

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	Denbigh School
Number of pupils in school	1285.63
Proportion (%) of pupil premium eligible pupils	12.85%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Dr Andrea Frame, Head of School
Pupil premium lead	Miss Lesley Dale, Assistant Headteacher
Governor / Trustee lead	Mrs Tahira Jabeen, Pupil Premium Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,654.58
Recovery premium funding allocation this academic year	£27,115
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£80,450
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	£265,219.58

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students 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 students in our school.

We will ensure all disadvantaged students have access to the same high quality, broad and balanced curriculum as the rest of the school. The school's curriculum is rooted in the ebacc and has a strong knowledge emphasis and we will ensure that all students have the same access to this high quality curriculum.

As a school we pride ourselves on the quality and range of our enrichment provision. We want to ensure that all students are able to access this provision and provide support to enable this.

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.

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 are 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 regularly disadvantaged students are identified by teachers and leaders in the school
- ensure disadvantaged students have aspirational targets in line with the rest of the school population

Challenges

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

Challenge number	Detail of challenge
1	Our data on students' progress indicates that gaps between disadvantaged and non-disadvantaged widen as students move through the school.
2	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.
3	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. There are also additional pressures associated with TAG.
4	Impact on attendance post-Covid. Data shows that absence rates are higher amongst disadvantaged students compared to non-disadvantaged. In the current academic year, the attendance rates for disadvantaged students were 88% vs 92% non-disadvantaged students.
5	Baseline reading tests indicate lower reading ages amongst disadvantaged students. Disadvantaged reading ages are 11 years against a non-disadvantaged reading age of 12.3 years
6	Data from survey conducted during the lock-down show that disadvantaged students did not engage with their remote learning to the extent that non-disadvantaged students did

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 and progress among disadvantaged students across the curriculum at the end of KS4.	By the end of our current plan in 2023/24 2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> an average Attainment 8 score of 5

	<ul style="list-style-type: none"> • an EBacc average point score of 5.5
Improved reading comprehension among disadvantaged pupils across KS3.	<p>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.</p> <p>By 2023/24 – reading age gaps closed to zero by the end of year 8.</p>
Close the progress gap created by the pandemic.	<p>Close the gap to target for disadvantaged students so that it is in line with all students.</p> <p>By 2023/24 – progress gap falls to zero</p>
Increased engagement with extra-curricular provision	<p>Increased engagement with extra-curricular provision so that disadvantaged students engage at the same rate as non-disadvantaged.</p> <p>By 2023/24 – disadvantaged students engage with enrichment activities at the same rate as non-disadvantaged</p>
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall attendance rate for all pupils being no more than 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 0%.

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 5
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	5
Teachers develop Raising Achievement Plans following every data cycle. Disadvantaged students explicitly pulled out with strategies to support progress identified.	A personalised approach to pedagogy is most effective in supporting student progress. Ensuring robust discussions around teaching and learning strategies and high quality teaching and learning is vital in securing good progress for all students. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1
SISRA and SISRA training	Tracking the progress of all students to identify those in need of support. Intervening with those students and groups identified. Diagnosing pupils needs is identified as a key strategy by the EEF	1

	https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Independent learning resources to support students in closing gaps in knowledge	<p>Learning resources can provide students with opportunities to engage in low stakes testing supporting retention of knowledge and helping to close gaps.</p> <p>Self directed learning helps support metacognitive strategies for students and can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
Using tutorials to develop study skills, revision and, metacognitive strategies	<p>Self directed learning helps support metacognitive strategies for students and can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1, 2

<p>Engaging with the in-school tutoring programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>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 Toolkit Strand Education Endowment Foundation EEF Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2</p>
<p>Improving Numeracy & Literacy groups will be used to target our weakest students</p>	<p>Numeracy and literacy groups for our weakest students Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p>	<p>1, 2, 5</p>

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

Budgeted cost: £ 110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of funding to support engagement in enrichment activities, such as music tuition</p>	<p>Enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p>	<p>3, 4</p>

	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	
Pupil Premium Champion employed to support attendance, behaviour and wellbeing, including family liaison.	<p>In schools with a lower proportion of disadvantaged pupils and/or larger year groups, there is a danger that disadvantaged pupils may be getting 'lost' in the system. Potential solutions include improved monitoring of progress and providing individualised learning support for disadvantaged pupils.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	1, 3, 4
Mentoring support	<p>Mentoring support - Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1, 3, 4
After school provision	<p>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	1, 3, 4
Breakfast provision @ 50% take up rate	<p>New research by IFS researchers in collaboration with the National Children's Bureau finds that offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club can improve pupils' academic attainment.</p> <p>https://ifs.org.uk/publications/8714</p>	4

Careers guidance	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations https://www.goodcareerguidance.org.uk/case-study/addressing-the-needs-of-each-pupil	1
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Attendance/support officers are in place to work on improving attendance	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	4
Contingency fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £ 265,000

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.

Gaps between disadvantaged students and non-disadvantaged

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the pre-pandemic years in key areas of the curriculum including English and Maths. EBacc entry for disadvantaged students was 53%, which is 3% lower than in the previous year.

A key focus of our pupil premium strategy as always included raising the attainment of our disadvantaged pupils. Usually, following each of our three data cycle entries all teachers identify key pupil premium students in each class they teach who is underachieving. We then have designated time to discuss teaching and learning strategies that may benefit these students. The strategies are then implemented in the classroom and reviewed at the next data cycle. Sadly, due to covid this was not possible for much of last year.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees but especially practical subjects and MFL. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of closure through the use of TEAMS to teach remote lessons and provide a platform for accessing and submitting work. In order to ensure all students could access remote learning we ensured all our pupil premium students were given a device to use at home.

Although overall attendance in 2020/21 was lower than in the preceding years at 91%%, it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4% higher than their peers. Consequently, attendance remains a focus of our planning.

Our assessments demonstrated that pupil engagement, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing and educational support in the form of providing breakfasts, mentoring, additional revision classes, extending provision for students to

remain supervised and in school working beyond our normal closure time, purchasing additional revision and study materials for students to use as well as educational psychologist support where needed. We are building on this approach in our new plan.

As a school we were very aware of the reduced opportunities all students faced during the pandemic lockdowns and we have been very keen to promote the engagement of our disadvantaged students in our enrichment programme which we were able to resume in the summer term. We believe this is really important in terms of wellbeing, engagement and gaining life skills. We were really pleased that we exceeded our target for recruiting disadvantaged students to take part in the Duke of Edinburgh's Award with 65% of year 9 pupil premium students signing up for their Bronze Award. We were also pleased to be able to continue funding peripatetic music lessons for disadvantaged students.

Further information (optional)

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:

- embedding more opportunities for retrieval practice through low stakes testing. EEF evidence demonstrates this has significant benefits for students.
<https://educationendowmentfoundation.org.uk/news/does-research-on-retrieval-practice-translate-into-classroom-practice>
- ensuring students and parents understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- offering a wide range of high-quality extracurricular clubs to boost wellbeing, behaviour, attendance, and aspiration. Clubs (e.g., Sports, Eco-Schools), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

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 data, work scrutiny, conversations with parents, 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 were pleased to see we are above the 'family average' in terms of attainment 8. Moving forward we hope to make contact with those school within our family who are doing even better to see if we can learn from their good practice.

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 used the EEF's implementation guidance to help us develop our strategy and will continue to use it 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.