

## Pupil premium strategy statement (secondary)

• Summary information					
<b>School</b>	Dean Trust Ardwick				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£228734.00	<b>Date of most recent PP Review</b>	Feb 17
<b>Total number of pupils</b>	413	<b>Number of pupils eligible for PP</b>	253	<b>Date for next internal review of this strategy</b>	July 17

• Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>L5+ English (15-16)</b>	79%	77% non-PP in school
<b>L5+ Mathematics (15-16)</b>	85%	85% non-PP in school
<b>Expected Progress in English (15-16)</b>	81%	64% non-PP in school
<b>Expected Progress in Mathematics (15-16)</b>	81%	72% non-PP in school
<b>2016-17 attainment and progress to be recorded in July</b>		

• Barriers to future attainment for pupils eligible for PP	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
<b>A.</b>	Literacy/ Reading Age impacting across all subjects
<b>B.</b>	Not secondary ready
<b>C.</b>	EAL
<b>D.</b>	SEND – a large proportion (82%) of PP pupils have a special educational need or disability
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>E.</b>	Attendance & punctuality – mainly due to unauthorised circumstances & extended family holidays
<b>F.</b>	Lack of resources, opportunities and ambition
<b>G.</b>	Complex family needs and family deprivation
<b>H.</b>	Gang culture in local communities

• <b>Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved reading age and literacy levels	To close gap of reading age progress and ensure that 'red' PP pupils improve their reading ages by 16 months in Year 7 and Year 8.
<b>B.</b>	Increased English language proficiency	Staffing EAL provision ensures effective strategy, structures and support for pupils as beginners and in the classroom
<b>C.</b>	Quicker fluency in English language for EAL PP pupils therefore enabling quicker access to curriculum	EAL staff have resources to ensure speedy integration into all lessons
<b>D.</b>	Progress of SEND pupils and other applicable – IEP targets	SEND pupils make continuous improvement in line with other pupils
<b>E.</b>	Improved progress & attainment outcomes for all Pupil Premium pupils including more able	End of year exams results show that all PP pupils make at least as much progress as others and their attainment is at least in line with others, to ensure there are no gaps.
<b>F.</b>	Increased attendance and punctuality, increased no. of positive behaviour records, decrease in exclusion rate	PP pupils at least 2% below national average attendance and at least 4% below PA national average ; PP pupils at least 2% below national average for exclusions.
<b>G.</b>	Provide opportunities to extend learning and increase ambition of pupils	PP pupils make at least expected progress in subjects, and increased participation in enrichment activities.
<b>H.</b>	Future risks of gang culture is addressed and attitudes are changed	Mentors are in school regularly to address gang culture. Increased access to extended school activities for PP pupils & ensure all PP pupils regularly access extra-curricular activity
<b>I.</b>	Quicker mastering of skills expected to allow access to KS3 curriculum	

• <b>Planned expenditure</b>					
<b>Academic year</b>		<b>2016/17</b>			
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.					
• <b>Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved literacy & numeracy skills (Outcome A)	<ul style="list-style-type: none"> <li>Whole School Literacy Scaffolds</li> <li>Employ Literacy and Numeracy assistants</li> </ul>	<p>To improve quality first teaching and to enhance the support for PP pupils with low level literacy and numeracy and to aid Year 7 catch-up.</p> <p>A similar, effective, approach has been adopted across the Trust and low level literacy impacts on attainment in all subjects.</p>	Identification of key PP pupils. To monitor progress of PP pupils within the groups via end of term test results and reading/spelling age tests. Regular monitoring of the quality of support provided by assistants through observation, quality of resources, pupils' work and pupil voice.	SAW	<p>July 2017</p> <p>£5000</p>

Improved progress and attainment of pupils in subjects (Outcome D)	Purchase of resources to support PP pupils :	PP pupils can have difficulty accessing extra resources required to boost attainment, therefore extra targeted resources can promote engagement and provide support.	Monitoring progress and attainment in subjects via termly tests.		Termly
Improved motivation and attainment in English and Maths for Y8 ( Outcome G)	Diane Modahl Foundtaion mentoring	Some Y8 PP pupils would benefit extra support improve their English and maths attainment and progress rates. DMF provides year round weekly 1-1 and small group tuition together with sports incentive.	Termly tests results and attendance to the weekly sessions	HOY 8	Termly
<b>Total budgeted cost</b>					£17000
<b>Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
EAL pupils make expected progress through full access to the curriculum (Outcome A)	Staffing two EAL co-ordinators and appropriate teaching resources.  Ipads to support EAL pupils in lessons	School situated in area of has large number of INA families and pupils for whom English is a second language. This is evidenced by transition meetings already taken place. Need to provide for .basic and intermediate English lessons.	Identification and assessment of pupils' levels of English acquisition in incoming Y7 cohort; Regular feedback from EAL co-ordinators; speaking with pupils and monitoring readiness for phased integration into lesson; feedback form teachers; termly test results;	REJ	July 2017
Pupils improve reading ages through access to a wide range of library books (Outcome A)	Staffing librarian (60%)and accelerated reader books appropriate to pupils' reading age and development. Reading books for PP pupils during form time	Brand new library requires a librarian and books suitable for all pupils, and accessible to all PP pupils at all levels using the accelerated reader scheme. Librarian to ensure books support needs of PP pupils and work alongside teacher and teaching assistants to improve reading ages of PP pupils. Form time programme provides reading time.	Training in accelerated reader scheme for librarian; monitoring lending of books from library of PP pupils; feedback from pupils on quality of library provision; reading ages retested at end of year.	SAW	Termly
Supporting the needs of pupils with SEND (Outcome D)	External provision of Inclusion support; Staffing extra TAs; purchase of SEND resources for PP pupils MU Foundation	Number of PP pupils in incoming Year 7 with high level needs require additional support and resources	Effective deployment of TAs in lessons, and extra interventions after school. Termly tests show progress and increased attainment of PP pupils	REJ	Termly
<b>Total budgeted cost</b>					£125000
<b>• Other approaches</b>					

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Not secondary ready (Outcome E)	Transition support Curriculum resources and LSA support	To improve the transition process from primary school to Year 7. contact with local primary schools have identified transition for PP pupils a key focus. Ensuring a knowledge of wider issues for these pupils.	To ensure transition days are delivered effectively and staff visits continue to primary schools for transition meetings.	REJ	July 17
Engagement of pupils and improving musical talent through IT ( put in 16-17 impact sheet) (Outcome G)	Purchase of Music IT equipment including Mac PCs to support targeted extra-curricular activity.	Pupils have not had access to music through high quality IT provision therefore this is a route into engaging PP pupils in extra-curricular activities and improving their composing and performing skills in music. through use of latest music IT to improve	PP pupils attend extra-curricular activities regularly evidenced by register and work completed on Mac PCs by PP pupils.	Perf Arts teacher	July 17
Improving behaviour through personal responsibility and motivation to do well (outcome E, F,)	PRU service Ed Psych ( 60%) Ed behaviour consultant	Most pupils with higher number of behaviour incidents are from the PP cohort. Preventative intervention through advice from EP, 1-1 mentoring, and specialist provision at PRU	Monitor incident rates to ensure decline, and monitor BfL grades in lessons to ensure more higher grades 1 and 2 than 3 and 4	HOY	Half termly
Early intervention is successful in preventing escalation ( Outcome F)	Pupil Support Managers (60%) Safeguarding ( 60%)	High welfare needs can mean low attendance and low performance. Extra PSM and Safeguarding PSM to focus on attendance, behaviour and welfare concerns, many of whom are PP pupils	Attendance rates including Persistent Absence; rise in positive BfL grades and fall in behaviour incidents	SUF	July 17
Increased self-confidence, well-being ( Outcome E) and broadened experiences raising ambitions ( Outcome G) and improve attendance and behaviour rates ( Outcome F)	Outward Bound residential trip contribution and other school trips	Targeted cohort PP pupils who lack self- esteem and ambition, to gain experience of residential outdoor education in lake district Other school trips- to enable PP pupils to participate.	Follow-up work after the trip; attendance rates and end of year exam results	HOY7 &8	July 17
74Increased Attendance Rates (Outcome D).	Attendance Incentives.	Pupils are rewarded for high attendance and improvement in attendance. Ensuring pupils are in school will have a positive effect on progress.	Attendance Officer monitors attendance and ensures HoY has relevant information and prizes for PP pupils. Attendance Officer also contacts home on every absence.	SIP	July 17

Improved self-esteem and well-being for PP pupils (Outcome E & F).	Uniform contributions	To ensure PP pupils have the expected uniform for school. This will ensure that pupils feel fully part of the school community.	HoY and PSMs to monitor pupils and ensure uniform is correct. Communication with parents via the office ensures that parents are aware of support available	July 17
<b>Total budgeted cost</b>				£ 86000

• Review of expenditure				
Previous Academic Year		2015/16		
• 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
Improved understanding & progress for EAL pupils across KS3. Outcome A & C	External EAL intervention staff	<p>EAL pupils' progress in-line with non-EAL pupils progress:</p> <ul style="list-style-type: none"> <li>Eng: On (-10%) Above (+10%).</li> <li>Maths: On (+2%) Above (+17%)</li> <li>Science: On (+1%) Above (-1%)</li> </ul> <p>EAL pupils also settled in more quickly as they formed friendships with each other within the group and gained more confidence in mixing with other pupils.</p>	<ul style="list-style-type: none"> <li>Targeted intervention sessions develops pupils' rapid acquisition of the English language.</li> <li>Specialist EAL provision is required for next academic year.</li> <li>Greater emphasis is required on induction process for a high number INAs.</li> </ul>	£715
Improved progress in English and Maths	Staffing of HLTA	<p>In-class support for PP pupils with low literacy and numeracy KS2 levels boosted confidence and made the curriculum more accessible.</p> <p>Pupil Premium pupils made more progress than non-pupil premium pupils in English and Maths:</p> <ul style="list-style-type: none"> <li>Eng: On (+17%) Above (+1%).</li> <li>Maths: On (+9%) Above (+6%)</li> </ul>	<ul style="list-style-type: none"> <li>Increased provision needed to support pupils in lessons.</li> <li>Specific support to planned to enable pupils to catch up with their peers on entry.</li> </ul>	£13650
Music enrichment provision and engagement of pupils	External music tuition staff	All pupils reported increased engagement and confidence. 100% of pupils performed at least once to a large audience during a school event.	To ensure the talent of pupils at DTA is continued through high quality provision of teaching and musical equipment in following years.	£3387.97
• Targeted support				
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

Supporting the needs of PP pupils with SEND	External provision of inclusion support staff and Ed Psych provision	<p>The SEND consultant was able to identify and assess needs of pupils with SEND, provide a provision map and support PP pupils so that pupils could access the curriculum and make progress in their learning.</p> <p>Pupils with SEND made greater progress than those without SEND:</p> <ul style="list-style-type: none"> <li>• Eng: On (+4%) Above (+11%).</li> <li>• Maths: On (+20%) Above (+29%)</li> <li>• Science: On (+19%) Above (+15%)</li> </ul>	Ensuring that teachers utilise the IEPs for PP pupils with SEND, which should be monitored regularly. With the appointment of the school's first SENDCo in September 16 the eternal provision will continue.	£9837.75
Improved reading ages	Purchase of Accelerated Reading scheme	<p>Pupil Premium pupils were able to access some of these books and this enable staff to provide guided reading for PP pupils this increasing reading ages and engagement.</p> <p>Average reading age increased by 17months in 2015/16 from 9.11 to 11.04. PP pupils increased by 18 months in comparison to non- PP who increased by 15 months reducing the gap to. 0.03</p>	High investment of books of all stages of accelerated reader required for following years to enable the high number of PP pupils to be able to access s wide range of reading material. A literacy co-ordinator will be needed for next year.	£5313.77
<b>• Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Increased attendance and punctuality rates	Staffing of Pupil Support Manager (60%)	<p>Daily scrutiny of absences and latecomers; high level of parental involvement, and rewards for improved and good attendance and punctuality.</p> <ul style="list-style-type: none"> <li>• PP pupil absences = 4.3% cf with national average absence of 5.3%.</li> <li>• PP Persistent Absence = 5.8% cf with National average PA of 5.6%</li> </ul>	Continue to monitor closely the absence rates and punctuality of PP pupils in following year, ensuring strategies for parental engagement and incentives for improvement.	£14000

Improved self-esteem and well-being	External support of behaviour consultant	Weekly 1-1 mentoring sessions provided PP pupils with support strategies to deal with emotions and improve behaviour.  Pupil questionnaires show that 100% PP pupils who accessed this service found the intervention helpful and supported them to make better choices in school	Continue with provision next year and closely monitor through questionnaires and behaviour data the impact of the 1-1 sessions.	£1641
Improved self-esteem and well-being for PP pupils	Purchase of main uniform items for pupils ( 60%)	All pupils were able to wear full school uniform to the required standard which ensured inclusivity for all and instilled a sense of pride and well-being, thus increasing chances of improved attendance, progress and behaviour.	Continue to contribute to purchase of uniform in following years and ensure prompt supply of uniform for PP pupils when required.	£3865
Outstanding behaviour	Staffing of Pupil Support Manager, ,behaviour consultant, and external Drama, art and music therapist.	Preventative support for PP pupils on a 1-1 basis have reduced the number of behaviour incidents and avoiding a permanent exclusion for one PP pupil through drama therapy.	Develop range of early help strategies. Extend provision of behaviour consultant and increase utilisation of the therapist. Ensure strategies for PP pupils with repeat exclusions	£900 therapist
Increased self-confidence and broadened experiences raising ambitions	Contribution to trips	Pupil Premium funding has enabled certain PP pupils to go on an Outward Bound residential trip and the end of year rewards trip.  increased engagement and improved behaviour due to content of OB residential trip.	Develop feedback system for pupils to highlight impact on school trips. Greater encouragement for parents of PP pupils to accept a reduced contribution to school trips.	£195.80

- Additional detail**

Further information can be found in the '[Pupil Premium Statement](#)' on the school website.