Each pupil premium student is given a pack of equipment. Uniform is also available to all students.	5
Villiers Park - is a national social justice charity. We deliver evidence-led	We will work with Villiers Park from 2024 to support PP students on the programme will be supported to fulfil their	5

<p>programmes that develop personal and employability skills and raise academic outcomes for disadvantaged young people aged 14-19.</p>	<p>potential and to aspire to attend university. https://www.villierspark.org.uk/ Students who work with Villiers park are much more likely to achieve good outcomes at GCSE and A level and university.</p>	
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Total budgeted cost: £182,423.60

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using key stage 4 performance data. For 2023/24, the Progress 8 score for our disadvantaged pupils was -0.92 and the Attainment 8 was 31.68. See DfE guidance for more information about KS4 performance measures. We have, compared our results to national figures to help gauge the performance of our disadvantaged pupils. The national average Attainment 8 score for disadvantaged pupils in 2023/24 was 34.5 and for DEA's disadvantaged pupils it was 31.68. For 2023/24, the national average score for disadvantaged pupils for Average EBacc APS Score per pupil was 2.99 and for DEA's disadvantaged pupils the Ebacc APS was 2.78 in 2023/24.

Key stage 4 data suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2023/24 was below average. The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was -0.43 and the Attainment 8 score was 41.33 compared to a Progress 8 score of -0.92 and Attainment 8 of 31.69 for our Pupil Premium Pupils.

In 2023/24, EBacc entries for disadvantaged pupils at DEA was 3.2%, and 17% for non-disadvantaged pupils, therefore not maintaining the same aspirations for all of our pupils. For 2023/24 Terms 1-5, attendance among disadvantaged pupils was 89.1%, which was 4.21% lower than the school's overall attendance levels of 93.31%. We recognise overall attendance is too low and this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan and School Improvement Plans. However, we have seen a significant improvement in the attendance of our disadvantaged pupils, since the previous academic year and have staffed the attendance team to support pupils and families in getting their children to school.

Our observations and evaluation of pupil behaviour, show that pupil behaviour despite some improvement, needs to improve. Challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. These results meant that we did not achieve the outcomes that were set out in our intentions. As a result, we have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year and the following 3 years.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Building Resilience in Young Minds	BRIYM

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.