

Pupil premium strategy statement (secondary)

• Summary information					
School	Dean Trust Ardwick				
Academic Year	2020/21	Total PP budget	£584,586	Date of most recent PP Review	September 20
Total number of pupils	1270	Number of pupils eligible for PP	599	Date for next internal review of this strategy	July 21

Current attainment (2019/20)				
	<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (your school)</i>	
5+ English (On Track)	Yr10:40.79%	Yr11:34.38%	Yr10:42.86%	Yr11:67.19%
5+ Mathematics (On Track)	Yr10:20.67%	Yr11:50%	Yr10: 31.58%	Yr11:68.25%
Expected Progress in English	Yr10:30.92%	Yr11:0.18	Yr36.09%	Yr11:1.0
Expected Progress in Mathematics	Yr10:20.67%	Yr11:0.18	Yr10:31.58%	Yr11:1.0

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.	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 (<i>issues which also require action outside school, such as low attendance rates</i>)	
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		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved reading age and literacy levels	i. To close gap of reading age progress and ensure that PP pupils improve their reading ages across Key stage 3.
B.	High quality teaching and learning	i. Reduce the attainment and progress gap between PP and non-PP pupils. ii. Focus on improved Remote Learning strategies to support pupils working from home iii. Recruit and retain good teachers iv. Improve quality of Teaching & Learning
B.	Close the progress and attainment gap, especially in English and Maths	i. Reduce the attainment and progress gap between PP and non-PP pupils. ii. PP pupils to make as much progress in English & Maths as non-PP pupils.
C.	Increased English language proficiency	i. EAL PP pupils to progress at least one step on the NASSEA framework in reading, writing, speaking and listening. ii. EAL PP pupils to progress in their reading and spelling ages by at least 16months. iii. Further support for EAL absolute beginners to prepare for full mainstream education
D.	Progress of SEND pupils and other applicable – IEP targets	i. SEND pupils make continuous improvement in line with other pupils. ii. SEND PP pupils to achieve/make significant progress towards achieving their IEP targets. iii. Introduce a Nurture base to support with and reduce number of external alternative provision
E.	Increased attendance and punctuality.	i. Reduce the gap between attendance of PP pupils and the national average attendance. ii. 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.	i. PP pupils provided with opportunities to increase ambition through CEIAG offer. ii. Improvement in attitude to learning and increase pastoral support offer for pupils.
G.	Provide PP pupils with opportunities to access the curriculum.	i. PP provided with resources/uniform to be able to access learning. ii. Modified curriculum support for access at all levels iii. Faculty support through bidding opportunities to enhance curriculum offer
H.	Provide necessary PP pupils with early help/interventions to improve wellbeing, behaviour and/or prevent risks of being associated with the gang culture.	i. Improvement in attitude to learning; support available for wellbeing and increased confidence in pupils feeling supported in school. ii. Reduction in the number of PP exclusions. iii. Record of early help and prevent strategy interventions and the impact.
I.	Improved behaviour and reduction in number of exclusions	<ul style="list-style-type: none"> • Improvement in attitude to learning • Reduction in the number of PP exclusions.

Planned Expenditure

Academic Year 2020/21

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 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)	<ul style="list-style-type: none"> - Pupils to increase the frequency and amount of time spent reading for pleasure and their enjoyment of reading by: <ul style="list-style-type: none"> • 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'. • Reading Intervention provided through Library Assistant to develop weaker readers. 	<ul style="list-style-type: none"> • 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. • A similar, effective, approach has been adopted across the Trust and low-level literacy impacts on attainment in all subjects. 	<ul style="list-style-type: none"> • 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. • Intervention Tracker monitoring STAR and Accelerated Reader Quizzes 	SAW/ ABH	Termly review
High Quality T&L (Outcome B)	<ul style="list-style-type: none"> - Google Enterprise – To increase interactions with pupils and teachers to ensure a high success rate for effective remote learning. - 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. - improve access to technology - Faculty bids for learning resources - TLR post incentives to recruit and retain good staff and lead key areas of PP plan. - .Whole staff CPD on improving quality of T&L 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. - Track and monitor completion rates of remote learning. 	DAF	Termly review

Total budgeted cost £350,000

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?
Increase English language proficiency (Outcome C)	<ul style="list-style-type: none"> - Staffing of one EAL co-ordinators, two EAL assistants and appropriate teaching resources to deliver focused English language interventions focused on: <ul style="list-style-type: none"> • 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 • GCSEs and options support • Support with admissions in colleges/career advice • iPad and translation tools 	<ul style="list-style-type: none"> • School situated in area of has large number of INA families and pupils for whom English is a second language. • This work was very successful last academic year and will therefore be repeated. 	<ul style="list-style-type: none"> • Identification and assessment of pupils' levels of English acquisition in incoming Y7 cohort; • Regular feedback from EAL co-ordinators. • Spelling and reading age tests. • Progress and attainment. • Progress on DFE Proficiency Scale using Bell Foundation EAL Assessment Tracker • Post 16- college support • Step Up To English – Entry level qualification co-teachable with GCSE English • Moving on Report 2020 <p>Progress of INA's</p>	SHQ/ABH	Termly review
SEND (Outcome D)	<ul style="list-style-type: none"> • External provision of Inclusion support. • Appoint Assistant SENDCO • Staffing extra TAs and HLTAs. • Purchase of SEND resources for PP pupils • External mentoring programme with targeted support for SEMH –DMSF 	<ul style="list-style-type: none"> • 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. • Support required for KS4 pupils within option subjects 	<ul style="list-style-type: none"> • Effective deployment of TAs in lessons. • Extra interventions after school. • Termly tests show progress and increased attainment of PP pupils 	REB/HAY	Half termly review
Increased Opportunities (Outcome F)	<ul style="list-style-type: none"> - Provide financial contributions to enable PP pupils to access opportunities such as MU Foundation work, DMSF and hideout youth zone. - Employ careers advisor to support the CEIAG strategy - Faculty bids for funding to increase opportunities in subject areas. 	<ul style="list-style-type: none"> • Increase aspirations. • Provide wider educational experiences. • Increase awareness of opportunities within education and Manchester. • Increased awareness of career pathways and pathways into further education 	<ul style="list-style-type: none"> • Track the impact of educational and support experiences. • Monitor the number of PP pupils accessing opportunities. • Monitor and track the destination data at year 11 	CAD/ SAW/ Various	July 2021

			<ul style="list-style-type: none"> Track the career opportunities across all year groups 		
Prevent/ Safeguarding (Outcome H)	<ul style="list-style-type: none"> Partly fund to roles of Pupil Support Managers and Safeguarding team to support the early help work to prevent issues escalating. - Funding for SEMH Mentor - Funding for Art therapist 	<ul style="list-style-type: none"> 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. National research suggests that 1 in 6 young people in every class has poor mental health which has increased from 1 in 10. At DTA our data suggests our ratio is 1 in 3. Areas such as low socio-economic status in relation to Pupil Premium only add to worries and anxieties. Having a trained Mental Health therapeutic practitioner on site enables pupils to get help quicker than the 12 week waiting time locally for CAMHS. Pupils are given strategies for coping and building resilience which evidently is the first part to becoming mentally healthy. Art therapy is a non-verbal sensory based therapeutic intervention that assists in allowing individuals to communicate thoughts and emotions in a way where the challenge is often the emotional literacy to do so. 	<ul style="list-style-type: none"> Attendance rates including Persistent Absence. Rise in positive BfL grades and fall in behaviour incidents. Case studies. Intervention logs. Referral only service introduced to ensure provision is relevant Case studies Pre and post SDQ pupil information The pupils enjoy and attend their sessions weekly The sessions are 6 week intervals with goals and SMART targets set based on pupil need. Pupils are referred via a gatekeeper who monitors and evaluates provision. 	LIH/Various	Termly review
Improved behaviour & reduced exclusions (Outcome I)	<ul style="list-style-type: none"> Staffing of Pupil Support Manager. DMSF Programme Behaviour rewards scheme Nurture base introduced as onsite alternative education programme Behaviour review and behavioural approach training for all staff 	<ul style="list-style-type: none"> Positive relationships with pupils helps pupil to access learning and remove potential barriers Engaging pupils both within and outside of curriculum supports these relationships 	<ul style="list-style-type: none"> Develop range of early help strategies. Extend provision by introducing a nurture base for tailored education for identified pupils 	CAD/ Various	Termly review

		<ul style="list-style-type: none"> - Explicit teaching of character and social interactions supports pupils development - A nurturing environment with specific staff can support pupils success on site and support behaviour, increase aspirations and build positive relationships. 	<ul style="list-style-type: none"> • Ensure strategies for PP pupils with repeat exclusions are implemented. • Specific interventions from PSMs. • Evaluate effectiveness and thoroughly review practices, monitor and evaluate changes and recommendations throughout. 		
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Total budgeted cost £199,586

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?
Increase attendance & punctuality (Outcome E)	<ul style="list-style-type: none"> • Staffing of Pupil Support Manager. • Rewards and incentives. 	<ul style="list-style-type: none"> - Funding will ensure that school continues to maintain excellent punctuality and attendance for PP pupils. 	<ul style="list-style-type: none"> - Daily scrutiny of absences and latecomers; high level of parental involvement, and rewards for improved and good attendance and punctuality. 	CAD/ TRM	Termly
Uniform Contributions (Outcome G)	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • 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 	CAD/HOY	July 2019
Learning Resources Contributions (Outcome G)	<ul style="list-style-type: none"> • 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.	<ul style="list-style-type: none"> • Monitor the use of funding. Log the resources purchased and the impact. 	Various	July 2019

Total budgeted cost £35,000