

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Deanery CE Academy
Number of pupils in school	717
Proportion (%) of pupil premium eligible pupils	19.0
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	Nov. 2022
Date on which it will be reviewed	Oct 2023
Statement authorised by	Mr Peter Scutt
Pupil premium lead	Mr Luke Bullock
Governor / Trustee lead	Mr Chris Watts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,960
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ <u>0</u>
Total budget for this academic year	£133,960

Part A: Pupil premium strategy plan

Statement of intent

Introduction

The Deanery is a maturing school, we are currently in our fourth year of operation, with 717 students on roll (year 7-10). In time, this will grow to 1400 and include provision from year 7-13. The school is situated at the heart of Wichelstowe, and serves this community and Swindon more broadly. The level of deprivation within the community we serve are relatively high when compared to national average- 19% of our pupils fall within the Pupil Premium bracket.

Swindon has a high employment rate, due to large companies operating in the area. There are good transport links with London, Bristol, Bath and Oxford, with many commuting for work outside of Swindon borough. Swindon itself has nearly a tenth of neighborhoods that are amongst the most deprived in England (October 2019), with Swindon being listed as 157th in the deprivation table across England and 10th in the South West. Literacy levels across Swindon are low when compared to national averages.

The Deanery serves a culturally diverse community, the percentage of our students from a Black, Chinese or Indian background are all above the national average. Our proportion of students with SEND is also high when compared with the national average.

At The Deanery, we are aware that barriers to learning can manifest themselves in many forms. Pupil premium is used as a proxy indicator of the disadvantage that some pupils from low-income households face in their education. However, we appreciate that alongside low income, children can also experience other barriers such as SEND, having English as an additional language, high mobility, cultural differences and instability within the family home. Family contexts may also include safeguarding concerns. All of these potential barriers prevent children from achieving their full potential in school.

The Sutton Trust's Education Endowment Fund conducts research into how to best tackle these barriers. It is upon their research that the following strategy statement is based.

We hold our students and their families in the highest possible regard. We have unwavering high expectations and aspirations for our students. As a school we are confident that with all the resources and expertise at our disposal we can ensure that all children are enabled to overcome any barriers to learning, achieve well and be equipped for the next stage of their life and education. In this way we aim to enrich the lives of our families and the community we serve.

Objectives

- Identify potential barriers to learning that our Pupil Premium students experience
- Support students and families to offset the effects of these barriers and begin to dismantle them

- Ensure disadvantaged pupils have a 'level playing field' with their non-disadvantaged peers
- To accelerate the progress our disadvantaged pupils make in reading, writing and numeracy
- Close the gap in attainment and progress that exists nationally between disadvantaged students and their non-disadvantaged peers
- Help build the resilience of disadvantaged pupils, to foster within them respectfulness, confidence so they go on to become contributing members of the community

Principles

- Our strategy to tackle disadvantage is informed by educational research and best evidence informed practice. We have aligned our approach to the recommendations in the EEF's guide to pupil premium strategy
- Our Pupil Premium funding allocation is directed in a way to maximise its impact on the greatest possible number of students
- Our Pupil Premium strategy is centred around the belief that quality first teaching is the best way to ensure all pupils make good progress
- Invest in high quality, evidence informed continual professional development for all teaching staff
- Quickly put into place effective intervention strategies for students who begin to fall behind (academic and otherwise)
- Ensure all pupils access to a wide range of rich and diverse curriculum opportunities and experiences

Challenges

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

Challenge number	Detail of challenge
1	<i>Literacy and reading ages are below across our cohort, this is particularly pronounced in our disadvantaged students. This is of concern as students are unable to fully access age appropriate texts across the curriculum. It is vital these gaps are plugged before children reach GCSE age.</i>
2	<i>Low numeracy levels is also of concern amongst our disadvantaged students</i>
3	<i>Access to technology and other resources pose a challenge to students completing home learning/homework and prevents students from fully accessing the curriculum.</i>
4	<i>Resilience and engagement with learning is low amongst parts of disadvantaged cohort. This is hindering academic progress.</i>
5	<i>Attendance gaps between PP and non-PP students.</i>
6	<i>Cultural capital gap between PP and non-PP students</i>
7	<i>The student body more broadly, but especially our PP cohorts, exhibit the symptoms of poor SEMH.</i>

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
Improve the literacy levels and reading ages of disadvantaged pupils to remove barrier of poor literacy to academic success.	Reading age within 1 year of chronological age.
Close the disadvantage gap in KS3 progress and eventual KS4 outcomes	Progress data reported at 3 points throughout academic year show that disadvantaged students make same progress as non-disadvantaged peers.
Increase resilience of disadvantaged students and their engagement with education.	Lesson observations and behaviour data show that levels of resilience and endearment of disadvantaged students is in line with their non- disadvantaged peers
Increase attendance and punctuality of disadvantaged pupils	Attendance of disadvantaged pupils is in line with their non-disadvantaged peers
Improve the cultural capital of PP students	PP students will be more engaged with extra-curricular activities and enrichment opportunities
Improve the SEMH of the student body, equipping them with the tools to overcome adversity and show resilience	Increased attendance at school, increased engagement with schooling

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: £ 33,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of licenses to support quality first teaching (e.g. Lexia Power Up).</i>	National programme with track record of success across schools.	1
<i>Subject enhancement and pedagogy CPD for staff to ensure Quality First Teaching across the curriculum</i>	-'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.' EEF Maximising Teaching	1 & 2

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

Budgeted cost: £ 33,490

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy and numeracy interventions across KS3 and KS4 for low attaining disadvantaged pupils</i>	Literacy and Numeracy are fundamental skills, and a good indicator of likely success. The EEF state that "Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life."	1 & 2
<i>Effective deployment of school-based tutors (NTP- school pays 25%)</i>	Part of the National Tutoring Programme. The NTP suggest that "high quality mentoring can help the long term impact of lost learning" caused by the enforced school closures during national lockdowns.	1 & 2
<i>Employment of TA to deliver small group support</i>	The EEF encourage the use of TA for small group work, and recognise the positive impact they can have on student progress.	1 & 2

	<p>“Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact”</p> <p>“The average impact of the deployment of teaching assistant is about an additional four month’ progress over the course of a year”</p>	
<i>Half Term booster sessions for targeted students.</i>	The EEF recognise the utility of extending school hours, or providing additional sessions during half term holidays. They also highlight that there is evidence to suggest that “disadvantaged pupils might benefit more from additional school time” than their non-disadvantaged peers.	1
<i>Effective deployment of school-based tutors (NTP)</i>	Part of the National Tutoring Programme. The NTP suggest that “high quality mentoring can help the long term impact of lost learning” caused by the enforced school closures during national lockdowns.	1 & 2

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

Budgeted cost: £ 66,980

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the Pivotal behaviour approach to include restorative conversations	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). EEF teaching and Learning toolkit – Behaviour Interventions	4
<i>Employment of Student Support worker (DDSL)</i>	Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. EEF Teaching and learning Toolkit – Social and Emotional learning	4 & 5
Careers lead and other CEIAG support that raises aspiration and provides direction for our pupil premium students,	The EEF state that students who “underestimate the education needed to get their chosen job are more likely to end up not in education, employment or training and young people from disadvantaged backgrounds are disproportionately more likely to have career aspirations that don’t match their educational goals”	4

Trips and visits subsidy	Building students' cultural capital, confidence and self-esteem through exposing them to experiences otherwise off limits to them. Some academic trips (for example GCSE Geography field trip) support academic attainment.	6 & 7
Mentoring support	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. This finding, however, has very low security, so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. EEF Teaching and learning Toolkit – Social and Emotional learning	4, 5 & 6
Instrumental lessons	Above the clear stand-alone musical and therapeutic impact that music lessons can have on pupils, the EEF highlight that “arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum” and that “arts-based approaches may offer a route to re-engage older pupils in learning”.	6
<i>Sundry pupil support</i>	Allowing students to fully access the curriculum and succeed (e.g. access to their own calculator, PE kit etc.). Assistance with transport costs where appropriate to ensure students can attend extra-curricular sessions.	1-7

Total budgeted cost: £ 84700

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 pupils in the 2021 to 2022 academic year.

As a maturing school, our first set of national examination results will not be available until summer 2024.

We have however used a number of internal data pools to assess the progress of our students. These include standardised teacher administered tests (milestone tasks), GL Assessments and CAT4s.

These data pools demonstrate that the gap between disadvantaged and non-disadvantaged students persists. Our most recent GL Progress Test Series data (July 2022) demonstrate this, as does our internal assessment system which uses a Threshold system.

Internal Threshold System (Blue)

Year 7		Average Distance to Baseline Threshold
Cohort		-0.15 (Expected)
	PP	-0.32

Year 8		Average Distance to Baseline Threshold
Cohort		-0.03
	PP	-0.42

Year 9		Average Distance to Baseline Threshold
Cohort		-1.09
	PP	-1.46

We will continue to monitor and evaluate our Pupil Premium strategy, being led by data in any adjustments are that required.

GL Progress Test Series (Green)

Year 7	Mean SAS (Progress Test Series, July '22)
All Students (Maths)	100.9
PP Students (Maths)	93.3
Non-PP (Maths)	102.2
All Students (English)	97.0
PP Students (English)	90.8
Non-PP (English)	98.0

Year 8	Mean SAS (Progress Test Series, July '22)
All Students (Maths)	99.0
PP Students (Maths)	92.0
Non-PP (Maths)	100.2
All Students (English)	98.7
PP Students (English)	91.0
Non-PP (English)	99.9

Year 9	Mean SAS (Progress Test Series, July '22)
All Students (Maths)	100.8
PP Students (Maths)	95.8
Non-PP (Maths)	101.9
All Students (English)	95.7
PP Students (English)	89.5
Non-PP (English)	96.7

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
<i>Music Lessons</i>	Music Cooperative

Further information (optional)

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