

## Pupil Premium Strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

- Number of eligible students: 117
- Pupil Premium Grant received: £107,110

### Rationale

At St Dunstan's we aim to provide every Pupil Premium (PP) student with the necessary and appropriate learning opportunities, guidance and intervention in order to remove any barriers that might otherwise limit their aspirations or achievement.

These barriers include: - not being ready for learning (being fully equipped and resourced, wearing the correct uniform, having had breakfast/lunch); a lack of academic support (home learning, homework support, enrichment activities); various social issues (not feeling included, low self esteem, low expectations, lack of role models, lack of aspirations, lack of confidence – both socially and academically; poor behaviour).

We work to ensure that every student who is in receipt of the Pupil Premium, across Years 7 to 11, achieves at or above their target grades. The school also seeks to work with parents, other family members and external partners to support the child's learning and ultimately raise and achieve their ambitions.

We have divided our Pupil Premium expenditure into three key areas:

- Curriculum Support (£54,600)
- Personal Development Support (£33,300)
- Attendance Support. (£19,700) COVID - 19 and the lack of school trips and visits during Enrichment Week has resulted in not all monies allocated being spent. This will be rolled over to support the 3-year PP strategy expenditure as required by the new Government reporting process.

### Curriculum Support Expenditure Review

#### Part A Provision

| Provision          | Cost   | Purpose of Provision   |
|--------------------|--------|--|
| Deputy Headteacher | £6,000 | Assistant Headteacher to oversee all aspects of the Pupil Premium and closing the gap in attainment<br>AHT Pastoral to provide strategies for closing gaps in achievement and attendance |
| Maths intervention | £20000 | Maths intervention and provision of resources such   |

|                                     |        |  |
|-------------------------------------|--------|--|
|                                     |        | as small group interventions, TA support and revision materials for students in Key Stage 3 and 4  |
| English Intervention                | £19600 | English and Literacy interventions/provision of resources such as small group interventions, TA support and revision materials for students in Key Stage 3 and 4 |
| Careers Advice                      | 4000   | To ensure that students are aware of post 16 options available to them   |
| TA support in Self Study sessions   | 1500   | To ensure students could access work successfully  |
| PP Tracking and monitoring          | 1500   | To monitor progress and advise interventions   |
| CPD for staff to improve T&L for pp | 2000   | To ensure staff are delivering Quality First teaching for pp students  |

## Part B Impact (attainment and Achievement)

|  |                   | St Dunstan's 2019 | St Dunstan's 2020 | St Dunstan's 2021 | Nat'II 2019 |
|--|-------------------|-------------------|-------------------|-------------------|-------------|
| % Pupils achieving Standard Pass in Basics | Disadvantaged     | 45                | 57.1              | 52                | 45          |
|  | Non Disadvantaged | 63.8              | 71.8              | 79.5              | 72          |
| % Pupils achieving Strong Pass in Basics   | Disadvantaged     | 25                | 33.3              | 24                | 25          |
|  | Non Disadvantaged | 33.3              | 48.7              | 61.5              | 50          |
| % entered for EBacc                        | Disadvantaged     | 35                | 38.1              | 40                | 28          |
|  | Non Disadvantaged | 59.4              | 66.7              | 43.6              | 45          |
| % Pupils achieving Standard Pass in EBacc  | Disadvantaged     |                   | 14.3              | 16                | 13          |
|  | Non Disadvantaged |                   | 48.7              | 30.8              | 29          |
| % Pupils achieving Strong Pass in Ebacc    | Disadvantaged     |                   | 4.8               | 8                 | 7           |
|  | Non Disadvantaged |                   | 23.1              | 17.9              | 21          |
| Average Att 8 Grade                        | Disadvantaged     | 4.01              | 4.59              | 3.96              | 3.7         |
|  | Non Disadvantaged | 4.64              | 5.2               | 5.09              | 5.0         |
| Overall P8 Score                           | Disadvantaged     | +0.09             | +0.41             | -0.11             | -0.45       |

|                              |                   |       |       |       |       |
|------------------------------|-------------------|-------|-------|-------|-------|
|                              | Non Disadvantaged | +0.31 | +0.45 | +0.27 | +0.13 |
| Average Att 8 Grade in EBacc | Disadvantaged     | 3.44  | 4.29  | 3.51  |       |
|                              | Non Disadvantaged | 4.2   | 4.87  | 4.68  | 4.9   |
| EBacc P8 Score               | Disadvantaged     | -0.20 | +0.38 | -0.29 |       |
|                              | Non Disadvantaged | +0.08 | +0.33 | +0.06 | +0.15 |
| P8 Open Score                | Disadvantaged     | +0.73 | +0.93 | -0.24 |       |
|                              | Non Disadvantaged | +0.86 | 1.12  | +0.32 | +0.12 |

## Part C: Evaluation

A significant amount of our PP funding was used to ensure that students receive curriculum support to reach their potential. However, due to Covid 19 and exams being cancelled, Teacher Assessed Grades were used. This meant we were unable to provide our Year 11s with the extra support, revision opportunities and strategic interventions which we run right up until the exams. However, we did ensure that students had extra intervention and resources in order to fully prepare for the TAGs.

A key focus of our strategies for 2020-21 was to continue to close any in-school gaps between those in receipt of Pupil Premium funding and others. Our curriculum model ensures that students have access to the academic English Baccalaureate subjects; in 2020-21, 35% of Year 11 students in receipt of PP funding studied for their Ebacc as opposed to 28% nationally.

The data shows that we have spent our funding effectively and this spending has had a positive impact on outcomes. Whilst our disadvantaged students are outperforming, or on a par with, disadvantaged students nationally in some areas, there is still a gap in attainment when compared to non disadvantaged students. This will be a focus for St Dunstan's going forward to the academic year of 2021/2022 and beyond.

### Areas for Development in 2021 - 2022:

- Ensure students are supported effectively as exams return for the first time in two years
- Continue to explore alternative curriculum routes for some students
- Ensure that disadvantaged students are aware of all post 16 options available to them
- Engage parents of disadvantaged students

## Personal Development Support

### Part A Provision

| Provision  | Cost | Purpose of Provision  |
|--|------|---|
| Music lessons  | 6000 | Music lessons allow enrichment opportunities that might not be available owing to financial constraints |
| Adapted Timetables for key students to attend Outreach at Tor School and Forest School | 1000 | To re engage students in learning,  |
| Interventions to develop social/emotional aspects of learning                          | 5000 | To build self esteem and resilience   |
| One Day Talk the Talk workshop for year 9  | 4000 | To build self esteem and confidence in oracy  |
| Mentoring 1:1  | 3000 | To develop self confidence and engagement in learning   |
| Additional mentoring   | 2300 | For selected students, assertive mentoring undertaken   |
| Year 6 to 7 enhanced transition  | 3000 | To build confidence about transition to secondary school and remove barriers to attendance              |

|   |      |  |
|---|------|--|
| Extra curricular and trips (including DofE and foreign trips) | 5000 | To provide enrichment opportunities and build resilience |
| PX2 self esteem course  | 3000 | To build self esteem for disaffected students            |
| Learning to Learn Day for year 7                              | 2000 | To develop metacognition and resilience in learning      |

### **Part B Impact**

We are extending our offer of extra curricular activities each year - Peripatetic music lessons, sporting activities, clubs such as drama club, chess club, art club and Write Night etc  
 All PP students in Key Stage 3 and 4 are made aware of activities on offer - tutors actively encourage attendance. Rewards 'wedge' includes participation  
 PP students are financed for trips for a minimum of 25% (more at HT discretion)

### **Part C Evaluation**

- All pp students are entitled to 25% of the cost of any activity; each request above this amount is considered individually according to need and outcomes so that students can be supported effectively
- St Dunstan's is working hard to support students in participation in activities including homework club to create a sense of engagement and inclusion alongside developing cultural capital
- It is noticeable that there is no 'stigma' attached to being in receipt of pp at St Dunstan's

### **Areas for Development in 2021-2022**

Continue to encourage and support PP students to participate in a range of activities beyond the curriculum

Encourage and support PP students to take up leadership roles within the school - four of the senior student team nominated at the end of summer term 2021 are pp students and all four achieved their senior student status

## Attendance Support

### Part A Provision

Attendance is consistently identified as a barrier to achievement. Poor attendance was identified as being caused by a variety of reasons including:

- Friendship issues
- Lack of parental engagement
- Academic concerns
- Anxiety/low self esteem
- Lack of uniform
- Mental health issues

| Provision   | Cost     | Purpose of Provision  |
|---|----------|---|
| School uniform and Equipment                          | £11,700  | School uniform, equipment and PE kit purchased to support children in need  |
| School Attendance Meetings run by Heads of Key Stage, | £5000    | Parents required to attend and plans put in place to support attendance with regular reviews                                |
| Attendance Service from Education Welfare SouthWest   | (£15000) | Paid for out of the school budget not PP funding but used to support parents and children in improving attendance at school |

|                          |      |  |
|--------------------------|------|--|
| Attendance interventions | 2000 | To remove barriers to attending school and |
|--------------------------|------|--|

|  |  |                    |
|--|--|--------------------|
|  |  | accessing learning |
|--|--|--------------------|

## **Part B Impact**

**St Dunstan's Pupil Premium Absence = 13%**

**Overall = 12.2%**

**St Dunstan's (Ambitious) Target = 10%**

**Pre Covid National Average = 9.2%**

**St Dunstan's Pupil Premium Students under 90% = 14.5%**

**St Dunstan's (Ambitious) Target = 10%**

**Pre Covid National Average = 28%**

## **Part C Evaluation**

Due to Covid, it has not been possible to complete a full review of the attendance for the full academic year of 2020 - 2021

Our attendance service, Education Welfare Southwest provides the school with specialist attendance support in school once a week by contacting and working with families where there is a concern as well as supporting pastoral team in monitoring attendance and ensuring procedures are followed.

Heads of Key Stage, pastoral manager and ELSA provide support on issues that cause barriers to attendance, such as friendship or mental health issues. Students identified by the pastoral team as needing mentoring and/or counselling are referred for bespoke support from agencies such as School Nurse, Young Somerset, PFSA etc although there is often a waiting list for these services

There is still a gap between attendance of PP and non PP students and we are working to keep using funding effectively to close this gap.

### **Areas for Development in 2021 - 2022**

To ensure that attendance procedures are followed

To raise awareness of the importance of attendance through assemblies, tutor chats, briefing notices

To ensure that disadvantaged students are supported to attend school in line with non disadvantaged students

To engage parents in understanding the importance of good attendance

**NB attendance could be affected by ongoing Covid 19 issues such as further national or local lockdowns.**