

Dormston School: Pupil Premium Strategy Statement 2019/20



Intent – Our Philosophy

Official figures show that 11 percent of neighbourhoods in Dudley are in the most deprived 10 percent of the country, with the figure rising 2% in the last four years. This is based on the concept that deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities. It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is significantly higher than the national average (12.4%) for secondary schools. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Our Priorities

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring all students receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Our Implementation Process

At Dormston we believe in selecting a small number of priorities and giving them the best chance of success. We also believe in evidence-based interventions and learning from our experiences, which is why we utilise annual light-touch reviews to ensure our approach is effective and we can cease or amend interventions that are not having the intended impact.

We will:

Explore

- Identify a key priority that we can address
- Systematically explore appropriate programmes and practices
- Examine the fit and feasibility with the school

Prepare

- Develop a clear, logical and well-specified plan
- Assess the readiness of the school to deliver the plan
- Make practical preparations

Deliver

- Support staff and solve any problems using a flexible leadership approach
- Reinforce initial training with follow-on support
- Drive faithful adoption and intelligent adaption

Sustain

- Plan for sustaining and scaling the intervention from the outset
- Continually acknowledge, support and reward good implementation practices
- Treat scale-up as a new implementation process

Our Review Process

Pupil premium progress is high on the agenda and written clearly into our Schools Development Plan. Annually reviewing a one-year pupil premium plan and creating a new plan each year is time-costly and ineffective. This three-year approach allows us to dedicate more time up-front and introduce light-touch reviews annually. During a light-touch review, we will review the success of each intervention, based on evidence, and determine the most effective approach moving forwards – adapting, expanding or ceasing the intervention as required.

The progress of pupil premium pupils is a standing item at subject meetings and regularly discussed at Leadership Level. The impact of all targeted pupil premium interventions are measured and reported to the Leadership Team throughout the year. Once the three-year term has been completed, a new three-year strategy will be created in light of the lessons learned during the execution of the previous strategy, and with regard to any new guidance and evidence of best practice that becomes available. The Deputy Head Teacher and Head Teacher are responsible for ensuring a pupil premium strategy is always in effect.

Accountability

Ofsted inspections will report on the attainment and progress of disadvantaged pupils in receipt of the PPG. The school is held to account for the spending of the Pupil Premium Grant through the focus in Ofsted inspections on the progress and attainment of the wider pupil premium eligible cohort; however, they will not look for evidence of the grant's impact on individual pupils, or on precise interventions.

We expect all members of our school community, particularly staff and governors to be committed to raising standards and narrowing the attainment gaps for our students. The Head Teacher/Designated Deputy Head will be responsible for implementing the Pupil Premium Strategy. They will ensure that all staff are aware of their responsibilities in narrowing the gaps of our pupils. They will also ensure that staff are given appropriate support and relevant professional development opportunities to accelerate pupil's progress and attainment. Through performance management arrangements, they will make sure narrowing the gaps is a priority area of focus for the school.

It will be the responsibility of the Head Teacher to include the following information in the annual report for Governors:

- the progress made towards narrowing the gap, by year group, for disadvantaged students
- an outline of the provision that has been made since the last annual report
- an evaluation of the cost effectiveness, in terms of the progress made by the students receiving a particular provision, when compared with other forms of support

The Business Manager will monitor the use of the Pupil Premium Grant on a regular basis to track the allocation and use of pupil premium funding in order to see that it is providing value for money.

Teaching staff role

We will provide opportunities for staff to engage in a range of professional development opportunities suited to their particular needs and role. This will support them in implementing successful strategies to accelerate progress of students and narrow the gaps

- maintain the highest expectations of all students and not equate disadvantage of circumstance with 'low ability',
- promote an inclusive and collaborative ethos in their classrooms which enable pupils from disadvantaged backgrounds to thrive,
- plan and deliver curricula and lessons to a high standard and support the acceleration of progress in learning, so that gaps can be narrowed and improvements maintained.
- support disadvantaged groups of students in their class through differentiated planning and teaching, especially for those who find aspects of learning difficult and are in danger of falling behind,
- keep up-to-date with teaching strategies and research, which have proven track record in narrowing the gaps in attainment and achievement.

Governing Body

Our governing body has an important role in ensuring our school complies with legislation and that this policy, along with its specific stated actions for narrowing the gaps is implemented. The governing body will keep our work in narrowing the gaps under review so that they can monitor the use of the Pupil Premium. In monitoring and evaluating the work of the school in relation to the Pupil Premium, the governing body will take into account a range of information, including quantitative (data on progress and attainment) and qualitative (case studies, views, surveys etc.) data as evidence of impact.

Children Looked After

Children Looked After are not funded in the same way as Pupil Premium students and money is accessed via Virtual Schools that hold funding for each looked after child. The school lead on Narrowing the Gap. The Deputy Head Teacher, Children's Services and Behaviour and Welfare Team Manager, meet on a half termly basis to review the PEPs for each looked after child and to monitor provision for their academic and pastoral needs. PEPs will be updated to reflect actions to be taken and costing put in place to reflect the support needed for each child. Funding requests will be discussed at PEP reviews every six months.

Pupil Premium Pupil Profile 2020/21			
Year Group	Total Number of Students	Percentage of Pupil Premium Students	Number of Children Looked After
Year 7	56	25%	5
Year 8	61	26.87%	1
Year 9	69	31.36%	2
Year 10	63	26.03%	2
Year 11	50	24.51%	2
All	299	26.77%	12

Impact

School Overview					
School	Dormston School				
Academic years covered by statement	2019/2020 – 2021/22	Total number of pupils	1120	Publish date	October 2019
Pupil Premium Lead	Jayne Elliott	Proportion of disadvantaged pupils	27%	Review date	October 2022
Governor Lead	George Craig	Premium allocation this year	£288,560	Statement authorised by	Steve Dixon

Disadvantaged pupil performance overview for last academic year (2019)				
<i>2019 data from Tables Checking exercise Sept 2019</i>	<i>Pupils eligible for PPG (Dormston) 56 pupils</i>	<i>Pupils not eligible for PPG (Dormston) 154 pupils</i>	<i>Pupils eligible for PPG (National Average 2018)</i>	<i>Pupils not eligible for PPG (National Average 2018)</i>
Progress 8	-1.14	0.00	-0.44	0.13
Attainment 8	30.40	47.67	36.73	50.14
Ebacc entry	25%	43%	26%	43%
% grade 5 + in English and Maths	14%	41%	25%	50%

Potential academic barriers to attainment	Potential non-academic barriers to attainment	
Lower levels in literacy and numeracy	Poor attendance rates. This reduces their school hours and causes them to fall behind with their learning.	
Lack of aspiration and motivation	Reduced pupil and parent engagement with school and learning – particularly with boys	
Lack of appropriate challenge	SEMH and increased volume of pupils with complex vulnerabilities	
Lack of cultural capital/understanding of the wider world	Lack of social understanding	
Strategy aims for disadvantaged pupils		
Aims	Target	Target date
Progress 8	Significantly narrow the gap between disadvantaged and non-disadvantaged pupils.	Sept 22
Attainment 8	Significantly narrow the gap between disadvantaged and non-disadvantaged pupils.	Sept 22
Ebacc Entry	Ebacc entry for all pupils to be in line with national average	Sept 22
% Grade 5+ in English and Maths	Achieve average English and Maths 5+ scores for similar schools	Sept 22
Attendance	Significantly narrow the gap between disadvantaged and non-disadvantaged pupils.	Sept 22

Teaching priorities for current academic year (quality of teaching)			
Measure	Activity - Implementation		
Priority 1	Continued Professional Development: Lead Practitioner and Lead Teachers to carry out fortnightly whole school briefings/newsletters and individual coaching sessions to support quality first teaching. Including one bespoke CPD for PP.		
Priority 2	Identify target groups within each year and share with all staff to generate whole school awareness allowing teaching staff to support and challenge these groups further.		
Intended Outcomes	To ensure quality first teaching and offer staff strategies to challenge and stretch disadvantaged learners	Success Criteria	*Gap narrows between PP and non PP performance data *Focus Fortnight and SLT pupil premium pursuits see evidence of targeted support for disadvantaged learners.
Barriers to learning these priorities address	Lack of appropriate challenge, lower levels in literacy and numeracy, lack of social understanding		
Projected spending	£100,000		
Impact	Year 1	Year 2	Year 3
	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review notes			
Light-touch review / overall assessment	The intervention is performing: <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 	The intervention is performing: <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 	The intervention is performing: <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/>

Targeted academic support for current academic year			
Measure	Activity		
Priority 1	One-one and small group tuition: creating additional teaching and learning opportunities using specialised tutors who are below age related expectations		
Priority 2	20 for 20 group in Year 11 as a whole school strategy to offer intervention and support for those pupils so that they work towards meeting their end of year targets.		
Intended Outcomes	Pupil performance in maths and English improve in line with their target grades.	Success Criteria	Progress 8/ Attainment 8 and % of 5+ in English and Maths figures show an improvement upon previous year.
Barriers to learning these priorities address	Lower levels in literacy and numeracy, lack of appropriate challenge, lack of aspiration and motivation, lack of social understanding.		
Projected spending	£ 68,560		
Impact	Year 1	Year 1	Year 3
	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review notes			
Light-touch review /Overall assessment	The intervention is performing: <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 	The intervention is performing: <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/> 	The intervention is performing: <ul style="list-style-type: none"> ● Far above expectations <input type="checkbox"/> ● Above expectations <input type="checkbox"/> ● As expected <input type="checkbox"/> ● Below expectations <input type="checkbox"/> ● Far below expectations <input type="checkbox"/>

Wider Strategies			
Measure	Activity		
Priority 1	Embed a careers programme that fully supports the needs and requirements of pupil premium students and develop initiatives to raise aspirations.		
Priority 2	Internal / external programmes provided to promote positive behaviour, improve cultural capital and overall well-being		
Intended Outcomes	Pupils understand the 'value' of education and feel motivated by an end goal. Pupils feel valued and supported.	Success Criteria	7 for 7 experience / Year 10 take part in work experience Low level of NEETS Positive attitudes towards learning.
Barriers to learning these priorities address	Lack of aspiration and motivation, reduced pupil/ parent engagement with school and learning, lack of cultural capital/understanding of the wider world, SEMH and increased volume of pupils with complex needs.		
Projected spending	£ 120,000		
Impact	Year 1	Year 1	Year 3
	Annual review notes:	Annual review notes:	Final review notes:
Light-touch review notes			
Light-touch review /Overall assessment	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/> 	The intervention is performing: <ul style="list-style-type: none"> • Far above expectations <input type="checkbox"/> • Above expectations <input type="checkbox"/> • As expected <input type="checkbox"/> • Below expectations <input type="checkbox"/> • Far below expectations <input type="checkbox"/>

Review of expenditure				
Previous Academic Year 2018-19				
Quality of teaching for all				
Desired outcome	Chosen action	Estimated impact:	Lessons learned	Cost
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.	<p><i>Medium Impact.</i> Literacy audits and lesson observations show Tier 3 vocabulary is strong within Curriculum areas. Focus will now be on Tier Two words as parts of the three year plan.</p> <p>Fresh Start Programme has seen high levels of impact with some pupils improving by 2 years within 6 months of the programme being introduced</p>	<p>The raised profile and robust monitoring of literacy across the school is key to ensuring all staff reinforce literacy skills in a united manner.</p> <p>Fresh start to continue as still in early stages – SENCO to lead</p> <p>Literacy Lead to carry out termly Literacy walks and report impact to identify areas for further staff CPD and raise the profile of Tier 2 words through the use of 'Word of the Week' – D Fox.</p>	
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.	<p><i>Mixed Progress</i> of PP Students to NON-PP in 2019 GCSE examinations</p> <p>Termly departmental monitoring showed an awareness of Pupil Premium students.</p>	<p>Quality First Teaching for all pupil 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>A raised profile of targeted groups is also required.</p> <p>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.</p>	
	Strategy Leaders in place for each year group. Peer mentoring system established. CPD on learning behaviours and classroom management.	<i>Mixed Progress</i> of PP Students to Non-PP in 2019 GCSE examinations	Strategy Leaders role is considered of value but will be stream lined towards careers/raising aspirations with targeted PP groups and PSHE programme, including character development and pupil well – being.	
Improved Outcomes for all pupils - rewards	Quick notes HT commendations Learner of the month Subject reward evening Rewards evening	<p>Medium impact Increased number of PP pupils were seen to be motivated by reward events.</p> <p>Quick notes have had a positive impact upon pupils buying in to lessons.</p>	<p>To further raise the profile of rewards as an incentive for hard work and positive behaviour.</p> <p>To be linked into the school new core values of Effort, Knowledge, Respect, Responsibility and Resilience.</p>	

Targeted support				
Desired outcome	Chosen action	Estimated impact	Lessons learned	Cost
To further develop advice, guidance and support for careers pathways	Stable careers programme. Addressing the needs of each pupil. Linking the curriculum to careers. Encounters with employers and employees.	Students were successfully supported in engaging in Work Experience during Year 10.	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. Some work to be done on raising the engagement and aspirations of PP boys.	
To support the social and emotional needs of vulnerable pupils	1;1 pastoral intervention. Assertive mentoring. Breakfast Club. External agencies and specialist support.	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.	The pastoral team remain strong and the intervention in place will continue. Strengthen the Prepared for Success system to have a real focus upon restorative work to support the move vulnerable and disadvantaged students.	
Other approaches				
Desired outcome	Chosen action	Estimated impact.	Lessons learned	Cost
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.	Mixed impact – set the tone for a successful Primary Liaison Week, however, Year 7 attendance remained consistently good.	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	Total: £315,40
Additional comments				
The performance of pupil premium pupils has declined this year. Interventions groups to enhance progress and close the gap in 2019-20 will be more strategic in approach, data driven and rigorously monitored.				