

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

Detail	Data
School name	Dene Magna School
Number of pupils in school	873
Proportion (%) of pupil premium eligible pupils	23% = 200 students
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – IN PROGRESS)	2021-22
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Stephen Brady
Pupil premium lead	Adam Harrington
Governor / Trustee lead	Jen King

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£173,750
Recovery premium funding allocation this academic year	£24,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£34,395
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	£232,795

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 (P8 0.35 (2018/19) from P8 0.59 (2017/18)) and Progress 8 was above national average, however, the impact of this has altered the situation. 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, a Pupil Premium Champion, an Assistant Head, and a Pupil Premium Governor. 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 is also embedded through the Pupil Premium SIP, which for the coming year will focus on the following:

- Consistency in high quality teaching to benefit Pupil Premium students
- Reading and literacy to access age level work
- Attainment of 4+ Basics to 5+ Basics
- Ensuring high ability achieve 7+

COVID-19 Statement:

The academic year 2019/20 saw the beginning of the greatest challenge to education in generations. This continued into the academic year 2020/21, we are only now understanding the impact on all students, and in particular disadvantaged students, in this academic year. Reporting has shown that the disadvantaged students at Dene Magna have been negatively impacted by school closures, however, the impact does not seem to be as great as nationally predicted. This is due to the staff going above and beyond in their academic and pastoral provision during the COVID-19 pandemic. It is the whole school's aim to ensure that the progress and attainment difference does not widen, and that our disadvantaged students and their families are fully supported academically and emotionally. In order to overcome these challenges, an additional barrier to success has been identified (6. Impact of school closure due to COVID-19), and the planned strategies will intend to address this alongside current barriers. In addition to this, Dene Magna is planning innovative use of the COVID-19 Catch-Up funding to further support our disadvantaged students.

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 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	Impact of school closure due to COVID-19 – inflated gaps in knowledge and skills, emotional and social impact on students and families, mental health concerns, access to remote learning.

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.
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 in line with overall school pupil premium proportion
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: £ 116, 300

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
Summer School 2022	The EEF finds that students who attend a summer school make approximately two additional months' progress, compared to similar pupils who do not. Furthermore, a focus on metacognition and self-regulation can also aid in the progress of attending students. The collaborative nature of the Summer Challenge will also have a positive effect on the students' progress	1/2/3/4/5/6
Staffing – PP Champion Lead, PP Co-ordinator, LSTs, HLTA/TAs, staff costs	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." Dene Magna's focus on the basics of Mark, Plan, Teach, and relentless routines over behaviour and expectations, will prove to be essential in minimising the impact of school closures due to COVID-19.	1/2/3/4/5/6

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

Budgeted cost: £ 58,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Boy's Life Coach and Mentor	EEF evidence shows that Social and Emotional Learning strategies have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils Social, emotional and mental health is essential to building an individual's capacity to learn. PP students can find themselves to be at a disadvantage when it comes to these indicators, which in turn affects their ability to learn. Building on their social skills and emotional intelligence will allow the students to develop meta-cognition and therefore assist with their academic learning	1/2/3/4/5/6
Accelerated Reader (AR)	AR helps students develop literacy in order to access rest of curriculum, improve vocabulary and build cultural capital. EEF trialling and evidence shows that Year 7 pupils who were offered AR made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress. Results from AR data analysis will inform certain interventions such as Reading Buddies, handwriting support and book purchases.	3/6
MathsWatch (MW)	MW explores the idea of 'Mastery Learning', which the EEF explains is effective, leading to an 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. Can be used effectively in recall activities, building on Rosenshine's Principles.	3/6
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
Subject Specific Catch-Up Intervention Tutors for English, Maths and Science	EEF has shown that 1:1 or small group tuition accelerates learning, and evidence has shown the impact that COVID-19 has had on all students, especially disadvantaged students, therefore an effective use of the recovery fund would be to identify and reduce these gaps.	2/3/6

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

Budgeted cost: £ 58,200

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 school to improve attendance in secondary schools. They found that in Welsh schools “Pupil support centres 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
Boy’s Life Coach and Mentor	As above	As above
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 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.	1/2/4/6

Total budgeted cost: £ 232,700

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.

The TAG process at Dene Magna produced the following results in 2020/21:

	PP	Non-PP
4+ Basics	69%	78%
5+ Basics	34%	52%
APS	4.37	5.40

APS – Average grade across EBacc

The above shows that there is still a gap between Pupil Premium and non-Pupil Premium students in the recorded GCSE data, however, the results are higher than previous years without being out of line with the 3 year trends. This shows that whilst COVID had a significant impact, the PP students were not subject to negative PP bias, and that they were able to leave with results that reflected the work put in by staff and students alike, and gave them good opportunities for the future.

Our online provision whilst school lockdowns were in place was thoroughly planned and in place before lockdowns were announced, and blended learning using Google Classroom and Meet ensured that students did not miss out on high quality teaching; this is something that will be continued this academic year. In order to ensure PP students can access this, the school distributed laptops to those who needed them thanks to the government's COVID laptop scheme.

Through relentless work of the pastoral team (tutors, Student Support Mentors, Heads of Houses and Pastoral Assistant Head), issues were identified early and dealt with effectively and empathetically. One area of development for the school is in the provision for those students who have experienced severe trauma (who often tend to be pupil premium), and this will be a focus for the coming year.

Externally provided programmes

Programme	Provider
N/A	N/A

Further information (optional)

Dene Magna prides itself on the fact that the procedures and methods in place to support and provide for Pupil Premium students is 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.

The next steps for Dene Magna and its journey towards improving outcomes for Pupil premium students has been outlined in the PP Specific School Improvement Plan which explains in detail 3 key areas for focus: continued and improved high quality teaching and accountability for this; support for the mid to high ability to achieve; vocabulary focus to improve reading ages at KS3. Work is also being done within the PP Team towards identifying and addressing the core skills/experiences that our PP students lack in comparison to their non-PP peers, for example; being read to at home as a child, volunteering duties at primary schools, extra-curricular opportunities i.e. Sports Clubs/Brownies, and embedded routines at home. This research will form the basis of a longer term strategy that will enhance the resilience of our PP students, and equip them with the drive to succeed.

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.