# 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 | St Dunstan's |
| Number of pupils in school | 403 |
| Proportion (%) of pupil premium eligible pupils | 30% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 3 years |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | L Bevan |
| Pupil premium lead | M Atkinson |
| Governor / Trustee lead | |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £107,110 |
| Recovery premium funding allocation this academic year | £15,515 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £122,615 |

# Part A: Pupil premium strategy plan

## Statement of intent

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 and supported 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
- *ensure that all pupils make the same progress, whatever their starting point*

- *ensure that disadvantaged pupils have attendance in line with their peers*

- *ensure that disadvantaged pupils are supported to achieve their aspirations - whatever those might be*

| | ● *ensure that disadvantaged pupils are exposed to enrichment opportunities* |
|---|---|

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Disadvantaged students are not making the same progress as their peers in English (-0.223 vs +0.135) |
| 2 | Disadvantaged students are below their peers in terms of progress in Science (-0.639 compared to -0.572) and significantly below their peers in MFL (-0.948 vs -0.272) |
| 3 | 47% of year 7 have arrived with a reading age one year or more below their chronological age.  Of these pupils X% are disadvantaged.  Many homes do not have a reading culture and pupils are more likely to use screens than books.  The gap is likely to remain steady during the five years they are with us unless there is significant, school wide intervention |
| 4 | Discussion with parents, pupils and primary schools suggest that disadvantaged students are more likely to have had their education adversely affected by lockdown and other covid related factors than non disadvantaged students. |
| 5 | Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science. |
| 6 | Our observations suggest that many parents of lower attaining disadvantaged pupils either do not value education or do not know how to support their children with their schoolwork or aspirations |
| 7 | Discussions with disadvantaged students - particularly boys - suggest that they are not self motivated when it comes to education and are lacking in confidence in subjects such as English where good reading skills, inference and analysis are required |
| 8 | Disadvantaged pupils across year groups often have a lower attendance rate than their non disadvantaged peers. |
| 9 | Disadvantaged pupils are less able to catch up on missed work either through lack of resilience or through lack of support at home |
| 10 | Disadvantaged pupils - particularly boys - are more likely to miss learning as a result of poor behaviour and sanctions or as a result of poor concentration |

# 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 attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects. | By the end of our current plan in 2024/25, 75% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In 2019 this figure was 41%. <br><br> 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: <br> ● an average Attainment 8 score of 47.0 <br> ● an EBacc average point score in line with non-disadvantaged and aligned to national trends. |
| Improved reading comprehension among disadvantaged pupils across KS3. | Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. |
| Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects. | Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding it supported by homework completion rates across all classes and subjects. |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. | Sustained high levels of wellbeing from 2024/25 demonstrated by: <br> ● qualitative data from student voice, student and parent surveys and teacher observations. <br><br> ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance from 2024/25 demonstrated by: <br> ● the overall absence rate for all pupils being no more than 5%, and the attendance gap between |

| | |
|---|---|
| | disadvantaged pupils and their non-disadvantaged peers being reduced ensuring alignment. . |
| | ● the percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 3% lower than their peers. |

# 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: £ *61,103*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *CPD on cognitive science and the science of learning* | Having a firmer understanding of the nuances of how we learn can support teachers to plan lessons of high impact. Evidence shows that high quality teaching and learning in the classroom has the biggest impact on student performance.<br><br>Resources to be used include:<br>Ambition Institutes Learning curriculum<br>EEF report on metacognition and self regulation | 1, 2, 5 |
| *Teaching and learning framework adopted for the school context on adaptive teaching. Online modules on each active ingredient including instructional video with interactive activities to support teacher planning* | Having a consistent approach to teaching and learning across the school serves the students with the dual purpose of having high quality learning and consistent digestion of common routines creating social norms and expectations. This supports students' cognitive processing by negating extraneous processing.<br>A recent study conducted with the Education Policy Institute (EPI) found that high-quality CPD can improve pupil outcomes as effectively employing a teacher with 10 years' classroom experience. Furthermore, studies have shown that in settings providing high-quality CPD teachers are far less likely to leave the sector or move schools (Zuccolo & Fletcher-Wood, 2020).<br>Students that are more familiar with routines and approaches to learning | 1, 2, 5 |

| | develop a greater confidence in their application. | |
|---|---|---|
| *Instructional coaching and deliberate practice to increase the competence of teaching skills across the curriculum* | Instructional coaching is a powerful tool with the potential to transform teacher development. | 1, 2, 5 |
| | Instructional coaching has a better evidence base than any other form of CPD. | |
| | Instructional coaching will help to provide teachers and school leaders with quality professional development, so they have the knowledge, skills and expertise to improve learning in the classrooms and provide students with what they need to succeed. | |
| | Resources to be used include: | |
| | [Ambition institute instructional coaching](Ambition institute instructional coaching) | |
| *Recruitment of mentors* | Having an in school champion to support students gives them confidence and self belief. This can be especially beneficial to boys with no apparent positive male role models. | 7, 9 |
| | Having positive influences in school therefore can positively impact a students mental health. This can support the students with their cognitive processing because they can be at ease with themselves within the safety of the school community allowing them to concentrate on their learning in lessons. Moreover, having a champion to support you through the use of SMART targets can keep students on track and focused on achievable goals. | |
| *Recruitment of high quality tutors for intervention classes* | Using the expert teachers within the school to support small intervention groups will support students to make accelerated progress in their learning. This will also have the added advantage of having staff support students that they have knowledge of so therefore can be SMART in their approach to accelerating their progress. Moreover, students will be used to these members of staff and have positive relationships supporting students with their learning. | 7, 9 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *CPD on teaching strategies to ensure quality teaching across the curriculum* | Research shows that improving teaching is one of the most effective uses of pp funding. It is proposed that staff should be trained on using metacognition in the classroom - membership of the Key CPD toolkit will provide training presentations. Olevi Training to be offered to staff identified as likely to benefit from creative or outstanding teacher programmes. Costs to cover supply and printing of resources as well as actual training. | 1, 3 and 5 |
| *Recruitment of specialist teacher for Science* | Having an expert teacher in every classroom is the best way to close any attainment gap. Having quality first teaching is proven to be a leveler of disadvantage in the classroom. Therefore it is pertinent that we recruit high quality teachers in all areas of the school.<br><br>Science is a subject area that has seen staffing changes and it needs to be addressed by employing an expert teacher of science. | 2 |
| *recruitment of attendance officer* | Being in school is crucial to the learning journey of students. This has been evident over the lockdown periods where we have seen the gap widening between disadvantaged and non disadvantaged students.<br><br>Therefore, having a dedicated staff member focusing on attendance will support those students to attend school on a consistent basis and support them to achieve their goals. | 4, 8 |

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

Budgeted cost: £ *15,000*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Reciprocal reading strategy to be promoted with Key Stage 3 students across the curriculum and with parents* | Reciprocal Reading is an effective and proven approach to developing reading and comprehension. As an intervention programme it is particularly effective with children who can decode but do not fully understand what they read. | 3<br>6<br>7 |

| | However the reciprocal reading approach and strategies are also very helpful for shared reading and, particularly, guided reading. | |
|---|---|---|
| | Reciprocal reading interventions can have an impact of 4+ months on a students education according to the EEF report. | |
| | Resources to be used:<br>EEFreport and recommendations | |
| *Targeted intervention for under achieving disadvantaged pupils - using assertive mentoring as well as academic intervention* | Having an in school champion to support students gives them confidence and self belief. This can be especially beneficial to boys with no apparent positive male role models.<br>Having positive influences in school therefore can positively impact a students mental health. This can support the students with their cognitive processing because they can be at ease with themselves within the safety of the school community allowing them to concentrate on their learning in lessons. Moreover, having a champion to support you through the use of SMART targets can keep students on track and focused on achievable goals. | 4<br>5<br>6<br>7 |
| *'Champions' league for underachieving boys - including disadvantaged pupils* | Our observations have shown that many boys including disadvantaged boys are apathetic to learning. Therefore motivation matters.<br>When students are motivated they pay more attention and therefore learn more, are able to work independently and for longer.<br>This strategy will see a group of boys having a designated staff team leader and mentor. This will foster teamwork and collaboration between the two teams and reward effort. | 1<br>2<br>8<br>10 |
| *Girls' forum to focus on overcoming barriers for girls including disadvantaged* | Our observations have seen girls becoming disenchanted as a result of the negative experiences of females being broadcasted in the media. There is an anxiety of the difficulties and barriers that awaits them. With research showing that students that are experiencing high levels of anxiety leading to apathy this can manifest in poor outcomes due to low aspirations. | 5<br>8<br>9 |

| | Having a 'clinic' for female students will support the students and give them an opportunity to discuss concerns and build strategies to plan overcoming barriers and risks. | |
|---|---|---|
| *Catch up club for disadvantaged pupils - extension of homework club; pay tutors to work with small groups from across key stages. Each day to have a carousel of groups and NC years* | As a result of COVID disadvantaged students have fallen further behind non-disadvantaged students. This is a national trend.<br><br>Having catch up sessions led by staff that the students know and trust will alleviate anxieties and support the students to make accelerated progress in smaller intervention groups. | 2<br>9 |

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

Budgeted cost: £ *31,007*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *Targeted attendance clinics with emphasis on disadvantaged students first* | Being in school is crucial to the learning journey of students. This has been evident over the lockdown periods where we have seen the gap widening between disadvantaged and non disadvantaged students.<br><br>Therefore, having a dedicated staff member focusing on attendance will support those students to attend school on a consistent basis and support them to achieve their goals.<br><br>Supporting students and their families with attendance through targeted clinics will support the students in collaboration. | 4, 8 and 9 |
| *Tutor chats with parents and pupils when attendance drops below 97%* | Having a familiar member of staff liaising with parents builds trust and raises the awareness and importance of attendance. This personalisation approach will allow parents and students to feel supported to attend school. | 4, 8 and 9 |
| *Systematic supportive attendance interventions involving parents and pupils* | Constant communication with parents will raise the profile and importance of attendance and the benefits to attending school. Lockdowns have increased the attainment gap between disadvantaged | 4, 8 and 9 |

| | and non-disadvantaged students nationally. Therefore, getting students to attend school is important for their progress in learning. | |
|---|---|---|
| *Use 'nudge' techniques to improve attendance* | 'Nudge *Theory*' is growing in use across a range of public sector areas, for example health. This theory proposes that positive reinforcement and indirect suggestions are more effective as ways to influence the behaviour and decision making of groups and individuals. | 4, 8 and 9 |
| *Develop culture of praise within school to foster a sense of success and achievement in low aspiring pupils* | Research states that positive consequences are likely to encourage pupils to repeat the associated behaviour. Systems that emphasise praise for positive behaviour or regular attendance are more effective in motivating pupils to make appropriate choices. These appropriate choices contribute to a positive ethos in the school thereby creating an environment for effective teaching and learning. | 10 |
| *Develop assertive mentoring system for underachieving, poorly behaving  pupils* | Having an in school champion to support students gives them confidence and self belief.<br><br>Having positive influences in school can support the students with their cognitive processing because they can be at ease with themselves within the safety of the school community allowing them to concentrate on their learning in lessons. Moreover, having a champion to support you through the use of SMART targets can keep students on track and focused on achievable goals. | 10 |
| *Recruit second ELSA practitioner* | Improving emotional literacy can improve the mental health of a child. With higher levels of emotional wellbeing students will be more receptive to learning than students with low levels.<br><br>Impacts of ELSA include improvements in students' confidence, self-esteem, understanding and management of emotions, behaviour and social skills. This has also seen an increase in students' attendance in schools too. | 10<br>£1000 plus cost of 'supervision' for practitioner |
| *Develop peer mentoring scheme* | Peer mentoring has been shown to lead to improved attitude to school, attendance and behaviour. It can also help students to build up a peer network within their school, causing more holistic | 10 |

| | | |
|---|---|---|
| | benefits such as a sense of community and belonging. | |
| *Implement bespoke parental engagement academic workshops* | Evidence shows that parental engagement can support students being successful. These workshops will be bespoke to the cohort and provide specific support and home learning guide books supporting parents/carers in supporting their children. | 5, 6 and 9 |
| *Buy in Talk the Talk for year 9* | Oracy is a key factor in building confidence - disadvantaged pupils often struggle with confidence around public speaking | 10<br>£1000 |
| *Buy in team building/confidence building workshops/days for year 7 and 8* | Previous years have seen a significant impact on pupil wellbeing and confidence from such days; covid has prohibited any such activity for the last two years and so buying in an activity to be done in school will be of benefit. | 10 |
| *Peripatetic Music lessons for disadvantaged pupils* | PP funding can provide enrichment that parents may not be able to afford. | 10 |
| *Equipment and uniform allowance for disadvantaged pupils including revision/study guides* | One of the barriers to learning is lack of equipment - providing equipment will remove that barrier.  Likewise, uniform is often a cost that parents struggle to afford; £100 uniform allowance per pupil per year lessens this barrier. | 1-5 |
| | | |

**Total budgeted cost: £** £107,110

# 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| Programme | Provider |
|---|---|
| Talk about communication | Talk the talk<br>talkthetalkuk.org |
| | |