



PUPIL PREMIUM STRATEGY

2020 - 2021

Disadvantaged Pupils Strategy 2020-2021

Introduction

At The Deanes, our Promises outline our commitment to ensuring that all members of our school community make outstanding 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.

Pupil Premium

The Pupil Premium grant was introduced to help schools to help raise the attainment of Disadvantaged students of all abilities and close the gap between them and their peers. In the 2020 to 2021 financial year, schools receive the following funding:

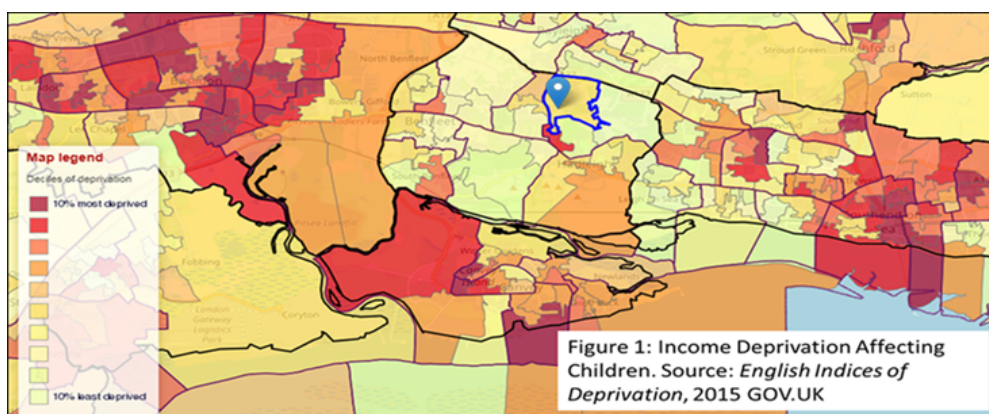
- £955 for each student registered as eligible for free school meals (FSM) at any point May 2014 and January 2020
- £2345 for each student identified in the January 2020 school census as having left local authority care as a result of:
 - adoption
 - a special guardianship order
 - a child arrangements order (previously known as a residency order)
- £2345 for each student who has been in local authority care for one day or more
- £310 for each Ever 6 service child.

For the financial year 2020 to 2021, the Pupil Premium allocated to The Deanes is £162,010 (excluding PP+ funding).

Each school must publish an account of their Pupil Premium spending each academic year. As a minimum, the same information should be reported to governors.

Context – The local area

The school's neighbourhood (Local Super Output Area) is ranked 17,803 out of 32,844 areas for Income Deprivation Affecting Children, putting the school's local area amongst the 50% least deprived in the country. Whilst many of our students live in the local area, a significant proportion of students travel in from Southend-on-Sea, Canvey Island and Basildon where deciles of deprivation are as high as 20% and 10% in some neighbourhoods (Figure 1). 24% of students in current Years 9 -11 at The Deanes reside in postcodes targeted by the National Collaborative Outreach Programme, where participation in Higher Education is lower than might be expected given attainment at GCSE.



Disadvantaged students at The Deanes

We have adopted a tiered approach to Pupil Premium spending at The Deanes. Teaching is our first priority, including the development of a high quality curriculum and the professional development of our staff, including support for early career teachers. Targeted support for students is a further component of our Pupil Premium strategy as are wider strategies that relate to non-academic factors, such as improving attendance and social and emotional support.

In the academic year 2020/21, 37% of students at The Deanes are eligible for the Pupil Premium compared to the National average of 27%. Disadvantaged students are not a homogeneous group; they may have a range of potential barriers which mean that they may make slower progress than other students, both at The Deanes and nationally.

Prior attainment at Key Stage 2 is lower on entry for our Disadvantaged students; as the example for our current Year 8 cohort indicates, Disadvantaged students start The Deanes below national averages both in English and Mathematics.

Figure 2: Attainment on entry – Year 7 2019/2020

	Average English KS2 score	KS2 Expected Standard English (%) (Reading and Writing)	Average Maths KS2 score	KS2 Expected Standard Maths (%)	KS2 Expected Standard Both*(%)	2018 National KS2 Expected Standard Both* (%)
Disadvantaged	99.42	35	99.33	57	32	51
Non-Disadvantaged	103.47	57	101.94	68	51	70
All	102.17 (National 105.5)	50	101.08 (National 104)	64	45	64

* Students achieving Expected Standard in Reading, Writing and Mathematics.

This pattern is replicated across the cohort in Years 7-11, with a higher proportion of Low Prior Attaining Disadvantaged students and a lower proportion of High Prior Attaining Disadvantaged students.

Figure 3: Prior attainment profile 2020/2021

KS2 Band	Disadvantaged Students (%)	Non-Disadvantaged Students (%)
High	10	18
Mid	32	32
Low	58	50

Students with below expected prior attainment on entry at Key Stage 3 are supported in the transition to secondary school and equipped with the skills needed progress through small class teaching, a personalised curriculum and a focus on the development on literacy and numeracy as the key to accessing the broader curriculum. The progress made by our More Able Disadvantaged students is a key development priority; high quality teaching and aspirational targets provide stretch and challenge, mentoring and targeted opportunities such as the Brilliant Club support these students to achieve their potential.

The Deanes Pupil Premium Planned Expenditure

1. Summary information

Academic Year	2020/21	Total PP budget	£162,010 (Excluding PP+ funding)	Date of most recent PP Review	October 2020
Total number of pupils	536	Number of pupils eligible for PP	196	Date for next internal review of this strategy	Half Termly
Pupil Premium Lead			Kelly Corp		
Pupil Premium Governor					

2. Disadvantaged student performance overview for last academic year

2019/20 Outcomes (30 students)	The Deanes: Disadvantaged students (2019 comparison)	England state-funded 'other' (Non-Disadvantaged) students (2020)
Progress 8 score average	-0.79 (↑ 0.46)	0.13
Attainment 8 score average	36.93 (↑ 8.83)	54.0
% 5+ in English and Maths	23% (↑ 20%)	58%

3. Strategy aims for Disadvantaged students

A.	To drive continued improvements in the quality of teaching and learning so that all students make faster progress, narrowing the attainment gap between Disadvantaged students and their non-Disadvantaged peers.
B.	To improve the literacy and numeracy skills of Disadvantaged students so that their progress across the curriculum is accelerated.
C.	To further develop our approach to home learning: i) Regular and meaningful homework provides students with the opportunity to develop fluency, practise key skills and deepen their knowledge; ii) Distance Learning closely mirrors lesson content, minimising the impact of periods of self-isolation or partial closure.
D.	Further develop a personalised and targeted approach to barriers to progress so that all Disadvantaged students can fully engage in the curriculum.
E.	To improve the attendance of Disadvantaged students so that it is in line with the national average, increasing access to high quality teaching.

4. Teaching priorities for current academic year

Priority	Action	Monitoring and Impact	Staff Lead	Projected spend
Continued professional development of teaching staff.	<ul style="list-style-type: none"> Development of CPD portal to facilitate remote and self-led professional development in response to social distancing requirements. Whole school CPD sessions focused on reading, questioning and feedback, retrieval practice, challenging the Most Able and SEN. Departmental CPD supports the sharing of practice and collaborative planning. Further investment in staff CPD library. Bespoke CPD programme for NQTs and early career teachers. 	Monitoring of teaching and learning CPD evaluations	COK	£10,000
			COS	
Further develop whole school	<ul style="list-style-type: none"> Reading survey to assess student attitudes to reading, followed up 	Monitoring of teaching and learning	DOH	£8,000

<p>approach to reading.</p>	<p>with student voice interviews.</p> <ul style="list-style-type: none"> Initial development of reading curriculum. CPD sessions to enhance teachers' understanding of barriers to reading and strategies to support students' reading in lessons. Updated reading ages of students in Year 7 and 8 shared with staff to assist with planning. Investment in class readers to support D.E.A.R. in Year 7 and 8 tutor time. Teachers modelling reading aloud incorporated into Friday D.E.A.R. sessions. Embed Accelerated Reader programme in Year 7 and 8. Raise the profile of reading for pleasure through 'Word Millionaire' competition and calendar of events. 	<p>STAR Reading test data</p> <p>GL English progress tests (Reading and Grammar)</p>		
<p>Further develop our curriculum to ensure full coverage of the National Curriculum at Key Stage 3.</p>	<ul style="list-style-type: none"> Review of KS3 curriculum and assessment. Interim Schemes of Work in place. On-going collaborative planning and resource development. Departmental bidding for access to Pupil Premium funds supports development of curriculum. 	<p>Monitoring of teaching and learning</p> <p>Evaluation of department bids</p>	<p>COK/PLs</p>	<p>£8000</p>
<p>Further develop our approach to home learning.</p>	<ul style="list-style-type: none"> Department time allocated to planning and resourcing Distance Learning activities. Buy-in of Epraise, SAM Learning and GCSE Pod to support the setting and resourcing of effective home learning. User guides to support students and parents on school website. Zoom sessions for parents supporting their child's Distance Learning. Newsletter to contain weekly tips for parents to support their child with homework. Weekly monitoring and follow up of homework setting. HoY / PLs provided with weekly reports on students' engagement with homework. Quality Assurance of the standard of homework being set and submitted. 	<p>Monitoring of homework and Distance Learning</p> <p>Student and parent surveys</p>	<p>COK/PLs</p>	<p>£6,000</p>

5. Targeted academic support for current academic year				
Priority	Action	Monitoring and Impact	Staff Lead	Projected spend
Further development a tiered approach to literacy intervention for students in Year 7 and 8	<ul style="list-style-type: none"> In-class monitoring and support of borderline students. Timetabled literacy lessons for identified students. Appointment of primary specialist teacher to work with students in small groups and one-to-one. Use of Lexia with students identified as most in need of support. 	<p>Accelerated Reader – reading age data</p> <p>GL English progress tests (Reading and Grammar)</p> <p>Intervention group tracking data</p>		<p>Learning Support Staffing £60,000</p> <p>Resources and intervention £15,000</p> <p>Laptops £40,000</p>
Targeted academic intervention to support the progress of Disadvantaged students.	<ul style="list-style-type: none"> Small group tuition for identified KS4 students. Science intervention for identified students in Year 11. Structured and quality in-school KS4 revision and intervention sessions supported through with workbooks purchased with PP funding. 	Impact of intervention regularly reviewed. Action as necessary.		
Disadvantaged students have access to the support and resources needed to fully access the curriculum.	<ul style="list-style-type: none"> KS3 and KS4 Homework clubs with access to computers and LSA support. Revision guides and materials provided to all Disadvantaged students in KS4. Investment in laptops to support home learning. 			
6. Wider strategies for current academic year				
Priority	Action	Monitoring and Impact	Staff Lead	Projected spend
Improve attendance so that it is at least in line with the national average.	<ul style="list-style-type: none"> On-going use of Aquinas to facilitate closer monitoring and follow up of attendance concerns. 	Attendance reports	HAK	£15,000
Supporting students' social, emotional and behavioural needs	<ul style="list-style-type: none"> All students have participated in <i>Strengthening Minds: Life After Lockdown</i> programme. Increase of counselling time available for students. 		FAK HAK	
Careers provision raises awareness of Post-16 and careers options, raising aspirations.	<ul style="list-style-type: none"> Targeted provision for PP-eligible students to include additional support with Post-16 applications, priority Connexions appointments and careers-insight days. Connexions Advisor present at Parents' and Options evening. 	Destinations data	BLA	

7. Impact Summary: Pupil Premium 2019-2020

Intended outcome	Examples of actions	Impact
<p>To drive continued improvements in the quality of teaching and learning so that all students make faster progress, narrowing the attainment gap between Disadvantaged students and their non-Disadvantaged peers.</p>	<ul style="list-style-type: none"> • CPD time dedicated to on-going curriculum development and collaborative planning to ensure that students are appropriately challenged to make progress. • Bids for access to Pupil Premium funds to support the development of curriculum. • Roll-out the use of Pupil Profiles to support teachers' planning. • Enhanced system of monitoring of teaching and learning to identify areas of best practice and support improvements in areas of concern. 	<ul style="list-style-type: none"> • 2020 outcomes indicate increased A8 and P8 scores for Disadvantaged students. A8 has increased by 8.83, P8 has increased by 0.46. • Disadvantaged HPA students outperformed their non-Disadvantaged peers with an A8 score of 6.6 and P8 score of 0.08. • Performance at Grade 5 and above in English and Maths has improved significantly, with a 20% increase in this measure for Disadvantaged students. • Departments have used CPD time to plan collaboratively, developing a bank of resources and sharing best practice within their teams. • Bids for Pupil Premium funding have enhanced curriculum development and enabled support at the point of need e.g. KS3 Mastery Curriculum in Science, Food ingredients for students in receipt of FSM and trips. • Pupil Profiles increasingly informing classroom practice. PASS data indicates that Disadvantaged students feel well-connected to the school community and are positive about their relationships with staff.
<p>To improve the literacy and numeracy skills of Disadvantaged students so that their progress across the curriculum is accelerated.</p>	<ul style="list-style-type: none"> • Half termly CPD to develop knowledge of strategies to support literacy and implement in departments. • Continued use of DEAR time and dedicated daily Accelerated Reader sessions to establish reading habits in Key Stage 3. • Scheduled Accelerated Reader lessons and testing delivered by English department. • Tiered approach to intervention, including in-class monitoring and support, literacy and numeracy Catch Up classes and targeted 	<ul style="list-style-type: none"> • Staff evaluation of CPD indicates enhanced understanding of tier 2 and tier 3 vocabulary and strategies to support students to decode and make use of subject specific vocabulary. Use of these strategies has been evident in monitoring of teaching and learning. • The Learning Support Team completed training in the use of LEXIA to support targeted literacy interventions to develop basic reading, academic vocabulary and comprehension skills necessary to fully access and engage in the curriculum. • Half termly tests in Year 7

	workshops.	<p>Numeracy and Literacy intervention groups indicated the majority of students were secure in the areas targeted.</p> <ul style="list-style-type: none"> • 20% of Disadvantaged students in Year 7 demonstrated an increase in reading age exceeding 20 months. Despite these individual successes, the negative impact of Lockdown on reading ages is clear with 30% of this group showing a decrease in reading age over the last 12 months.
Further develop a personalised and targeted approach to barriers to progress so that all Disadvantaged students can fully engage in the curriculum.	<ul style="list-style-type: none"> • Targeted academic intervention to support the progress of Disadvantaged students. • On-going development of strategies to support emotional well-being and behaviour for learning including Mr Beezy mentoring and Strengthening Minds workshops for identified students. • Continued participation in CRP and BETSA PP Networks to raise awareness of best practice for use of Pupil Premium spending. 	<ul style="list-style-type: none"> • The 'Boys 4+' English Language intervention during Challenger lessons had a positive impact on achievement at Grade 4 and above in English and Maths for Disadvantaged Male students, with a 13% increase in attainment from the end of Year 10. • Positive evaluations of Mr Beezy mentoring with all students (Y11 Male PPG) involved agreeing that they found the sessions motivational. Comparing attendance data from Year 10, this highlights that 55% of students had improved attendance during this period. Similarly, conduct data for this group improved during their participation.
To improve the attendance of Disadvantaged students so that it is in line with the national average, increasing access to high quality teaching.	<ul style="list-style-type: none"> • On-going use of Aquinas to support close monitoring and follow-up of attendance concerns. • Continued provision of universal Breakfast Club. 	<ul style="list-style-type: none"> • Half term attendance report indicates that attendance gap had reduced to 4.3% in 2020 as a result of a 1.1% increase in attendance of Disadvantaged students. • The Breakfast Club continued to be regularly attended by a core group of 22 Disadvantaged students. • Of the core group of Breakfast Club attendees, 8 had improved attendance compared to the previous academic year. The average increase in attendance for this group was 2%.
To enhance the support for Disadvantaged students' learning at home in order to maximise progress.	<ul style="list-style-type: none"> • Approach to homework reviewed. • KS4 Study Skills workshop to inform parents on effective strategies to support their child's learning at home. • Provision of stationary revision materials to support students' preparation for exams. • Provision of Distance Learning for students for the period of 	<ul style="list-style-type: none"> • Revised approach to homework and monitoring implemented in September including guidance for students, parents and staff and use of Epraise to set and record homework. • A timetable of Distance Learning was provided to support students to maintain a

	<p>partial school closure (March – July).</p> <ul style="list-style-type: none"> • Provision of resources to support home learning including revision guides and laptops during the period of partial school closure. 	<p>routine and structure their studies during the Lockdown period. Activities were planned with consideration of factors such as limited access to wifi and computer equipment in order to increase accessibility.</p> <ul style="list-style-type: none"> • Monitoring of participation in Distance Learning identified students in need of additional support or guidance. Overall, engagement in Distance Learning was inconsistent. The curriculum was adapted to address missed learning as a result of school closure, with Programme Leaders prioritising key content in schemes of learning and homework activities.
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THE DEANES SCHOOL PROMISE #1



WE WILL REMAIN A SMALL SECONDARY SCHOOL SO THAT EACH AND EVERY ONE OF OUR STUDENTS CAN FEEL HAPPY, RESPECTED AND KNOWN AS AN INDIVIDUAL WITHIN OUR SAFE AND ACCEPTING COMMUNITY

hi!
COOL BYE
hello
thank you!

imatter AS AN INDIVIDUAL AT THE DEANES

THE DEANES SCHOOL PROMISE #4




EXTENSIVE OPPORTUNITIES FOR PERSONAL DEVELOPMENT WILL EQUIP OUR STUDENTS WITH THE SKILLS, ATTRIBUTES AND VALUES NEEDED FOR FUTURE LIFE




imatter AS A FUTURE CITIZEN AT THE DEANES

THE DEANES SCHOOL PROMISE #2




WE WILL CONTINUE TO CREATE A POSITIVE AND RESPECTFUL ENVIRONMENT FOR ALL MEMBERS OF THE DEANES SCHOOL, WITH CONSISTENTLY HIGH EXPECTATIONS AND STANDARDS




imatter AS A LEARNER AT THE DEANES

THE DEANES SCHOOL PROMISE #5




PARENTS AND CARERS WILL REMAIN CENTRAL TO OUR SCHOOL COMMUNITY. WE WANT THE FAMILIES OF OUR STUDENTS TO BE FULLY ENGAGED WITH ALL ASPECTS OF SCHOOL LIFE TO ENSURE THE MOST REWARDING LEARNING EXPERIENCE FOR THEIR CHILD




imatter AS A PARENT AT THE DEANES

THE DEANES SCHOOL PROMISE #3




OUR CURRICULUM WILL CATER FOR INDIVIDUAL STRENGTHS AND NEEDS, ENABLING EVERY STUDENT TO MAKE OUTSTANDING PROGRESS AND ACHIEVE THEIR GOALS




imatter AS A STUDENT AT THE DEANES

THE DEANES SCHOOL PROMISE #6



ALL STAFF WILL HAVE ACCESS TO HIGH QUALITY TRAINING TO HELP THEM DEVELOP AS PROFESSIONALS, AND ENSURE THE HIGHEST POSSIBLE OUTCOMES FOR STUDENTS, AS WELL AS OPPORTUNITIES TO PURSUE THEIR OWN PASSIONS



imatter AS AN EMPLOYEE AT THE DEANES