

# Pupil premium strategy statement – Dean Trust Ardwick

This statement details Dean Trust Ardwick’s use of pupil premium (and recovery premium for the 2023 to 2024 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	Dean Trust Ardwick
Number of pupils in school	1335
Proportion (%) of pupil premium eligible pupils	51%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Steven Worthington (Headteacher)
Pupil premium lead	Steven Worthington
Governor / Trustee lead	Neill Harris

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 696,038
Recovery premium funding allocation this academic year	£ 186,162
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 882,200

# Part A: Pupil premium strategy plan

## Statement of intent

Dean Trust Ardwick, serves the Ardwick and Longsight community, two wards just outside the city centre of Manchester that experience higher than average levels of economic deprivation (The school location deprivation indicator was in quintile 5 of all schools).

As a school that operates in an area of high deprivation and social disadvantage. We recognise that we have to do more with our pupils, not because they are less capable or hardworking than others, but because of the systemic barriers that exist within society. Dean Trust Ardwick fundamentally recognises that the curriculum- the very substance of education- is the most potent weapon that we have to address social disadvantage. Our pupils have an entitlement to a curriculum that is ambitious and creates equity. This, alongside the relentless focus on equipping pupils with cultural capital and powerful knowledge, supports our ambition to provide pupils with choices that can facilitate social mobility.

Evidence suggests that the vast majority of pupils at Dean Trust Ardwick make good progress, achieve well and are well prepared for future success. However, the curriculum does not work for all pupils. There is a cohort of pupils not making as much progress as they should and that are over represented in certain educational outcomes.

The school has developed a bold and ambitious vision for a truly inclusive school where all pupils thrive, without exception. The school aims to habituate inclusive practice across the school, so the needs of our most vulnerable pupils are considered from the outset rather than as a bolt-on. Dean Trust Ardwick believes that an inclusive school is one in which every pupil succeeds, finds their purpose and thrives; where all staff have unwaveringly high expectations and the highest aspirations for *all* pupils without exception; where our culture and climate reflect an internalised belief in truly inclusive practice. For us, supporting *the majority* effectively, will never be enough.

Disproportionately, those pupils underperforming are; boys; have low literacy; low prior attainment; and are often in the earlier stages of speaking English as an additional language. Many of these pupils have been identified by their primary schools as having needs relating to their social, emotional and mental health (SEMH). However, in many cases, this identification is based upon *presenting* behaviours rather than root causes. We are convinced that the underlying causes mainly relate to low rates of literacy, and gaps in reading knowledge.

Over the next three years, the school's pupil premium strategy will be central to our vision for true inclusion. Within this document we have articulated our plans to remedy the challenges highlighted above and outline how the enactment of our strategy to develop inclusive practice lies at the intersection between curriculum, pastoral and literacy.

## Challenges

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

Challenge number	Detail of challenge									
1	<p><b>Cohorts of Pupils Underperforming</b></p> <p>Dean Trust Ardwick has a small but significant group of pupils who struggle to live up to the high expectations of the school. This is compounded by some staff lacking the expertise to be able to meet the needs of particular pupils. Disproportionately, these pupils are male, white/black, have low prior attainment, low levels of literacy and are supported for their SEND. We know that these are national issues, but we do not hide behind this as an excuse.</p> <p>Our 2022 outcomes indicate that our curriculum works for many but does not work for all pupils. The contrasting progress of different ethnicities (Bangladeshi P8 1.11, Pakistani 0.99, Black 0.17 and White P8 -0.77) highlights how intersectionality manifests itself at DTA and the results also confirm that pupils with SEND do benefit from high-quality education (SEND P8 -0.97 vs All pupils P8 0.46).</p> <p>The attainment of pupils eligible for Pupil Premium decreased in 2023 but this decrease was less pronounced in comparison to the decreases of their more advantaged peers. However, the progress of disadvantaged and other groups remain negative and is still below that of the rest of the cohort: Disadvantaged (-0.11); SEND (-0.07); White (-0.26); Black (-0.26).</p>									
2	<p><b>Low Levels of Literacy</b></p> <p>One of the barriers affecting our most vulnerable pupils is their exclusion from the curriculum and wider school life stemming from low levels of literacy. As a school, we have a significant number of pupils whose reading age lags well behind their chronological age.</p> <p>Preliminary data collected from the Year 7 cohort indicates that a large percentage of pupils transition to secondary school not reading securely at their chronological age. On entry, 39% of pupils have a reading age below their chronological age and 8% of pupils have a reading age of 6 or below. This is more acute for PP pupils: 44% PP vs 39% NPP. A similar differential is also found when looking at pupils who enter secondary school two years or more behind their chronological reading ages: PP 25% vs NPP 21%.</p> <p>Pupils' Standardised Age Score (SAS) is the most important piece of information collected when assessing reading proficiency. The SAS is based on the student's raw score which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of the same age across the UK. The average score is 100 and it is recommended that pupils that score below 88, receive further diagnostic testing and out-of-class intervention to ensure that they make sufficient progress. The table below indicates the percentage of each year group that require further testing and intervention:</p> <table border="1" data-bbox="438 1899 1345 2056"> <thead> <tr> <th>Year Group</th> <th>SAS &lt;74</th> <th>SAS &lt;88</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>8%</td> <td>18%</td> </tr> <tr> <td>8</td> <td>9%</td> <td>18%</td> </tr> </tbody> </table>	Year Group	SAS <74	SAS <88	7	8%	18%	8	9%	18%
Year Group	SAS <74	SAS <88								
7	8%	18%								
8	9%	18%								

<b>9</b>	13%	25%
<b>10</b>	9%	21%

Concerningly, the table above highlights that a significant number of pupils are in the lowest SAS band. The percentage of pupils with an SAS <74 is above the national average (4%), demonstrating the level of need across the school.

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### Low levels of Attendance

The pandemic has led to a decrease in attendance (93.1% for 2020-21 and 93.5% for 2021-22). Significantly, levels of attendance during the pandemic have remained higher than national averages despite the school being located in an area that was affected significantly by the pandemic. Despite this, the rate of attendance for pupils with SEND has been significantly lower than for other pupils during the pandemic (91.7% for 2020-21 and 89.9% for 2021-22) and the rates of persistent absences is significantly higher (13.4% for whole school PA and 24.1% for SEND PA) Although these are slightly higher than the national figures, they are a cause for a concern. Similarly, the attendance of pupils eligible for PP (93.9%) is lower than the whole school average (-0.7%) and the rates of persistent absence (18.3%) are higher (+3.3%)

The table below highlights the impact of attendance on the attainment and progress of the 2022-23 Year 11 cohort.

Attendance Band	9-4 E&M %	9-5 E&M %	A8	Eng P8	Ma P8	EBacc P8	Open P8	Overall P8
<b>Below 90%</b>	31%	14%	30.75	-0.8	-1.11	-1.23	-0.59	-0.89
<b>96-100%</b>	75%	45%	49.82	+0.21	+0.2	+0.5	+0.49	+0.38

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### Increase in Behavioural Incidents

The last three years have seen an increase in the number of suspensions. This has coincided with the pandemic and we suspect that this has been caused by the erosion of established social and behavioural norms through school closure and pupils being taught in 'bubbles'. We have seen an increase in violent and aggressive behaviour and persistent disruptive behaviour.

In 2021-22 12.1% of the school cohort were suspended from school and 9.8% of the school cohort were suspended on more than one occasion. Vulnerable pupils are over-represented in the school's suspension figures:

- Pupils eligible for PP (51% of the school cohort) were suspended in 21-22 (67%) and 22-23 (69%)
- Pupils with a SEND need (13% of the cohort) were suspended in 21-22 (36%) and 22-23 (42%)
- Black pupils (22% of the cohort) were suspended in 21-22 (41%) and 22-23 (34%).
- Boys (58% of the cohort) were suspended in 21-22 (72%) and 22-23 (75%)

The table below highlights the impact of behaviour and attitude to learning on the attainment and progress of the 2022-23 Year 11 cohort:

Subject	Attitude to Learning	9-4 %	9-7 %	Progress
Maths	Excellent	84.4%	18.3%	+0.55
	Improvement Required	50%	10%	-0.69
English	Excellent	84.5%	16.5%	+0.37
	Improvement Required	45.2%	6.5%	-0.98
French	Excellent	87.5%	31.3%	+0.38
	Improvement Required	50%	0%	-1.21
Geography	Excellent	80.4%	23.5%	+0.84
	Improvement Required	21.1%	0%	-1.26

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### Safeguarding Trends

Children's social and emotional wellbeing has been affected by their experiences through the pandemic and as such our disadvantaged children require support to build levels of behaviour, attitudes to learning, self-esteem and resilience. In line with national trends, the number of school social services referrals have increased. It is becoming increasingly more difficult to meet the needs of these pupils as a result of local authority cuts. In their attempts to save £11.6m, Manchester local authority are making cuts to services whilst needs are increasing. We are being placed under additional pressures due to this erosion of support for our most vulnerable pupils.

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### Hardship

Dean Trust Ardwick is experiencing increasing levels of need post-pandemic. For example, there has been an exacerbation of medical conditions and an increase in bereavement within our community. In addition to the trauma of losing a loved one, this has significantly impacted household income in families where there were previously two working parents or carers.

There is a large number of families living in temporary accommodation and a vast increase in requests for food bank referrals. The inability of food banks to meet the demands is complicating issues for our families and/or the level of hardship our families are experiencing means that they do not possess the funds of transport to travel to foodbanks. Additionally, the school has experienced an increase in requests for support with uniform costs and enquiries for fuel vouchers.

## 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
<p>Support disadvantaged SEND pupils to make good or better progress so that they achieve well against end of year targets, versus national comparators.</p>	<ul style="list-style-type: none"> <li>● 2025 Year 11 outcomes show narrowed gaps in attainment.</li> <li>● Targeted pupils show sustained improvements in their learning over time.</li> <li>● Intended plans for improvement have been robustly implemented resulting in inclusivity from the outset and highly effective adaptive teaching.</li> <li>● By the end of the current plan in 2025, KS4 outcomes demonstrate that SEND pupils achieve:               <ul style="list-style-type: none"> <li>○ 40.00 Attainment 8</li> <li>○ 0.35 Progress 8</li> <li>○ 55% Basics 4+</li> <li>○ 40% Basics 5+</li> <li>○ 7% Basics 7+</li> </ul> </li> </ul>
<p>To provide effective reading support for the weakest 20% of each year group, enabling them to access the curriculum.</p>	<ul style="list-style-type: none"> <li>● Specific diagnostic assessments for reading ability are delivered to identify barriers to reading fluency through the use of tiered assessment.</li> <li>● Expert support staff diagnose specific reading challenges and deliver targeted intervention through the “Thinking Reading” programme.</li> <li>● Effective phonic screening and subsequent teaching through the Ruth Miskin Phonics programme ensures that all pupils have a full knowledge of phonics.</li> <li>● Pupils’ Standardised Age Score (SAS) indicates improvements in reading proficiency overtime and the narrowing of gaps between disadvantaged pupils and their non-disadvantaged peers.</li> <li>● In 2025 all pupils leave school achieving an SAS &gt;88 with 80% achieving &gt;100.</li> </ul>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>At the end of this strategy plan:</p> <ul style="list-style-type: none"> <li>● pupils eligible for pupil premium and/or have a SEND need will achieve &gt;96% attendance and &lt;15% persistent absence.</li> <li>● there will be narrowed gaps in attendance and persistent absence (within 0.5%)</li> </ul>

<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing by 2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>● qualitative data from pupil voice, student and parent surveys and teacher observations.</li> <li>● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
<p>To achieve and sustained improved levels of behaviour for all pupils, particularly those who are disadvantaged and those currently over-represented in the school’s behaviour data.</p>	<p>At the end of this strategy plan high levels of behaviour will be demonstrated by:</p> <ul style="list-style-type: none"> <li>● qualitative data from pupil and staff voice.</li> <li>● Decreasing exclusions as a percentage of the pupil groups below national average levels.</li> <li>● Decreasing the percentage of pupils with 1 or more suspension below the national average levels.</li> <li>● Decreasing the number of suspensions per year &lt;75.</li> </ul>

## 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: £ 189,261.91

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide staff with frequent evidence informed CPD that explicitly and precisely communicates effective practice, models expectations and provides regular opportunities to practice and embed strategies.</p> <p>To continue to make our curriculum offer more equitable, by enabling staff to use curricular and pedagogical knowledge to be more attentive and responsive to pupils' needs during lessons and across learning sequences.</p> <p>Integrate "best bet" pedagogy, that contributes to our 'House Style' or mental model for expert teaching.</p> <p>Provide training for TAs on the science of learning and how to provide effective academic support to pupils. Followed by training for teachers on how to work effectively with TAs.</p>	<p><b>Education Endowment Foundation:</b> <a href="https://www.eef.org.uk/eef-effective-professional-development-guidance-report">EEF-Effective-Professional-Development-Guidance-Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><b>Evidence Based Education:</b> <a href="#">Great Teaching Toolkit</a></p> <p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. To improve pupil outcomes, careful attention should be paid to how PD is designed. In particular, they should be designed around mechanisms of change. Great teachers:</p> <ul style="list-style-type: none"> <li>● understand the content they are teaching and how it is learnt</li> <li>● create a supportive environment for learning</li> <li>● manage the classroom to maximise opportunity to learn</li> <li>● present content, activities and interactions that activate their students' thinking</li> </ul> <p><b>Education Endowment Foundation:</b> <a href="https://www.eef.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p> <p>The recommendations in this guidance recognise the fact that schools are operating within already tight budgets; however, noticeable improvements in pupil outcomes can be made through the thoughtful use of existing resources, without significant additional expenditure.</p>	<p>1 and 2</p>
<p>Overstaff in English and Maths to provide targeted support</p>	<p><b>Evidence Based Education:</b> <a href="#">Great Teaching Toolkit</a></p>	<p>1 and 2</p>



<p>for cohorts of underperforming Y11 pupils</p> <p>Develop a Y9 KS3 catch-up programme to advance pupils' progress in the core subjects in the summer term</p>	<p>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom.</p> <p>Education Endowment Foundation: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Use technology to contribute to teaching and learning, particularly to enhance the delivery of the revision curriculum.</p>	<p><b>Education Endowment Foundation:</b> <a href="#">EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>This EEF guidance report is designed to support senior leaders and teachers to make better informed decisions based on the best available evidence we currently have. It includes a number of practical examples of technology being used in ways which support improved teaching (e.g., by increasing the accuracy of teacher assessment) or improve pupil learning (e.g., by increasing the quality and quantity of pupil practice).</p> <p>To develop this report's four recommendations for using digital technology to improve pupils' learning we not only reviewed the best available international research, but also consulted with teachers and other experts.</p>	<p>1 and 2</p>

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 113,530.15

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase the specificity of diagnostic assessments for reading ability to identify barriers to reading fluency through the use of tiered assessment.</p> <p>Increase the expertise of support staff in school to be able to diagnose specific reading challenges and</p>	<p><b>Education Endowment Foundation:</b> <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>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:</p>	<p>1,2 &amp; 4</p>

<p>deliver targeted intervention.</p>		
<p>Implement structured reading intervention programmes to specifically target the readers with the lowest reading scores across each Year Groups.</p> <p>Train and implement a Phonics programme in Year 7 to ensure that all pupils have a full knowledge of phonics.</p> <p>Upscale the work on reading to ensure there are clear strategies for: the weakest readers; to increase academic reading in the classroom; to increase engagement and a love of reading.</p>	<p><b>Education Endowment Foundation:</b> <a href="https://educationendowmentfoundation.org.uk">Phonics   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics approaches have been consistently found to be effective in supporting pupils to master the basics of reading.</p>	<p>1, 2 &amp; 4</p>
<p>Employ DTA staff to provide one to one/small group tutoring as part of the strategy to maximise Y11 outcomes of disadvantaged, underperforming pupils.</p>	<p><b>Education Endowment Foundation:</b> <a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <ul style="list-style-type: none"> <li>● On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas</li> <li>● Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.</li> <li>● Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.</li> <li>● Programmes involving teaching assistants or volunteers can have a valuable impact, but may be less effective than those using experienced and specifically trained teachers.</li> </ul>	<p>1</p>
<p>Start to develop a menu of robust and evidence-informed interventions at DTA to support those pupils failing</p>	<p><b>Education Endowment Foundation:</b></p> <ul style="list-style-type: none"> <li>● <a href="https://educationendowmentfoundation.org.uk">Mentoring (educationendowmentfoundation.org.uk)</a></li> <li>● <a href="https://educationendowmentfoundation.org.uk">Behaviour interventions (educationendowmentfoundation.org.uk)</a></li> </ul>	<p>1-5</p>

to meet the schools' expectations	<ul style="list-style-type: none"> <li>● <a href="http://educationendowmentfoundation.org.uk">Parental engagement (educationendowmentfoundation.org.uk)</a></li> </ul> <p>Behaviour interventions will aim to support greater engagement in learning. Through employing specialist staff to work on programmes targeting the students in most need, impact upon learning can be on average +4 months.</p>	
<p>Introduce MAPS (Maximising Academic Progress) to provide pupils with targeted and meaningful support when and if they need it. They will be used for pupils who are:</p> <ul style="list-style-type: none"> <li>● Significantly behind their peers in terms of chronological academic progress (and unable to close the gaps purely through mainstream lessons)</li> <li>● Have specific needs associated with a diagnosis of SEND (SEMH, C+L, Physical, C+I) which limit their ability to access the mainstream curriculum.</li> </ul>	<p><b>Education Endowment Foundation:</b></p> <ul style="list-style-type: none"> <li>● <a href="http://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></li> <li>● <a href="http://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></li> </ul> <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 and in small groups.</p>	1, 2 & 4

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

Budgeted cost: £ 75,686.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Start to develop a menu of robust and evidence-informed interventions at DTA.</p> <p>Introduce on-site alternative provision (ARC) to realign pupils to our desired culture, provide intensive academic support, and</p>	<p><b>Education Endowment Foundation:</b> <a href="https://d2tic4wvo1iusb.cloudfront.net">Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)</a></p> <p>Universal systems are unlikely to meet the needs of all students. For those pupils who need more intensive support with their behaviour, a personalised approach is recommended. This may involve targeted interventions implemented by trained teachers; teachers reflecting on their classroom management techniques for the whole class may also be particularly beneficial for the individuals</p>	3 - 6

<p>support pupils to successfully</p> <p>Introduce a flexible nurture provision (COMPASS) for pupils who struggle to access our mainstream provision.</p>	<p>with greater needs. For pupils who are disruptive, targeted interventions are often most effective when adapted to the needs of the individuals involved.</p>	
<p>Develop a Mental Health policy and practices to build levels of behaviour, attitudes to learning, self-esteem and resilience.</p>	<p><b>Education Endowment Foundation:</b> <a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>This intervention can have a positive impact often gaining on average 4+ months of additional progress in academic outcomes.</p>	3-6
<p>Consider the wider strategies that will support families during the cost of living crisis e.g. breakfast clubs, FSM, communicating and working with parents, providing uniform and equipment etc.</p>	<p><b>Education Endowment Foundation:</b></p> <p><a href="https://www.educationendowmentfoundation.org.uk">New guidance report published: Working with Parents to Support...   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p>	6
<p>Provide a summer school to target and support the most vulnerable learners with their transition to secondary school.</p>	<p><b>Education Endowment Foundation:</b> <a href="https://www.educationendowmentfoundation.org.uk">Summer schools   EEF (educationendowmentfoundation.org.uk)</a></p> <p>School based staff will offer a comprehensive, planned and targeted summer school programme as per the EEF guidance which states: There is some evidence that pupils from disadvantaged backgrounds can benefit from summer schools, where activities are focused on well-resourced, small group or one to one academic approaches.</p>	1-6

**Total budgeted cost: £ 882,000**

## 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 2022 to 2023 academic year.

Pupils at Dean Trust Ardwick have an entitlement to a curriculum that is ambitious and creates equity. This is reflected in the high proportion of pupils who are entered for the EBacc. 65% of pupils, and 57% of pupils eligible for pupil premium, in Year 10 in 2022-3 started studying the EBacc suite of qualifications.

Disadvantaged pupils at DTA benefit from a well-constructed and well-taught curriculum, and they acquire the knowledge they need to be successful in life. The academic progress of pupils eligible for pupil premium has generally been positive in the 2022-23 academic year. This was highlighted in the school's July 2023 Ofsted inspection report: 'Most pupils successfully make positive gains in what they know and remember in the subjects they are studying. Pupils typically attain well, often from lower-than-average starting points'

The results reflect positively on Dean Trust Ardwick's growing ability to take positive action. Notably, pupils with Special Educational Needs and Disabilities (SEND) exhibited significant advancement, as reflected in the substantial improvement in Progress 8 scores from -0.97 in 2022 to -0.07 in 2023. Additionally, the gender progress gap reduced to 0.03, indicating progress that surpasses historical national trends. Positive developments were also observed in outcomes for white pupils, with a notable decrease in Progress 8 scores from -0.77 in 2022 to -0.26 in 2023.

In examining the 2023 attainment trends, it is noteworthy that the decline in the attainment of disadvantaged pupils is less pronounced compared to their more advantaged peers. The progress of disadvantaged pupils (-0.11) aligns credibly with the overall cohort's decline. Furthermore, the difference between the overall progress of disadvantaged and their non-disadvantaged peers was less than historical national averages (DTA P8 gap -0.15 vs NA P8 gap -0.58)

The 2021-22 and 2022-23 attendance of all groups is above the FFT National Average:

Group	DTA 22	22 Nat Av	22 Gap	DTA 23	23 Nat Av	23 Gap
All Pupils	94.1%	89.7%	+4.4%	93.3%	90.7%	+2.6%
FSM 6	93.5%	84.9%	+8.6%	92.4%	85.3%	+7.1%
SEND Support	90.8%	85.5%	+5.3%	88.6%	85.9%	+2.7%
SEND EHCP	89.2%	83.1%	+6.1%	88.7%	82.9%	+5.8%

Although there has been an increase in the number of suspensions over the last two year, the rate of suspension has not passed historical national levels. This is despite the school suspending pupils for bringing banned items into school, such as vapes. The vast majority of pupils who are suspended are only suspended once. This indicates that the sanction proves to be effective for the majority of our pupils. Similarly, our use of Internal Isolation proves to be an effective deterrent to the majority of pupils. Historically, certain key groups have been over-represented in the school's Internal Suspension data.

However, for the first time this year, pupils with SEND are fairly represented in both remove and internal suspension data.

Dean Trust Ardwick signed up for the DfE's Behaviour Hub programme to support its work on securing a strong behaviour culture. During the 2022-23 academic year, we have:

1. Simply and precisely defined the school's behavioral expectations.
2. Used evidence informed approaches to implementing and embedding routines to habituate desired social norms.
3. Developed authentic rewards to incentivise excellent behaviour.
4. Developed sanctions that act as predictable deterrents but are also rehabilitative.
5. Zero tolerance attitude towards discriminatory behaviour and the relentless articulation of the importance of equality and equity through the PD curriculum.
6. Development of a behaviour curriculum to teach and habituate the character traits and habits for success.
7. Effective monitoring, challenge and support for pupils who struggle to align themselves with the school's desired culture.

We recognise that positive progress is never linear and it is unlikely that all indicators will show improvement in the first 18 months. Resilience is required and staff need to hold true to the principles and practices that will assure long-term success. However, these comments below provide an indication of teachers' positive experiences and appreciate being able to lean on the school's systems and practices:

- "The routines are a good way of building positive relationships, I've seen a difference with the more challenging pupils' behaviour. It's also great to recognise the people that might go under the radar in lessons by awarding them publicly 'star of the lesson'"
- "Having shared routines has given me more confidence with my teaching practice. Knowing that all staff are using the same language makes it easier for everyone - staff and pupils to know the expectations".
- "With simpler routines and easy to follow instructions, behaviour has improved in almost all lessons".

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Mentoring for Success	Diane Modhal Sports Foundation
Hub Officer	Manchester United Foundation

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*