

Dormston Pupil Premium Strategy Statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1149
Proportion (%) of pupil premium eligible pupils	29.85% 343 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022- 2023/2024
Date this statement was published	March 2023(updated)
Date on which it will be reviewed	November 2023
Statement authorised by	Caroline Sutton
Pupil premium lead	Nick Grundy
Governor / Trustee lead	George Craig

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268,692
Recovery premium funding allocation this academic year	£76720
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£345 412

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	<u>COVID</u> <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 and that a return to 'normal' is proving to be more difficult.
2	<u>Attendance</u> <ul style="list-style-type: none">Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 4 - 8% lower than for non-disadvantaged pupils. Current Academic year (94% vs 86%) a gap of 8%A larger proportion of disadvantaged pupils have been 'persistently absent' (15%nonpp vs 41%pp)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.(P8 2022 -0.61 vs +0.21) gap = 0.8 • Our disadvantaged students who are also Male is a particular issue 2022 P8(-1.17)
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. • 2021 Yr 7 entry 11 month gap between disadvantaged and not.
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"> • Sep - Mar (2022) data shows 44% of all behavioural events 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 29% of our positions of responsibility, (e.g. Student Leadership Team).
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 29% 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
High Quality 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/ Lead teachers	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1/3
Recruitment/Retention of additional staff Family Liaison officer Extra staffing in ma/en	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1/2/3/5/6/7/8
'Reading' Teacher (Funded from School Led Tutoring)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	4/3

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	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	4/3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	
Maths/English small group intervention	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	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
Extra-Curricular/ Curriculum Enrichment/ Careers & Aspirations activities.	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 (AP)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1/2/3/7/8
Attendance Strategies – School Liaison Officer	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 2021/22 P8 figures suggest that the performance of disadvantaged pupils continues to improve but the gap has increased due to greater improvement by non-disadvantaged students.

Year	Progress 8		
	PP	Not PP	Gap
2019	-1.18	-0.05	-1.13
2020	-1.01	-0.05	-0.96
2021	-0.69	-0.04	-0.65
2022	-0.61	0.21	-0.82

Our NEET figures for 2022 were lower than national figures (2020 = 6%) with 6 pupils NEET (2.8%). However, of the 53 disadvantaged pupils 5 were NEET (9.4%) which is higher than the national figure for disadvantaged students.(2020 =4%)

Attendance – 2021/22

FSM6 = 86.7% (national= 87.3%) - Below national for similar students.

Non FSM6 = 93.3% (national =92.7%) - Above national

Dormston Gap 6.6% (National =5.5%)

These gaps continue to be a concern, which is why attendance is a focus of our current plan.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year post Covid19. 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	My Tutor

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)