Pupil premium strategy statement (secondary)

• Summary information					
School	Dean Trust Ardwick				
Academic Year	2019/20	Total PP budget	£537,434	Date of most recent PP Review	September 19
Total number of pupils	1115	Number of pupils eligible for PP	624	Date for next internal review of this strategy	July 20

• Current attainment (2019-20) Yr10									
Group	Cohort %	Expected A8	P8	Av A8	% En +M 9-4	% En+M 9-5	% En+M 9-7	% EBacc Entry	EBacc APS
All pupils	116	44.16	-0.25	41.64	54.31	37.93	6.9	50.0	3.76
PP KS2 Av 4.70	65	43.73	-0.47	37.95	46.15	23.08	4.62	41.54	3.37
NPP KS2 Av 4.94	51	45.92	-0.09	46.33	64.71	56.86	9.8	60.78	4.46

Group	Cohort %	% EN 9-4	% En 9-5	% Ma 9-4	% Ma 9-5
All pupils	100	67.26	38.94	63.48	48.7
PP KS2 Av 4.70	55.4 (HPA-28.7%)	61.9	31.75	55.38	35.38
NPP KS2 Av 4.94	44.6 (HPA-20.7%)	74.0	48.70	74.0	66.0

	• Barriers to future attainment for pupils eligible for PP

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Literacy/ Reading Age impacting across all subjects
B.	Not secondary ready
C.	EAL
D.	SEND – a high proportion (66%) of SEND pupils are also PP pupils

External barriers *(issues which also require action outside school, such as low attendance rates)*

E.	Attendance & punctuality – mainly due to unauthorised circumstances & extended family holidays
F.	Lack of resources, opportunities and ambition
G.	Complex family needs and family deprivation
H.	Gang culture in local communities
I.	Lack of routine, structure and role models affecting attitude and behaviour

• Desired outcomes

	Desired outcomes and how they will be measured	*Success criteria*
A.	Improved reading age and literacy levels	• To close gap of reading age progress and ensure that 'red' PP pupils improve their reading ages in Year 7 and Year 8.
B.	High quality teaching and learning	• Reduce the attainment and progress gap between PP and non-PP pupils.
B.	Close the progress and attainment gap, especially in English and Maths	• Reduce the attainment and progress gap between PP and non-PP pupils. • PP pupils to make as much progress in English & Maths as non-PP pupils.
C.	Increased English language proficiency	• EAL PP pupils to progress at least one step on the NASSEA framework in reading, writing, speaking and listening. • EAL PP pupils to progress in their reading and spelling ages by at least 16months.
D.	Progress of SEND pupils and other applicable – IEP targets	• SEND pupils make continuous improvement in line with other pupils. • SEND PP pupils to achieve/make significant progress towards achieving their IEP targets.
E.	Increased attendance and punctuality.	• Reduce the gap between attendance of PP pupils and the national average attendance. • Reduce the gap of PP pupils PA and the national average at PA.
F.	Provide PP pupils with opportunities to extend learning, and increase ambition.	• PP pupils provided with opportunities to increase ambition. • Reduce the attainment and progress gap between PP and non-PP pupils. • Improvement in attitude to learning; reduction in BfL grade 3s and 4s and an increase in grade 1s.
G.	Provide PP pupils with opportunities to access the curriculum.	• PP provided with resources/uniform to be able to access learning.
H.	Provide necessary PP pupils with early help/interventions to improve behaviour and/or prevent risks of being associated with the gang culture.	• Improvement in attitude to learning; reduction in BfL grade 3s and 4s and an increase in grade 1s. • Reduction in the number of PP exclusions. • Record of early help and prevent strategy interventions and the impact.

I.	Improved behaviour and reduction in number of exclusions	• Improvement in attitude to learning; reduction in BfL grade 3s and 4s and an increase in grade 1s. • Reduction in the number of PP exclusions.

- **Planned expenditure**

Academic year	2019/20

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.

- **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?
Reading Ages (Outcome A)	Pupils to increase the frequency and amount of time spent reading for pleasure and their enjoyment of reading by: • Having access to reading material which captures their interest and provides appropriate challenge. • Clear and extensive reward strategy to be used to incentivise reading, reward progress and raise the profile of reading for pleasure. • Continuation of Form Time reading to ensure pupils are developing the habits identified as 'good readers'. • Transition tasks provided to ascertain reading information from the start of the year 20/21.	• Pupils' ability read has a significant impact on their ability to access the curriculum and succeed in school. A similar approach was adopted last academic year and proved to be successful.	• Reading age tests at the start and end of the year. • Accelerated reader quizzes. • Monitor books borrowed from the library. • Reading logs and monitor the completion of homework. • Pupil voice.	SAW/RAH	Termly review
High Quality T&L (Outcome B)	• Increase interactions with pupils making less progress and help teachers meet the individual needs of all learners through use of Class Charts. • Increased opportunities to read across the curriculum. • SCP/CPD opportunities for staff to share best practice. • Rosenshine Principles of Instruction T&L focal point for all staff • 15 minute forums and PPm time used to upskill staff – this is supported with the introduction of T&L forums.	• Research suggests that the quality of T&L in the classroom has the greatest impact on the progress of PP pupils. • All strategies have been researched and evidence suggests they have a positive impact on pupils' outcomes. • Up to date research around Cognitive Science to be explored through T&L and classroom practice.	• Launch/training for all teachers. • Monitoring the quality of T&L through Learning Reviews and Faculty Review process. • Analysis of attainment and progress data. • Regular forums for teachers to share and be exposed to most effective practice.	STW/FRC-Various	Termly review
			Total budgeted cost		£94,050.95

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?
Reading Ages (Outcome A)	To rapidly close the gap between pupils' chronological age and reading age by: • All cohorts of readers currently reading below their chronological age use the Accelerated Reader programme to increase the number of words read and comprehension of texts at an appropriate level of challenge. • Red and some identified Amber readers to have a reading mentor (literacy assistant) who meets with each pupil to discuss progress and read one-to-one during English curriculum reading time. • Development of extra-curricular opportunities within the library with aims to increase parental engagement. • GL assessments used for monitoring Year 9-10 reading.	• Pupils' ability read has a significant impact on their ability to access the curriculum and succeed in school. • A similar approach was adopted last academic year and proved to be successful.	• Reading age tests at the start and end of the year. • Accelerated reader quizzes. • Monitor books borrowed from the library. • Reading logs and monitor the completion of homework. • Pupil voice • GL assessment data	SAW/RAH	Termly review
Increase progress & attainment in English (Outcome B)	The ReachOut Academy is a weekly mentoring project that helps pupils to develop numeracy and literacy skills, as well as confidence and positive character strengths. During a programme pupils will have their own mentor and work one-to-one on numeracy and literacy exercises. Appoint a literacy assistant to help deliver specific English interventions and to provide in-class support for underachieving PP pupils.	• ReachOut are a proven educational charity who have evidence of impact on attendance, personal development and attainment. • The school worked successfully with ReachOut last year. • Work conducted by people in similar roles last year was successful.	• Attendance at ReachOut. • Progress and attainment. • BfL grades. • ReachOut Impact report.	KIM/SAW	Termly review
Increase progress & attainment in Maths (Outcome B)	The ReachOut Academy is a weekly mentoring project that helps pupils to develop numeracy and literacy skills, as well as confidence and positive character strengths. During a programme pupils will have their own mentor and work one-to-one on numeracy and literacy exercises. Appoint a numeracy assistant to help deliver specific Maths interventions and to provide in-class support for underachieving PP pupils.	• ReachOut are a proven educational charity who have evidence of impact on attendance, personal development and attainment. • The school worked successfully with ReachOut last year. • Work conducted by people in similar roles last year was successful.	• Attendance at ReachOut. • Progress and attainment. • BfL grades. • ReachOut Impact report.	KIM/SAR	Termly review
Increase English language	Staffing of two EAL co-ordinators and appropriate teaching resources to deliver	• School situated in area of has large number of INA families	• Identification and assessment of pupils' levels	SAW/SHQ	Termly review

proficiency (Outcome C)	focused English language interventions focused on: • Teaching grammar followed by task-based activities using key skills • Clear presentation of new vocabulary • Role play; opportunities to act out reading texts • Comprehension skills • Developing communication skills • English across Curriculum; teaching topics from other school subjects through the medium of English. • Culture; to establish an understanding of different aspects of life in Britain and other English- speaking countries; to draw comparisons with their cultural backgrounds • Pre and post teaching topics which were found difficult to understand in lessons	and pupils for whom English is a second language. This work was very successful last academic year and will therefore be repeated.	of English acquisition in incoming Y7 cohort; • Regular feedback from EAL co-ordinators. • Spelling and reading age tests. • Progress and attainment. • Progress in NASSEA steps • Progress of INA's		
SEND (Outcome D)	• External provision of Inclusion support. • Assistant SENDCO- development of SEND and inclusion support • Staffing extra LSAs • Purchase of SEND resources for PP pupils External mentoring programme with targeted support for SEMH –DMSF	• The majority of SEND pupils are also PP. • Number of PP pupils in incoming Year 7 and Year 8 with high level needs require additional support and resources.	• Effective deployment of TAs in lessons. • Extra interventions after school. • Termly tests show progress and increased attainment of PP pupils	REB/ STW	Half termly review
Increased Opportunities (Outcome F)	• Provide financial contributions to enable PP pupils to access opportunities such as Outward Bound Trip, educational trips, MU Foundation work etc.	• Increase aspirations. • Provide wider educational experiences. • Increase awareness of opportunities within education and Manchester.	• Track the impact of educational visits. • Monitor the number of PP pupils accessing opportunities.	Various/KIM	July 2019
Prevent/ Safeguarding (Outcome H)	• Partly fund to roles of Pupil Support Managers and Safeguarding team to support the early help work to prevent issues escalating. • External support from mentors and external speakers	• 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. • Pupil at risk of gang association that could affect engagement in school life. •	• Attendance rates including Persistent Absence. • Rise in positive BfL grades and fall in behaviour incidents. • Case studies. • Intervention logs.	Various/SIP	Termly review

Improved behaviour & reduced exclusions (Outcome I)	• Staffing of Pupil Support Manager. • Behaviour consultant. • DMSF Programme. • Behaviour rewards scheme.	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 are implemented. • Specific interventions from PSMs.	Various/SIP	Termly review

Total budgeted cost
£349,332.1

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?
Uniform Contributions (Outcome G)	Uniform contributions; buying PP pupils uniform or lending them uniform when they arrive to school without it.	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	PSMs/SIP	July 2019
Learning Resources Contributions (Outcome G)	Provide financial contributions/resources to enable PP pupils to access the curriculum and learn well.	To ensure that PP pupils have the same opportunities as non-PP pupils.	• Monitor the use of funding. Log the resources purchased and the impact.	Various	July 2019

Total budgeted cost
£94,050.95