

Dormston Pupil premium strategy statement 2021-22

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	Dormston
Number of pupils in school	1127
Proportion (%) of pupil premium eligible pupils	27.42% 309 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Steve Dixon
Pupil premium lead	Indy Bassan
Governor / Trustee lead	George Craig

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,805
Recovery premium funding allocation this academic year	£41,760
School Led Tutoring Grant	£40,871.24
Summer School Grant	£20,761
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£360,844.24

Part A: Pupil premium strategy plan

Statement of intent

‘Dormston School aims to inspire confident, motivated students who have a passion for learning and are fully equipped to contribute to society’.

Our core values are ‘Effort, Knowledge, Respect, Responsibility & Resilience’.

At Dormston we want to prepare all of our students including those who are disadvantaged so they are *‘determined, persistent, disciplined, collaborative and inquiring citizens who are increasingly independent, with a love of learning’.*

All members of staff from teachers and support staff to governors, know that they have a shared responsibility in working together to achieve these aims, in a supportive and nurturing environment.

Our aim is to narrow the gap between disadvantaged and non-disadvantaged students so they are on a par with those who have not had the same socioeconomic barriers.

Challenges

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

Challenge number	Detail of challenge
1	<p><u>COVID</u></p> <ul style="list-style-type: none">• Our monitoring, assessments and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.
2	<p><u>Attendance</u></p> <ul style="list-style-type: none">• Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 4 - 7% lower than for non-disadvantaged pupils.• 30% of disadvantaged pupils have been ‘persistently absent’ compared to an average 13.25% of their peers between 2018-2021.• Our monitoring, assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.

3	<p><u>Progress of disadvantaged</u></p> <ul style="list-style-type: none"> • The progress of disadvantaged pupils continues to be lower than that of their peers. • Our disadvantaged students who are also SEND are at higher risk of lower attainment than Non-SEND
4	<p><u>Reading</u></p> <ul style="list-style-type: none"> • Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. • This is reflected in their reading age scores – the percentage of pupils in the ‘Significantly Below Actual Age’ category is higher for disadvantaged pupils than non-disadvantaged pupils. • The average reading age of disadvantaged pupils is lower than non-disadvantaged pupils across all year groups. This gap remains consistent as they progress through the school. • On entry to year 7 in the last 3 years, between 49 to 50% of our disadvantaged pupils arrive below age-related expectations compared to 38 to 40% of their peers. This gap remains steady during pupils’ time at our school.
5	<p><u>Extra-Curricular/Curriculum Enrichment</u></p> <ul style="list-style-type: none"> • Historical data shows that disadvantaged pupils are less likely to participate in extra-curricular activities than non-disadvantaged students. • Discussions indicate that disadvantaged pupils are less likely to be exposed to curriculum enrichment experiences within their family lives or attend trips or events put on by school.
6	<p><u>Behaviour</u></p> <ul style="list-style-type: none"> • During lockdown disadvantaged students did not engage as well as their peers, despite best efforts with laptop provision, weekly phone calls and home visits. • Autumn Term 1 (2021) data shows 47% of all behavioural events within the classroom and 48% of all incidents outside of the classroom were generated by disadvantaged students. • A large percentage of these events are caused by a small number of our more challenging students.
7	<p><u>Aspirations</u></p> <ul style="list-style-type: none"> • Our assessments (including next steps questionnaires and careers guidance interviews), observations and discussions with pupils and families have identified that disadvantaged students have lower aspirations or need more support in their next steps.
8	<p><u>Parental/carers Engagement</u></p> <ul style="list-style-type: none"> • Historically low engagement from some parents/carers of disadvantaged students

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
Disadvantaged students make the same progress as non-disadvantaged students.	Disadvantaged progress continues to improve year on year.
There is no gap between the attendance of disadvantaged and non- disadvantaged students, consequently improving progress.	Disadvantaged attendance continues to improve year on year.
There is no discernible difference between the conduct and attitude of disadvantaged and non-disadvantaged students.	Disadvantaged behaviour continues to improve year on year.
Engagement with wider school life is similar for both groups.	Disadvantaged students make up at least 27% of our positions of responsibility, (e.g. Student Leadership Team).
All students including SEND disadvantaged make expected progress. Teachers are upskilled in the teaching of Disadvantaged/SEND students	Disadvantaged progress (including those with SEND) continues to improve year on year.
All disadvantaged students are supported in making informed decisions about their next steps.	All disadvantaged students continue onto courses/ Apprenticeships/ Training which is aspirational and appropriate. No Disadvantaged NEET students
Disadvantaged students receive reading interventions as appropriate to enable them to access the curriculum and beyond.	Disadvantaged students can read in line with their chronological age.
Disadvantaged students are given opportunities to broaden their cultural awareness.	Participation rates increase for both extra-curricular and curriculum enrichments opportunities. At least 27% of uptake is by disadvantaged.
Disadvantaged families are encouraged to work alongside staff at school to support in providing a holistic	Parents/ carers are more confident in the part they play in supporting their child through the school and beyond.

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: £ 153,109.04

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching. I.C.I.M. strategy. (Identify, Connect, Intervene and Monitor).	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://www.suttontrust.com/our-research/great-teaching/	1/2/3
CPD	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1/3
Recruitment of PP Leads and additional staff	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1/2/3/5/6/7/8

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

Budgeted cost: £58,457.61

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading strategies (<i>using School Led Tutoring funding</i>).	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	4/3

Maths small group intervention (part funded by using School Led Tutoring funding)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	3
--	---	---

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

Budgeted cost: £149,277.59

Activity	Evidence that supports this approach	Challenge number(s) addressed
Summer School (using external Gov Summer School Funding)	https://www.gov.uk/government/publications/summer-schools-programme/summer-schools-guidance	1/2/3/4/5/6/8
Disadvantaged Advocacy Scheme	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1/2/3/4/5/6/7/8
Extra-Curricular/ Curriculum Enrichment/ Careers & Aspirations activities. (Topped up using Local Authority Recovery Premium)	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An Unequal Playing Field report.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	5/3
Targeted behaviour interventions	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1/2/3/7/8
Attendance Strategies	https://attendancemattersmagonline.co.uk/	2/1/3/6/7/8

Total budgeted cost: £360,844.24

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 2020 to 2021 academic year.

Our T.A.G.s of 2020/21 suggested that the performance of disadvantaged pupils continues to improve and the gap continues to close following the 2019 results.

Year	Progress 8		
	PP	Not PP	Gap
2016	-0.65	-0.06	-0.59
2017	-0.69	0.12	-0.81
2018	-0.39	0.15	-0.54
2019	-1.18	-0.05	-1.13
2020	-1.01	-0.05	-0.96
Teacher 2021	-0.69	-0.04	-0.65

Our NEET figures for 2020 were lower than national figures with only one pupil NEET. This is a testament to the hard work and perseverance of our careers team.

Although overall attendance in 2020/21 was lower than in the preceding years at 89.7%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 5% higher than their peers. These gaps continue to be a concern, which is why attendance is a focus of our current plan.

	Non PP	PP	PA Non PP	PA PP
2018-2019	92.3	86.2	12.6	35.5
2019-2020	96.1	92	8.6	22.1
2020-2021:	94.1	89.7	21.6	34.7
2021-2022	92	86.3	10.2	31.23

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Our pastoral team and teaching staff have worked very hard in ensuring our disadvantaged students continued to get support with the provision of laptops and access to live teaching as well as other resources.

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
One-to-one tuition	NTP – We will not be continuing with this this year. Provision was poor.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

We have a detailed 3 Year plan with all our planned interventions.