# The Derby High School 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

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| Detail | Data |
| School name | The Derby High School |
| Number of pupils in school | 938 |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year/years that our current pupil premium strategy plan covers | 2021/2022  to 2024/2025 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2021 |
| Statement authorised by | Ms CH Hubert, Headteacher |
| Pupil premium lead | Mrs S Lamb,  Assistant Headteacher |
| Governor / Trustee lead | Ms Katherine Porter |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £287,455 |
| Recovery premium funding allocation this academic year | £43790 |
| 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 | £131245 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.  The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.  High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.  Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set * act early to intervene at the point need is identified * adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Learning in the curriculum. Literacy and numeracy skills are weaker on entry. Including focus on SEND K and high ability students. |
| 2 | Enrichment beyond the curriculum to help raise aspirations, increase cultural capital and support well-being post pandemic. |
| 3 | Attendance for PP students is lower than non-PP students. |
| 4 | Increased social, emotional, and mental health issues with a significant number of students. Including newly vulnerable due to the pandemic. |
| 5 | Focused actions on families and communities. Preparation for transition to high school. |

## 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.

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| Intended outcome | Success criteria |
| * Early identification of pupils’ in need of intervention * Direct intervention with PP SEND students * Provide expert intervention in literacy and numeracy * Good pupil teacher ratios with intervention groups * Offer a wide range of projects to improve literacy and numeracy skills * Small group work activities in all curriculum areas focusing on literacy and numeracy * Individual one to one support all focused on literacy and numeracy including focus on reading ages | * Improved progress in English and Maths at KS3 hence narrowing gap at KS4 * Seating plans for all classes indicating PP students targets and predictions * TA support in place for PP SEND students and is continuous throughout the year * Staff focus on progress of PP students through marking of books. Evident through book scrutiny, lesson observations and data collections * Reading ages improve (testing to take place at regular intervals in all year groups |
| * Provide a relevant, rich and varied curriculum including memorable inspiring experiences * Create curriculum for excellent academic and vocational routes * Work related experience offered * Raising aspirations for further education especially high ability students | * PP students experience that will raise their aspiration * Students are engaged in the curriculum offered measured through progress grades and attitude to learning grades * Increased opportunities for PP students to visit/learn more about further education establishments |
| * Focused intervention for students who have attendance below expectations * Rewards to encourage high attendance * Increase the number of pupils attending parents’ evenings and other school events * Improve parental engagement – parental voice meetings, Friends of The Derby Social Community Hub and volunteer programme | * Pupils’ overall attendance continues to improve * Increase number of PP parents attend school events and regular conversations take place throughout the year regarding the progress of the students |
| * Additional pastoral support to overcome the barriers to learning * Professional counselling for students with emotional difficulties/family breakdown/bereavement | * Activities and themes through ’R’ time delivered by form tutors to support SMSC, British Values and Safeguarding * Feel safe places available whilst in the school |
| * In house projects aimed at communities * Increase parental engagement parental voice meetings, Friends of The Derby Social Community Hub and volunteer programme * Programme to support the transition to high school and overcome barriers to learning | * Communities are involved in the life of the school * PP students and parents are confident with the transition from primary school to high school |

## 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

Budgeted cost: **£140000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Early identification of PP students with low literacy skills in year 7 with rapid steps taken to close the gap between their reading age and their chronological age. This year there is no KS2 SAT data. Therefore, the KS2 Teacher Assessed data, reading tests and Baseline Recovery assessments are used to establish who our key cohorts need to be. CATs testing to be used as well. | Students who are below expected standard at KS2 in Reading and have a low reading age will have gaps in their literacy skills which will affect future learning in the curriculum. In targeting those students most at need with bespoke provision, it facilitates rapid progress where it’s needed most with the literacy skills of other students addressed in a variety of ways across the curriculum.  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/)  [Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EE](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/) | 1 |
| Early identification of PP students with low numeracy skills. This year there are no KS2 SAT data. Therefore, the KS2 Teacher Assessed data and Baseline Recovery assessments are used. | Students who have who are below expected standard at KS2 TA Mathematics will have gaps in their numeracy skills and will affect future learning in the curriculum.  [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests/) | 1 |
| Continuation of implementing the Mathematics Mastery Approach in KS3 and KS4. NW Maths Hub participation. | Research suggests that there is a deeper understanding in mathematics derived from the teaching of mastery maths. The impact of mastery learning approaches is an additional five-month progress, on average, over the course of a year.  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning | 1 |

**Targeted academic support**

Budgeted cost: **£133790**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Identify group of year 11 PP students who would benefit from a staff mentor (SLT/YCO/SENCO) to support them through their GCSEs. Training to staff mentors on what works well. Weekly meetings between student and mentor. | Regular contact with student will help to guide and support them with revision skills, coping with examination pressure. Parents involved with dialogue.  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring | 2, 5 |
| Identify High Ability PP students who would benefit from intervention sessions during form periods. Targeted intervention specifically to the needs of the student. | Regular contact with student will help to guide and support them with revision skills and coping with examination pressure.  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 2 |
| PP SEND students identified and bespoke support put in place for all levels of ability and age. Targeted intervention specific to the needs of the student. HODs work closely with the SENCO to agree strategies and review progress for PP SEND students. TAs to support in class and in intervention in order to direct the learning. TAs to provide keyworker support. Ensure that the ASDAN qualification is being taught to the PP students. | Each student receives bespoke support to improve outcomes, this could be for learning or SEMH. Staff have an opportunity to work together to agree and design the most appropriate support for each pupil and review it through APDRs. Students will have the opportunity to ask questions 1:1, instructions and explanations can be repeated or broken down. PP SEND students feel happy and supported at school. Students are able to follow a bespoke curriculum which meets their needs, meets their needs builds resilience, teaches life skills and improves wellbeing.  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/)  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction>  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions | 2,4 |
| PP (including PP SEND) students with low attendance/punctuality identified and rates increase. Track PP and SEND students attendance and punctuality. Identify low percentages. Incentives to improve on offer. | Improved attendance, improved aspiration. Increased number of PP/PP SEND students accessing rewards.  Embedding principles of good practice set out in DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) | 3, 5 |
| Identify PP students in all year groups who will benefit from a school laptop to work online to support with homework. Targeted students who do not have the appropriate technology available at home. | Students will be able to work remotely if isolating and to carry out online homework tasks. | 1,2 |
| Identify PP students who require support with school purchases.  Eg: PE/Uniform/Food Ingredients/Revision Guides  Targeted students who do not have the family finance to purchase equipment/resources/uniform to be able to participate in school activities. | Targeted students to be able to participate in extracurricular activities lessons.  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity | 2, 5 |
| National Tutoring Programme: 3 tutors working with targeted pupils in KS1, LKS2 and UKS2 in groups of 1:3. Further use of recovery premium to fund a known supply teacher to school to carry out school-led tutoring. | EEF toolkit identifies that small group tuition can have a moderate impact for moderate cost and can increase progress by 4 months. EEF Covid-19 Support for Schools suggests that: There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy. To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback. | 1,2 |

**Wider strategies**

Budgeted cost: **£58,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Careers in school. Connexions and work experience opportunities to support PP students to have higher aspirations throughout the school years and beyond. | Experiences for students will raise aspirations and therefore will raise attainment and progress. | 2 |
| Student experiences and enrichment activities to support PP students to have higher aspirations throughout the school years and beyond. | Experiences for students will raise aspirations and therefore will raise attainment and progress.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation>  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time | 2 |
| Relationship Hub Therapy offered. Holistic therapy offered.  Inclusion support officer appointed and available for well-being  Mental-health member of staff available. | Increased mental health pressures effecting the wellbeing of progress of students. Newly vulnerable students identified following Covid and lockdowns.  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 4 |
| Increase Parent evening attendance for all year groups. Introduce Year 11 and Year 10 Working with Parents evenings.  Parent voice meetings and Friends of the Derby Parents meetings throughout out the year.  Use of wider Inclusion team to assist with more direct contact in advance of Parents’ Evenings’.  Introduce Friends of The Derby social media hub.  Introduce parent and child projects.  FoTD events - Garden party, community litter pick, bespoke projects created to target PP Students – garden party. | Increasing parental communication to improve engagement with parents to increase awareness of the resources and support available.  https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement | 5 |

**Total budgeted cost: £131245**

# 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.

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| Attainment: 2021/21    Intervention was completed at all times aside from those where the school was closed due to the impact of the pandemic. Since arriving at The Derby High School, 79.9% of Year Seven students reduced the gap between their reading age and chronological age. On average the gap was closed by 15.73 months, but their increases to 20.2 months for those who were involved in this Literacy intervention. This increases further, to 24.6 months, for female students. Upon arrival, the average Reading Age for a Year Seven student was 11.92 months below their chronological Reading Age. By the end of the year, this had improved significantly, with the average Year Seven student then 2.1 months above their chronological Reading Age. When Year Seven students arrived at The Derby, only 15.95% of the cohort had a Reading Age on or above their chronological age. This has now risen to 57.53% of the cohort. 58.7% of the Year Seven cohort had a Reading Age more than one year lower than their chronological age, this reduced to 29.6% of the cohort. 31.6% of the cohort had a reading age more than two years lower than their chronological age, this has now reduced to 13.4% of the cohort. It was clear that the impact of this intervention was more apparent on female students than other groups. This will be a factor considered during future intervention cycles and will also link to further research and adaptations which need to be considered to ensure that we are successfully making an impact with our key student groups. Due to leadership changes around Literacy, further developments will take place as a new vision for Literacy is formulated and put into practice. New costs will be incurred this year as we look to increase the breadth and depth of Literacy intervention by recruiting a new Literacy HLTA. Further parental support will be put in place to ensure that intervention approaches in school are supported with work outside of school.  The use of TA KS2 SATs data analysis helped identify the students and small group intervention sessions took place with year 7, 8 and 11 students. Impact: The majority of students involved with the intervention made some progress. The few that didn’t, due to school closure, will continue with intervention (the misconceptions are noted in the maths department).  Continue the intervention and incorporate the delivery to the few pupils who made little progress. Especially the current year 8 who missed many catchup sessions due to school closure.  The impact of Maths KS3 results of PP students –v- non PP: The gap at KS3 is narrower. Although, with the school closure many teaching approaches will need to be recovered during the current year. Use of the White Rose Maths SOL is in place securely. The school development plan continues to focus on raising attainment in Maths. A new KS3 and KS4 SOL is written with the focus on problem solving and diagnostic questioning along with KEY RECOVERY ELEMENTS OF MISSED TEACHING.  15 PP students were identified to have a mentor. Regular meetings took place throughout the year including Target Review meetings. Many continued during the school closure and the mentee survey analysis was positive. All students made progress in the TAGS. Continue to develop this intervention. Train new members of staff who have the potential to become an assertive mentor. Incorporate the Target Review process.  High ability Intervention sessions took place along with target review sessions with a AHT leading on High Ability. All students made progress with their TAGS. The tutor trust initiative was successful for these students in English, Maths and Science. Overall progress -0.26, however 3/5 achieved + progress (between +0.29 and +1.7) Only 1/5 students in a Y11 High ability form. This student did receive intervention through form time. The other students were offered after school intervention and Tutor Trust initiative but failed to engage. The pandemic did restrict opportunities to work with FE centres to use as motivational support. Next year - AHT will ensure Careers and Aspiration survey (CAS) is used and shared so that Curriculum Middle Leaders are aware of this cohort’s ambitions. AHT will carry out targeted intervention and necessary follow-up action following data drops. Findings from CAS will allow bespoke opportunities throughout the year.   PP SEND students identified. Some pupils have received in class support whilst others have support by the class teacher. Support offered and taken up during school closure. The SEND team had regular discussions with all SEND pupils during this time.  Further progress to be made with SEND pupils due to school closure. Records of intervention from target review sessions will continue next year. PP budget to include funding for TA support.  Attendance figure for 2020/21 not obtained due to school closure.  Attendance figures will be analysed and compared with non PP students throughout the next academic year. Continued support from KS3/4 inclusion officers and Year coordinators, including the attendance officer.  A survey of students to see which devices students have access to took place on several occasions. A group of students were identified, and laptops were issued. Phone calls were made to parents if students were not engaging in their learning as expected. Continue to review the PP students who require a laptop to work online at home. To support with homeworks and assignments.  Positive interventions throughout the year with PP students involved in career interviews. Continuation of these interventions into next year. Will need a new careers expert next academic year.  The Year 11 and Year 10 Working with Parents Evenings took place online in the Autumn term of 2020. Engagement increased on previous years. Other events that took place online: Year 11 TAGS information evening. Next year – increase the attendance of these meetings. Focus on PP parents one to one virtual meetings and or telephone conversations. |

## Externally provided programmes

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| Programme | Provider |
| NTP | Tutor Trust |
| Careers | Connexions |