

Pupil premium strategy statement

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	Dene Magna School
Number of pupils in school	1023
Proportion (%) of pupil premium eligible pupils	(21%) 210
Academic year/years that our current pupil premium strategy plan covers	2022-23 2023-24 2024-25
Date this statement was published	January 2024
Date on which it will be reviewed	January 2024
Statement authorised by	Stephen Brady
Pupil premium lead	Natascha Cook
Governor / Trustee lead	Natalie Trigg

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£186,556
Recovery premium funding allocation this academic year	£12,385
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	£198,841

Part A: Pupil premium strategy plan

Statement of intent

Nationally, those students who are entitled to Pupil Premium underperform in comparison to other students, and there is a difference in attainment and progress at GCSE between Pupil Premium students and non-Pupil Premium students; “by the time they take their GCSEs they are, on average, 19 months behind their peers in overall attainment” (DfE, gov.uk). Dene Magna is situated in an area of deprivation, where attainment, aspiration and social mobility is low. At Dene Magna the difference between Pupil Premium students and non-Pupil Premium students had been closing before COVID-19 when the last public exams took place (P8 0.35 (2018/19) and Progress 8 was above national average. Covid 19 appears to have had a negative impact on the progress of PP students, and the gap has started to widen (P8 0.79 in 2021/22). Results for the academic year 2022/23 show that the difference in Progress 8 has started to decrease to 0.51. Therefore, as always, the Pupil Premium Grant is directed and spent with a view to diminishing this difference.

Pupil Premium at Dene Magna is overseen by a Pupil Premium Team consisting of a Pupil Premium Lead Teacher, one KS3 Pupil Premium Champion, an Assistant Head, and a Pupil Premium Governor. It is this team that is responsible for the effective identification of pupil needs through diagnostic assessment, the successful implementation of approaches, and effective monitoring and evaluation of approaches.

However, Dene Magna believes that it is through the commitment of every member of staff that the gap will close; with a Wave Support Model of intervention, it is the first wave – high quality teaching at the first point – that will prove the most effective. Furthermore, through rigorous and regular analysis of student progress and wellbeing, targeted interventions will aim to support those most in need, and our commitment to positively advantage PP students in wider educational and experiential activities will build cultural capital. Our strategies are informed by evidence, rigorously monitored, and evaluated to determine the effectiveness in breaking down the barriers to success.

This Whole School Approach has its basis in some core targets of intent:

- Consistency in high quality teaching to benefit Pupil Premium students
- Reading and literacy to access age level work
- All students to achieve 4+ basics
- Push mid to high target students to achieve their potential
- Successful and prepared progression to Dene Magna Sixth Form and A-Levels
- Opportunities for all Pupil Premium students to enjoy their experience of Dene Magna
- Break the generational cycle of academic and occupational underachievement in the Forest of Dean

These targets will remain in place for a 3 year cycle before full review, and some may remain as targets for longer following review. However, the strategies used to achieve these targets will be regularly monitored and annually reviewed.

Challenges

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

Challenge number	Detail of challenge
1	Poor Attendance - ability, desire or skills to attend school.
2	Self-confidence and aspirations – lack of confidence to achieve highly, feel included within the school community, and aspire to high expectations and positive role models.
3	Limited literacy and numeracy – poor basic entry literacy and numeracy skills, poor literacy and numeracy in the home.
4	Emotional – irrational, conflicting, immature, or complex emotional development, affecting engagement with school/peers/teachers/curriculum/parents.
5	Equipment – nature of being Pupil Premium eligible affects ability to engage with the full curriculum due to lacking essential tools for learning; also includes completion of acceptable ILT, and potential lack of cultural capital.
6	Futures – Contextually, the area has limited opportunities for disadvantaged students to break the generational cycle of educational and workplace underachievement.

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
Reduce the progress and attainment gap; with a focus on achieving 4+ Basics, moving 4+ to 5+, and higher ability to achieve 7+.	Closing of the gap between PP and non-PP students in relation to outcomes at GCSE, identified through Progress 8, 4+ Basics, and 5+ Basis in results data. Tracked and monitored at all years.
PP students pass A-Levels at Dene Magna Sixth Form	Achievement of results, and skills, at A-Level amongst historical PP students increases, with more going on to study degrees or degree apprenticeships
Increased attendance across all PP students	PP student overall average attendance meets or exceeds school target
Build cultural capital in order to enhance classroom engagement	Every trip and educational experience achieves 20% pupil premium attendance
Improved reading ages at KS3 to be in line with actual age in order for a fair start to KS4	Accelerated Reader data and subject specific vocabulary knowledge

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: £ 99,421

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Focused CPD – Whole School and department specific	EEF Effective Professional Development Guidance Report 2021 - High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Staff are encouraged to source CPD that will help to advantage the teaching of PP students, and then apply for PP funding to facilitate the CPD.	2/3/4/6
Staffing - Academic and pastoral including; <ul style="list-style-type: none">- PP Team remunerations- Student Support Mentors- Literacy and Maths tutors	The Wave/Tiered Support Model of intervention explains how the first intervention should be good quality teaching in the classroom, for all students, with focus on those in need, including the Pupil Premium students. This focus is consistently monitored, challenged and evaluated by holding staff to account, and encouraging collaborative strategies such as coaching and sharing of ideas. The EEF explains, "quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods."	1/2/3/4/5/6
KS3 PP Champion - mentoring in small group or 1:1	EEF findings show that mentoring appears to have a positive impact on academic outcomes. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	1/2/3/4/5/6

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

Budgeted cost: £ 49,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP students receive purchased books from Scholastic BookFair	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment. Evidence suggests that reading for pleasure is an activity that has emotional and social consequences</p> <p><i>DfE Education Standards Research Team Research Evidence on reading for pleasure - May 2012</i></p> <p>Access to reading material that would not be accessible to them usually, will link to other strategies such as AR. Carefully selected books will enhance students' reading age and assist them in reading comprehension strategies in the classroom, which according to the EEF are high impact on average (+6 months)</p>	2/3/4/5
Laptops provided to PP students (school owned/1:1 scheme)	<p>EEF explains that studies investigating the use of digital technology find that it is associated with moderate learning gains of, on average, an additional four months' progress over the course of a year.</p> <p>Students are also able to access every aspect of the curriculum; including homework which as the EEF explains has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p>	1/3/5/6
Accelerated Reader (AR)	<p>AR helps students develop literacy in order to access the rest of the curriculum, improve vocabulary and build cultural capital.</p> <p>The EEF's Teaching and Learning Toolkit highlights that approaches supporting reading comprehension can, on average, deliver an additional 6 months progress. The first EEF-funded efficacy trial of AR found pupils who received the programme made three months of additional progress in reading comprehension.</p> <p>Results from AR data analysis will inform certain interventions such as Reading Buddies, handwriting support and book purchases.</p>	3/6

MathsWatch (MW)	MW explores the idea of 'Mastery Learning', which the EEF explains is effective, leading to an	3/6
	additional five months' progress over the course of a school year compared to traditional approaches. The use of a digital platform is also evidenced by the EEF as being moderately effective, when used to supplement outstanding teaching.	
1:1 and Small Group Interventions	EEF research shows that small group tuition can boost student progress by up to 4 months, and 1:1 tuition can accelerate learning by up to 5 months. The priority is that the quality of teaching in the sessions is high.	1/2/3/4/5/6

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

Budgeted cost: £ 49,710

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Club	ESTYN (the education and training inspectorate for Wales) published a report providing advice to schools to improve attendance in secondary schools. They found that in Welsh schools "Pupil support centers and nurture groups are used to good effect and have enabled pupils to attend school more often. These vulnerable pupils receive high levels of support." <i>ESTYN (2014) – Attendance in secondary schools.</i>	1/2/3/4/5/6
Educational Visits and Enrichment Opportunities (20% quota on all trips)	Evidence from the Sutton Trust and SecEd explains how the building of cultural capital can have an impact upon a students' skills and world knowledge and awareness that disadvantaged students can lack.	1/2/4/5/6
Mental Health Practitioner to work alongside the already outstanding pastoral team	EIF - Adolescent mental health: A systematic review on the effectiveness of school-based interventions - <i>Over the past two decades, we have witnessed deteriorating mental health among young people in the UK. Most recently, the significant disruption and uncertainty created by Covid-19 has put more young people at risk of experiencing mental health and behavioural difficulties</i> (Mansfield et al., 2021). Recommendations include providing external mental health expertise to schools to support the most vulnerable; this is an area we need to develop. EEF findings show social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an	1/2/4/6

	academic year.	
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Total budgeted cost: £198,841

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.

Dene Magna achieved the following results in 2023:

	PP	Non-PP	Difference
4+ Basics	43%	76%	33%
5+ Basics	20%	51%	31%
P8	-0.32	0.19	0.51

These results show that there is still a difference at all academic measures between PP and non-PP students. The 4+ figure is lower than last year, however the Progress 8 score has increased from last year's result. The 5+ figure is lower across all three of these years, however the gap in Progress 8 between non-PP and PP has decreased this year. This proves that our strategies so far have been effective in raising the attainment to achieve GCSEs for PP students, however, have not been successful in helping students achieve their potential. 21% of this cohort were affected by severe adverse childhood experiences, which in some cases affect their mental health and ability to learn. Due to these trends, we are continuing to invest in our mental health practitioner as well as using outside agencies. We have also adopted several measures to target the middle to high ability; for example the use of the Scholars program which will focus on these students pre-GCSE in order to embed aspiration to go to the Dene Magna Sixth Form and confidence in ability as early as possible. This longer term strategy will benefit our PP students in years to come, as well as prepare them effectively to progress to the Sixth Form, fitting in nicely with our overall vision.

Total attendance for the academic year was as follows:

	PP	Non-PP	Difference
Attendance	90.39%	93.40%	3.01%

This shows that PP attendance is behind both non-PP attendance and the school target attendance of 97%. Compared to last year the PP attendance has slightly increased and there was a difference in the gap, which decreased by 0.5%. Additionally, persistent absence affects PP students more than non-PP students; which supports our decisions surrounding the mental health practitioner and student support mentors for 2023/24.

All Pupil Premium students that applied for an enrichment or educational trip attended, thanks to support from the Pupil Premium Fund, many of these going abroad for the first time. All organisers that ran the trips hit the 20% quota where possible. New trips are running in the coming year, and the support still remains.

Externally provided programmes

Programme	Provider
N/A	N/A

Further information

Dene Magna prides itself on the fact that the procedures and methods in place to support and provide for Pupil Premium students are rigorous, consistent and effective. Over the years, strategies such as targeted intervention and focus, equipment provision, pastoral care and feedback to students and parents has been exceptional and is firmly embedded.

We constantly look to update our strategies in line with the needs of our students, and emerging evidence, which then feeds into the yearly Pupil Premium School Improvement Plan. For this coming year some of the new strategies are the inclusion of instrumental lesson and continued technology support following the ending of the government laptop scheme. We hope these new strategies will complement the existing ones towards our targets set out in the intent.

In addition to this, Dene Magna aims to be a champion not just of the disadvantaged students, but of improving social mobility within the community. The strategies mentioned, alongside closer working with families and enhancing post-16 education opportunities through the Sixth Form, are all part of this wider challenge for the area.