

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	Debenham High School				
Academic Year	2016-7	Total PP budget	£85,705 PP £6,800 LAC PP	Date of most recent PP Review	October 2016
Total number of pupils	667	Number of pupils eligible for PP	94 <small>(Fiscal 16-17 allocation)</small>	Date for next internal review of this strategy	Easter 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	63.2%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	68.4% / 78.9%	75.8% / 73.4%
Progress 8 score average	-0.25	0.10
Attainment 8 score average	48.6	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	A number of PP students have low numeracy and literacy scores upon entry.
B.	Some students enter the school with poor independent learning skills
C.	An identified group of students at KS4 are demotivated and not engaging with learning
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Social issues for some students makes progress more difficult and is a barrier to attendance for a small number of pupils.

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	To improve the literacy and numeracy skills of those without functional ages. Ultimately to raise pupil attainment across KS3 and KS4 especially in Maths and English.	Literacy interventions raise both reading and spelling ages as shown in bi-annual testing. Student attainment in Literacy based

		<p>subjects improves across KS3 & 4, which will be measured by interim tracking and external examination results.</p> <p>Students who enter school with lower than average scores make expected progress allowing them to access desired pathways.</p> <p>PP students achieve in line with rest of cohort for key progress measures.</p>
B.	Students develop independent learning skills as part of their learning, all students access the curriculum with confidence and are resilient learners.	All PP students make expected or better progress
C.	Students are better engaged - making progress academically and securing pathways post 16	<p>Tracking of student's Learning Behaviour and academic attainment</p> <p>Planned pathways are in place post 16</p>
D.	PP students have high rates of attendance, take part in the wider life of the school and are engaged in their learning.	PP students achieve key progress measures, comparable attendance rates and students communicate their engagement in school through PPIs and involvement in leadership positions.

5. Planned expenditure

Academic year

2016-7

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To raise pupil attainment across KS4 especially in Maths and English.	1. Provision of 6 teaching groups in English and Maths across KS3 and KS4 to allow smaller teaching groups. Est cost £51,500		Faculty Review Process Interim tracking Performance Management Process Analysis of External Examination results.	SLT; Heads of English & Maths; HoY.	All interim tracking periods through Case Studies and Progress Trackers
	2. Small Group Booster Sessions in GCSE Maths. Est cost £2,400	Opportunity to hone specific skills and examination practice	Analysis of the impact on GCSE results via tracking of Milestones. Monitoring attendance	Head of Maths	All interim tracking periods through Case Studies and Progress Trackers
	3. Staff training based on Whole School Literacy focus; creation of Literacy Toolkit Est cost £400.00	Importance of literacy across the curriculum to build confidence in learners; focus on reading to try and limit the Matthew Effect. Importance of lifelong skills	Evaluation of actual training on writing in November 2016 PPI to assess impact Strand observed via the Faculty Reviews and formal lesson observations	AHT	Analysis of Faculty Review feedback PPI Analysis of student attainment in literacy based subjects
To monitor student progress across KS3 and KS4	Progress Tracking and Case Studies established for vulnerable students 3 x 20 hours of time for Assistant Headteacher in a year Est cost £4,000	Important to monitor and then re-evaluate school intervention and their effectiveness	Accountability to HoY; SLT; student progress measures eg examination results, pathways	AHT	Termly when Case Studies are completed
Total budgeted cost					£58,300

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To raise the attainment of pupils that enter the school without functional literacy and numeracy</p>	<p>1. Catch Up Literacy & Numeracy sessions Estimated cost £6,500</p> <p>2. Intensive support group identified and run for Maths and English where the focus is on literacy and numeracy skills as much as NC (Estimated cost included on previous page £51,500)</p>	<p>Without literacy and numeracy skills there can be no access to the curriculum; future education or training. This leaves students vulnerable and in a vicious cycle of not achieving; having children; further non-achievement</p>	<p>Observed as part of SEND review.</p> <p>Progress data at KS3 & KS4; additional testing for KS3 students</p>	<p>SENCO</p> <p>Head of Maths and English; SENCO.</p>	<p>SEND Faculty Review TA meetings with SENCO weekly Bi Annual Reading and Spelling tests Tri Annually tracking of KS3/4 results Case Studies</p> <p>Faculty Reviews – data analysis; lesson observation; PPI Tracking of report data</p>

Targeted PP students are better engaged - making progress academically and securing pathways post 16	<p>1. Students are assigned a mentor from the SLT or senior teaching staff</p> <p>Minimal internal cost External mentor engaged in 2016-17 for minimal cost to trial impact of this for future years at a cost</p>	<p>Having one key worker helps build security – the sense of having an advocate in school. Also, a key link between school and home. Links to all research on attachment theory</p> <p>Having one key worker helps build security – the sense of having an advocate in school. Also, a key link between school and home. Links to all research on attachment theory</p>	<p>Progress data; tracking of Learning Behaviour as well as progress</p>	<p>SLT; HoY</p>	<p>Mentoring Notes; Case Studies and Progress Trackers based on termly reporting</p> <p>Termly, with students and external mentor</p>
	<p>2. Specific events are planned to aid revision and study skills</p> <p>Estimated cost £600</p>	<p>Building good habits in a secure environment so not expecting home to lead on this; positive discrimination of showing these young people matter; capturing students when they do not work outside for school</p>	<p>Progress data; tracking of Learning Behaviour as well as progress</p>	<p>SLT; HoY</p>	<p>Mentoring Notes; Case Studies and Progress Trackers based on termly reporting</p>
	<p>3. Meeting with Specialist Youth Worker and Career's advisor in school; support in visiting college. Est Cost £1,200</p>	<p>As above – building on a can do attitude</p>	<p>Meeting notes from KVo and Pam McLennan; applications complete</p>	<p>SLT; KVo; Pam McLennan</p>	<p>All students have a pathway</p>
Total budgeted cost					£8,300

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Students develop their resilience to both school and social circumstances.</p>	<ol style="list-style-type: none"> 1. Running a KS3 & KS4 Homework Club four nights a week for all pupils, including a particular focus on vulnerable group eg FSM, LAC. Estimated cost £4,400 2. Safe Place To Be in the mornings 8.30 – 9.05 for invited pupils – FSM; LAC are criteria Estimated cost £2,600 3. Drop In at Lunchtime for Year 7 run by Peer Mentors Estimated cost £900 4. Social Skills groups run by Student Support Assistant Estimated cost £900 5. ASDAN course as an alternative for identified pupils to focus on social and independent learning skills Estimated cost £800 6. Use of PP to pay for extra-curricular activities both inside and outside of school. Estimated cost £11,000 7. Talk Therapist funded to support students who have anxiety and social skills issues Estimated cost £7,000 	<p>Students struggle to have support re homework; can cause tension with parents so having specialist support in school can help</p> <p>Attendance and punctuality was a problem as vulnerable students avoided being in school for a busy start of the day; again at lunchtime making them anxious for the afternoon</p> <p>Identified through work with CIR – trained and established through Lego Club style training</p> <p>Need for relevant sessions that are practical, based on development of social skills.</p> <p>Ability to go on trips – students often do not have this input at home</p> <p>Allows access to additional support within school</p>	<p>Monitoring of homework completion through those students who attend and are directed to attend.</p> <p>Case Studies.</p> <p>Oversight of AHT and Student Support Assistant</p> <p>Assessed in SEND Faculty Review</p> <p>Assessed in SEND Faculty Review</p> <p>Outline audit of SH's work through PPI/ case load moving on and being able to manage independently</p>	<p>SLT</p> <p>Student Support Assistant</p> <p>Student Support Assistant</p> <p>SLT, HoY and ASDAN lead.</p> <p>SLT</p> <p>Assistant Headteacher</p>	<p>Case Studies</p> <p>Attendance figures; Case Studies</p> <p>SEND Review – PPI; observation</p> <p>SEND Review – PPI; observation</p>
Total budgeted cost					£27,600

1) Review of expenditure				
Previous Academic Year		2015-6		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To raise pupil attainment across KS4 especially in Maths and English.	1. Provision of 6 teaching groups in English and Maths across KS3 and KS4 to allow smaller teaching groups.	English -There were 22 students eligible for Pupil Premium. Of these 17 had prior data on which to measure progress. 13 of these students met their expected levels or exceeded them. 75% attained A*-C grades; three of the four that did not had FFTD estimations below a C. Single Course has a positive residual for PP students but English Language is slightly lower than expected.	Given the positive impact on the whole cohort, the strategy of having six groups will continue.	£50,000
	2. Small Group Booster Sessions in GCSE Maths.	Maths - There were 20 students eligible for Pupil Premium. Of these 17 had prior data on which to measure progress. 14 of these students met their expected levels or exceeded them. Maths has a positive residual for FSM and Ever students of 0.67 and 0.08.	Small group booster sessions will continue	£2,300
	3. Staff training based on Whole School Literacy focus; creation of Literacy Toolkit	Outcome achieved – Reading for Pleasure has been improved – building on 2014-5, there is a Year 8 Book Club, a new style Summer Reading List; A Reading Challenge launched; World Book Day celebration Outcome achieved – Words in the Log Book; staff focus on widening vocabulary	Widen the focus to writing as a skill i.e. writing for different audiences and purposes. Continue to nurture the reading ethos of the school (CR Literacy Action Plan)	£400
To monitor student progress across KS3 and KS4	Progress Tracking and Case Studies established for vulnerable students 3 x 20 hours of time for Assistant Headteacher in a year	Case Studies and progress trackers are updated and informed discussion and action at APB; with SENCo; HoY	See minutes of APB; subject meetings with HoF; Pastoral Team meetings. Case Studies themselves showing progress of students following intervention	£4,000

<p>Supporting Transition to A Level study –</p> <p>a) to promote high levels of aspiration</p> <p>b) to ensure there are not NEETs.</p>	<p>1. Universal offer of career's Guidance and support within school Years 7-11 through PSHE</p> <p>2. Additional specific support for vulnerable students using external support from Early Help Team and specialist teacher within school</p> <p>3. Independent Advice and Guidance Practitioner checks school provision and meets high need cases.</p>	<p>Outcome achieved – Students were seen regularly. All students left DHS with a pathway</p>	<p>To continue to use Kevin Voller within school and Specialist Youth Support with SEND and vulnerable students, in order to support students with planning their next career path and to access the best support.</p>	<p>£1,200</p>
<p>Supporting KS3 pupils with independent learning</p>	<p>Running a Homework Club four nights a week for all pupils, including a particular focus on vulnerable group eg FSM, SEND</p>	<p>Outcome achieved - In 2015-6 three PP pupils regularly attended H/W club, of those pupils two have good or better Learning Behaviour levels; the other one has improved his overall Learning Behaviour score through the year. All three are close to or at expected levels of progress against their KS2 scores at the end of Year 9.</p> <p>Evidence base : See Case Studies Noted but withheld to uphold confidentiality of students</p>	<p>To continue with Homework Club and actively encourage the attendance of PP pupils that are underachieving to attend at both KS3 and KS4</p>	<p>£4,000</p>
<p>Supporting pupils who find social interaction difficult</p>	<p>Safe Place To Be in the mornings 8.30 – 9.05 for invited pupils – FSM; LAC are criteria</p> <p>Social Skills groups run by Student Support Assistant</p> <p>ASDAN course as an alternative for identified pupils in Years 9 and 11 to focus on social and independent learning skills</p>	<p>Outcomes achieved – A definite improvement in the average attendance of these students and their Learning Behaviour – See Case Studies</p> <p>Outcomes achieved – significant improvement in both the social confidence of the students involved and the amount of issues caused. In the case of one student, there has been a significant improvement</p> <p>Outcomes partly achieved – In Year 11, improved attendance for one student. In Year 9, there has been no issue with attendance; two of the three have made almost expected progress in Core Subjects. All three have had a reduced number of Pastoral Incident Referrals and two of the three improved Learning Behaviour levels</p>	<p>Monitor learning Behaviour for students in the SP2B; work with HoY to improve overall levels.</p> <p>Continue to run Social Skills Groups in Years 7 and 8; mentoring to continue in to Years 9-11</p> <p>Continue to run ASDAN monitoring student progress; behaviour and attendance.</p> <p>Look to increase opportunities for vocational style learning eg Green Light Trust work to be funded.</p>	<p>£2,300</p> <p>£800</p> <p>£800</p>

<p>Supporting those who are most vulnerable on coming to school and the Year 7s at transition</p>	<p>Peer mentor Scheme run by Mrs Keeble, Student Support</p> <p>Peer Mentor training for those selected</p> <p>Time for match mentoring with vulnerable Year 7 Students.</p> <p>Time allocated to produce and evaluate resources for the Form Mentors</p>	<p>Outcome achieved - Three PP students were Match Mentored with a Year 9 or 10 Peer Mentor. These students were seen weekly at the point of transition and then as needed. All students have settled into Year 7 well</p> <p>See case Studies for students</p> <p>In the Year 7 Parental Survey conducted in January 2016, 98% of Year 7 parents answered that their children felt safe.</p>	<p>To continue to raise the profile and impact of Peer Mentoring scheme with Year 7 Drop In run in Room 42; Form Mentoring and Match Mentoring</p> <p>Training to be run in September and throughout the year as top ups.</p>	<p>£2,000</p>
<p>Supporting high levels of attendance for all pupils</p>	<p>Fund an EWO</p> <p>Work with external agencies to promote full attendance/ support those outside of school through illness, school refusal</p> <p>Monitor attendance and punctuality weekly</p>	<p>Partly Achieved –There is a small group of students with serious attendance issues which continue to be worked on. In terms of PP students, there has been a fall in average attendance rates.</p>	<p>Careful monitoring of attendance to continue – especial attention to be given to PP students in Years 9 and 11.</p> <p>Increased regularity of EWO visits</p>	<p>£2,400</p>
<p>Supporting emotional and social wellbeing</p>	<p>Talk Therapist</p>	<p>Funded to support students who have anxiety and social skills issues – an early intervention measure</p>	<p>Discussion with students suggest this helped – she was able to close cases quickly and students attendance and progress has been encouraging in those she has worked with</p>	<p>£7,000</p>
<p>Access to extra curricula activities inside and outside school often out of reach for our most vulnerable students</p>	<p>Use of PP to pay for extra- curricular activities both inside and outside of school.</p>	<p>Access to all aspects of school life Opportunities to widen learning and experience new activities and widen horizons Social and emotional well being</p>	<p>Look at Case Studies for LAC students – MD; KS; SM; MD; RC. Also the progress and emotional stability of students such as MD, RD, GD</p>	<p>£11,000</p>

2) Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Annex 3: School visit template