

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 students.

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	The Deanes
Number of pupils in school	513
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	May 2022
Statement authorised by	Desi McKeown, Headteacher
Pupil premium lead	Kelly Corp, Deputy Headteacher
Governor / Trustee lead	John Revill, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,233
Recovery premium funding allocation this academic year	£24,723
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,000
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	£188,956

Part A: Pupil premium strategy plan

Statement of intent

At The Deanes, our Promises outline our commitment to ensuring that all members of our school community make good progress and achieve their goals. We recognise the strengths and needs of each of our students as individuals and continue to have consistently high expectations and standards for all groups of learners. We have a shared moral purpose and shared ambition to provide the high quality teaching and opportunities needed for all students to achieve their potential.

At The Deanes, we understand the potential barriers to progress for disadvantaged students and are dedicated to 'closing the gap' between their progress and attainment and that of their peers, both within school and nationally. The focus of our pupil premium strategy is to support disadvantaged students to achieve across the curriculum, including those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support (including literacy and numeracy). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' 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 students whose education has been worst affected, including non-disadvantaged students.

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 students excel. To ensure they are effective we will:

- ensure disadvantaged students 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 students' 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.

Challenge number	Detail of challenge
1	Literacy and numeracy skills on entry to Year 7 are lower than national, impeding progress across the curriculum and limiting outcomes at KS4.
2	Lower rates of attendance amongst disadvantaged students is a significant barrier to their progress. Attendance data for the academic year 2020-2021 indicates a 7% gap between the attendance of disadvantaged students (84.1%) and non-disadvantaged students (91.1%). In the same period, 39.9% of disadvantaged students were 'persistently absent' compared to 16.9% of their non-disadvantaged peers.
3	A high proportion of disadvantaged students also have SEND. In our current school cohort, 20% of disadvantaged students have SEND; 8% of disadvantaged students have an EHCP.
4	Mid-year admissions, particularly at Key Stage 4, have experienced gaps in their learning which further compounds their disadvantage and slows progress.
5	Some students, including disadvantaged students, require additional emotional and behavioural support in order to fully engage with their learning. For the current academic year, the proportion of Call Outs and periods in Seclusion is higher for disadvantaged students than their non-disadvantaged peers.
6	PASS data indicates that some disadvantaged students have a low Self-Perception as learners. Scores for Attitudes to Attendance and Preparedness for Learning are lower than for their non-disadvantaged peers.
7	Some disadvantaged students do not have the same access to wider cultural experiences as their peers. Experiences provided by the school have been significantly limited due to Covid-19.
8	Some disadvantaged students do not have access to resources to support their learning. This can limit their participation in lesson activities and home learning, particularly during periods of partial closure.

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
Improved progress and attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects.	<ul style="list-style-type: none"> • In-school gap in the A8 and P8 measures between Deanes' disadvantaged and non-disadvantaged students is closed. • Trend in attainment for disadvantaged students indicates on track to meet that of non-disadvantaged students nationally.
To improve core literacy and numeracy skills of disadvantaged students so that their progress across the curriculum is accelerated.	<ul style="list-style-type: none"> • Lesson observation and book sampling indicates that teaching staff are deploying whole school strategic reading strategies in lessons. • KS3 GL Assessment data indicates that identified gaps in literacy and numeracy are reduced for all students (including disadvantaged) compared to students nationally. • Reading age data (Accelerated Reader and Lexia) indicates improved comprehension skills for all students, including disadvantaged students. • Assessment data at KS3 indicates that disadvantaged students' progress is in line with non-disadvantaged students.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	<ul style="list-style-type: none"> • Attendance of disadvantaged students is in line with the national average. • Persistent absenteeism is minimised and in line with non-disadvantaged students.
To ensure the implementation of the curriculum matches our ambitious intent for students with SEND.	<ul style="list-style-type: none"> • Improved teacher awareness of effective strategies to support learners with SEND is developed through CPD. • Teachers make effective use of Pupil Premium profiles and redesigned I&S documents and are aware of effective strategies to support their students.

	<ul style="list-style-type: none"> • Lesson observations and book looks indicate that teachers are adaptive in their teaching. • Lesson observation and student voice indicates that teachers make use of effective strategies to support the progress of students with SEND. • Assessment data indicates that the progress of students with SEND (including disadvantaged) is increased and at least in line with expected progress.
<p>Disadvantaged students have access to the support and resources needed to fully access the curriculum, including during periods of partial closure.</p>	<p>Sustained high levels of engagement demonstrated by:</p> <ul style="list-style-type: none"> • Teacher reports and class observations • Student voice and parent surveys • Attendance to Homework Club and homework completion rates • Distance Learning submission rates <p>Extensive opportunities to enhance students' Cultural Capital:</p> <ul style="list-style-type: none"> • Participation in a broad range of 'Challenger' activities • Participation in extra-curricular activities.

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: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD programme targets identified areas for development – Adaptive Teaching.	EEF: Adapting planning prior to the lesson and adjusting practice during the lesson is essential for High Quality teaching. Feedback Very high impact for very low cost based on extensive evidence	1, 3,4,5
On-going updates to Pupil Premium Profiles so that teachers are aware of individual barriers and strategies to support disadvantaged students.	John Dunford: Identification of the main barriers to learning for PP-eligible students. NFER: More successful schools view each student as an individual, each with their own challenges, talents and interests	1, 3, 4, 5, 6, 8
Whole school CPD targets identified areas for development – Maximising Opportunities to Learn.	EEF: Consistency and coherence at a whole-school level are paramount. Effective classroom management can reduce challenging behaviour, pupil disengagement. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	3, 5
DHT and key Middle Leaders (SENDCO, PL English and Maths) to engage in	EEF: Cognitive and metacognitive strategies are effective in supporting learners with SEND. EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1, 3, 6

<p>CPD focused on supporting students with SEND – cognition and metacognition.</p>		
<p>Enhanced teacher modelling through the purchase of visualisers for each classroom - supports scaffolding & metacognition</p>	<p>EEF: Metacognition and self-regulation Very high impact for very low cost based on extensive evidence. Scaffolding is an effective strategy to support learners with SEND. EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>1,3,6</p>
<p>Embed whole school strategies to support the development of students' literacy skills. On-curriculum development, including opportunities to encourage wider reading and capitalise on interdisciplinary links.</p>	<p>EEF: Reading comprehension strategies Very high impact for very low cost based on extensive evidence Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk) Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: https://www.oup.com.cn/test/word-gap.pdf</p>	<p>1, 3, 6</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance including Maths Mastery training and</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 6</p>

support from consultant.		
On-going development of whole school approach to homework.	EEF: High impact for very low cost based on very limited evidence	1, 4, 6, 8
Departmental bidding process for funded curriculum enhancement and subject association membership.		1, 7, 8

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

Budgeted cost: £82,956

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support Assistants deployed in class and to deliver interventions.	EEF: Moderate impact for moderate cost based on moderate evidence	1, 3, 5, 6
Academic mentors employed via National Tutoring Programme to deliver small group English and Maths intervention.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 4, 8
On-line tutoring via National Tutoring Programme provided for identified KS4 students in English and/or Maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition EEF (educationendowmentfoundation.org.uk)	1, 4, 8

Specialist reading teacher employed to provide targeted intervention to students in KS3.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 3
Year 11 Science intervention for targeted students (including disadvantaged).	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition EEF (educationendowmentfoundation.org.uk)	1, 4, 8
Accelerated Reader license renewed (Lexia two year license funded in 2020-21).	EEF: Reading comprehension strategies - very high impact for very low cost based on extensive evidence. Phonics (Lexia) High impact for very low cost based on very extensive evidence	1, 3
NACE membership funded for Most Able co-ordinator.		3, 6, 8
KS3 and KS4 Homework clubs with access to computers and LSA support.	EEF: High impact for very low cost based on very limited evidence	3, 6, 8
Revision guides and materials provided to all Disadvantaged students in KS4		6, 8

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

Budgeted cost: £41,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
On-going use of Aquinas to support the close monitoring and follow up of attendance concerns.	<p>John Dunford: Attendance barriers addressed as a priority for PP-eligible pupils.</p> <p>DfE Framework for Securing Full Attendance</p>	2
Re-establish provision of universal Breakfast Club.	<p>EEF: Universal free breakfast clubs can contribute to increased attendance, an enhanced sense of well-being, improved behaviour for learning and consequently improved outcomes.</p> <p>DfE Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation</p>	2, 5, 8
Re-introduce 'Challenger' Lessons to ensure that all disadvantaged students have opportunities to engage in a range Character Development activities.	<p>EEF: All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation +3 months (Moderate impact for very low cost based on moderate evidence)</p> <p>Aspiration interventions (Unclear impact for very low cost based on insufficient evidence)</p> <p>Outdoor adventure learning (Unclear impact for moderate cost based on insufficient evidence)</p>	6, 7, 8
Re-establishing a wide of high-quality extracurricular	<p>EEF: All children, including those from disadvantaged backgrounds, deserve</p>	6, 7, 8

<p>activities. Disadvantaged pupils will be encouraged and supported to participate.</p>	<p>a well-rounded, culturally rich, education.</p> <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> <p>Arts participation +3 months (Moderate impact for very low cost based on moderate evidence)</p> <p>Aspiration interventions (Unclear impact for very low cost based on insufficient evidence)</p> <p>Outdoor adventure learning (Unclear impact for moderate cost based on insufficient evidence)</p>	
<p>New Pastoral Support structure introduced to support the monitoring of behaviour data and proactive implementation of appropriate intervention.</p>	<p>EEF: Behaviour Interventions +3 months (Moderate impact for moderate cost)</p>	<p>5</p>
<p><i>Strengthening Minds</i> Anger Management and/or Self Esteem Programme for identified students.</p>	<p>EEF: Social and emotional learning +4 months (Moderate impact for very low cost based on very limited evidence)</p>	<p>5</p>
<p>Small amount of funding reserved to support learners to attend and achieve.</p>	<p>EEF: School uniform Unclear impact for very low cost based on insufficient evidence</p>	<p>1, 2, 8</p>

Total budgeted cost: £178,956

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 students in the 2020 to 2021 academic year.

Outcomes for Disadvantaged students were lower than in previous years in key areas of the curriculum, particularly English and Maths. This is in contrast to a three-year trend of improving outcomes for our Disadvantaged students. Our assessment of the reasons for these outcomes points primarily to the impact of Covid-19, which was most detrimental to the learning of Disadvantaged students, both at our school and nationally. Students were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended and as a result, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

In order to mitigate the impact of Covid-19 on our Students, we reviewed and implemented an interim curriculum devised to address key gaps in their knowledge and provide a secure understanding of threshold concepts. We maintained the provision of high quality curriculum during periods of partial closure and self-isolation. In line with DfE guidance, our remote provision incorporated a mixture of 'live' lessons, recorded lessons (Oak National Academy) and guided learning. Students were supported to manage their studies by following their usual timetable, with engagement being monitored and feedback provided to students and parents. We ensured access for all students through investment in IT equipment, home learning resources and a high level of communication and personalised support. Despite this, engagement in remote learning was lower overall for Disadvantaged students, particularly students in Key Stage 4 and those who had required a laptop loan from the school.

In order to support students' wellbeing and mental health on return to school after the first period of partial closure, we used pupil premium funding to provide wellbeing support with all students participating in the *Life After Lockdown* programme (Strengthening Minds), and targeted interventions such as counselling where required.

As part of a tiered approach to the development of students' skills as readers, all staff engaged in half termly whole school CPD on the most effective strategies to implement in the classroom and how to embed opportunities for reading into curriculum plans. All students in Year 7 and 8 participated in a weekly Accelerated Reader lesson, with 20 students extracted to work in small groups with a specialist reading teacher and 38 students participating in twice weekly Lexia sessions, with further engagement encouraged at home. Progress with both Accelerated Reader and Lexia was hindered somewhat by the impact of partial closure in the Spring term and absence as a result of

Covid-19. Lexia data indicates that students' word study and comprehension skills improved overall, particularly for those who engaged daily with the programme. STAR Reader data indicates that while there are some notable individual improvements in reading age, overall most improvements were in line with students' increasing chronological age.

Overall attendance of Disadvantaged students in 2020/21 was lower than in the preceding two years at 84.9% (90.19% with extracted students). In the same period, 39.9% of disadvantaged students were 'persistently absent' compared to 16.9% of their non-disadvantaged peers.

Externally provided programmes

Programme	Provider
Academic Mentors	National Tutoring Programme
Maths and English Tuition	National Tutoring Programme

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- On-going development of Gatsby compliant careers provision, including embedding careers into the curriculum, opportunities for meaningful engagement with Post-16 providers and employers and participation in Make Happen activities.
- Targeted provision for PP-eligible students to include additional support with Post-16 applications, priority Connexions appointments and careers-insight days.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils. We also participate in local network meetings focused on effective use of the Pupil Premium and have a 'Disadvantaged Champion' as part of Essex County Council's 'Addressing Educational Disadvantage' strategy.

We have used both the [EEF's implementation guidance](#) and ECC's 'Addressing Educational Disadvantage' strategy to help us develop our own strategy and will continue to use utilise these through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.