

4. Pupil premium Funding statement

1. Summary information					
School	The Duston School				
Academic Year	2017/18	Total PP budget	£292,490	Date of most recent PP Review	n/a
Total number of pupils	1592	Number of pupils eligible for PP	317	Date for next internal review of this strategy	June 2018
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>
% achieving 4+ in EM (2016/17 only)			32.7%		55.8%
% achieving 5+ in EM (2016/17 only)			20%		31.5%
Progress 8 score average (from 2016/17)			-0.32		-0.34 (All pupils)
Attainment 8 score average (from 2016/17)			3.65		4.32
Year 1 Phonics Screening			100%		95% (All pupils)
3. Barriers to future attainment (for pupils eligible for PP including high ability)					
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	Disadvantaged students in English have underperformed in comparison to all other students, as reflected in their progress 8 score.				
B.	Literacy and numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.				
C.	Aspirations to study EBacc subjects at KS4 and facilitating subjects at KS5 is below for PP students compared to all other students.				
D.	Poor parental engagement at parents evening for disadvantaged pupils in comparison to all other students				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
E.	Attendance rates for pupils eligible for PP is at 91%, below the national average for all pupils at 95%				
4. Outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	

A.	Continue to close the attainment gap between PP students and all other pupils, with a focus on the English element of attainment 8.	Pupils eligible for PP make as much progress as all 'other' pupils Disadvantaged pupils will meet or exceed the progress as 'other' pupils in their English bucket.
B.	Higher levels of progress in numeracy and literacy in year 7 for PP students	PP pupils in Year 7 that are identified as requiring "Catch-Up" make more progress by the end of the year than 'other' pupils in both English and Maths. This will be measured through GL assessments taken at the beginning of September compared to GL assessments taken at the end of June. No PP student at the end of year 7 will have a SAS below 90 for both literacy and numeracy.
C.	Increased number of PP students to choose EBacc subjects at KS4 and facilitating subjects at KS5	Targeted intervention for year 9 and 11 pupils ensures an increased percentage of students studying EBacc subjects at KS4 and facilitating subjects in KS5. A direct comparison will be made to the previous academic year.
D.	Increase parental attendance at parents evenings across years 7-11	The percentage of parents whose child is eligible for PP funding will increase by 10% in comparison to the academic year 2016/17. This will be monitored through the Insight Portal.
E.	Increased attendance rates for pupils eligible for FSM	Overall attendance among pupils eligible for PP improves to 95% in line with 'other' pupils.

5. Planned Expenditure - Academic Year 2017/18

Desired outcome	Chosen action/approach	Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Quality of teaching for all						
C and E	<p>Increased number of staff in the guidance team to allow one ADOY per year group. The focus for all ADOY will be the pastoral support both in and out of lessons for all PP students.</p> <p>Evidenced to be effective in 2016/17 – review of expenditure.</p>	£72,000	<p>The behaviour and well-being of PP students can often prove to be a significant barrier to learning. The ADOY role will support students both in and out of lessons to ensure students can make the best progress possible during their time at The Duston School.</p> <p>The impact of this staffing increase was high in the academic year 2016/17 and resulted in a reduction in the number of exclusions and of behavioural incidents of PP students compared to non-PP students.</p>	<p>SLT to oversee the role of all ADOYs. Training provided for all new staff. All actions and support will be recorded on BW. This can be evaluated on a termly basis.</p> <p>One ADOY per year group employed for academic year 2017/18. ADOYs to continue to focus on the pastoral support of all PP students both in and out of lessons in line with Student Care model.</p> <p>ADOY to run intervention groups with PP students. ADOY to report termly on impact of interventions. Reports to include proportion of time spent with PP students and subsequent impact.</p>	SBE/PDE	On-going - Termly
C	<p>Continue engaging the services of an independent careers advisor plus our on-site careers team to provide careers advice and support, work experience and mentoring. Careers Advisor employed 3 days a week to provide careers guidance to all students, with 25% of her time focused on PP students.</p>	£5,130	<p>Improving the aspirations of PP students through careers advice, promoting new opportunities and ensuring students make informed subject choices to support them after education. With increased aspirations we hope to see an increase in engagement within lessons.</p>	<p>SLT to line manage external careers advisor. All careers events targeted with PP students in mind. Any careers appointments logged and tracked. The use of tutor time to provide further examples of possible career pathways and further events, visits and talks to inform and raise aspirations.</p>	SBE/PDE	On-going - Termly

A	Staff CPD - External providers to deliver CPD during staff training sessions. Looking at whole school teaching strategies but with a focus of how this can be applied to PP students.	£1,500	Ensure staff are well trained to deliver consistently good or better lessons ensuring they include new initiatives. Training on feedback will ensure all PP students receive regular and effective feedback to ensure they can maximise their potential.	<p>Courses and training carefully selected to ensure they are the most effective for staff. Staff evaluation of all training sessions will be monitored.</p> <p>In school CPD on differentiation delivered by LP for PP.</p> <p>Whole school regular learning walks and book scrutiny to ascertain quality of work and feedback for PP students.</p> <p>Standards folders to feature PP passports, mark sheets detailing I Factor and seating plans, in addition to prior and benchmarking data to ensure staff are meeting the needs of PP students and diminishing any gaps between them and non-PP peers</p>	DWI	On-going - Termly
Targeted support						
A	<p>After school catch up will be held throughout the year across all year groups. The focus will be on PP students that are underperforming in their respective subjects. Students will be taught in small groups after school where they can focus on their individual areas of weakness.</p> <p>Year 1 1:1 phonics screening tuition to be received by all PP students.</p> <p>GL assessments to be used to benchmark.</p>	£20,000	<p>These extra sessions will allow students to focus on individual areas for improvement with a specialised teacher in a smaller class setting. This will also ensure PP students have a calm and purposeful learning environment after school.</p> <p>Using GL assessments as a benchmark 2016/17:</p> <ul style="list-style-type: none"> In literacy the average SAS improved from 79.1 to 86.3 In numeracy the average SAS improved from 77.4 to 82.7 	<p>Engagement and attendance in these sessions will be tracked. MCH will focus on parental engagement with these sessions and will try to maximise attendance through phone calls and letters home.</p> <p>All Year 1 PP students will pass their phonics screening.</p>	NLE/MCH	January/March/ July

<p>C</p>	<p>A hardship reserve is available for bids from staff for initiatives for PP students. This will include 50% off all educational trips/visits and 50% off all music lessons.</p>	<p>£20,000</p>	<p>This will allow PP students to have a fairer opportunity to access extra-curricular trips and music lessons. Without this funding students may not be able to access these opportunities. This can also allow for a reduction in uniform costs of all pupils eligible for PP funding.</p>	<p>All applications for this funding will be accessed through staff bids. All bids will be reviewed at weekly SLT meetings to ensure the funding is used fairly and equitably.</p> <p>Increase parental engagement and increase the awareness of the fund.</p>	<p>SCO/SAC/ SST</p>	<p>On-going - Termly</p>
<p>C</p>	<p>Breakfast provided for FSM students and supervision in the main restaurant from 08:00 – 08:30.</p> <p>Supervised by SLT and two teaching assistants.</p>	<p>£10,000</p> <p>£2850</p> <p>£2000</p>	<p>Allowing students the opportunity to have access to a full breakfast will ensure they are fully equipped for the day and mentally prepared for their learning. This will be overseen by two members of staff every morning.</p>	<p>Breakfast time to be used as an opportunity to increase the cultural capital of PP students through the availability of newspapers and screening of the daily news.</p>	<p>SCO/MCH</p>	<p>On-going - Termly</p>

A,B,C,D	PP SLT Leads. One members of the senior leadership team will have 20% of their time assigned to overseeing PP intervention and diminishing the gap for disadvantaged students.	£13,000	One member of SLT will oversee the PP team to ensure maximum impact. Interventions and strategies can be effectively evaluated and new ideas can be continuously updated.	Interventions and their impact be evaluated by SLT and discussed at weekly meetings by both the raising standards and teaching & learning team. Lead Practitioner appointed to focus solely on improving outcomes for PP students. Greater awareness of PP through weekly whole staff briefings, additions of in school CPD programme to be accessed by the whole staff body, relaunching PP passports and the I factor. Gathering of faculty PP action plans and continuing to focus on identifying and diminishing disadvantage.	NLE	On-going - Termly
A,B,C,D	Lead Practitioner for PP. 20% of time allocated to duties relating to PP.	£12,926	LP will focus on the tracking and monitoring of individual PP students on the intervention tracking sheet and also consider how cohorts (e.g. male, female, EAL) within PP are progressing.	Progress will be monitored through termly PA data calls and through monitoring of behaviour and achievement points.	SAC	Half termly
A, C, D	Mentoring. Raising Standards Intervention budget. Each year group will be assigned a budget to raise standards across the year group prioritising all PP students. With a particular focus to the 63 year 11 PP students who will be assigned an individual weekly mentoring slot with a member of staff.	£26,460	Assign PP students mentors from P16 to raise aspirations and to provide an additional, supportive role model. Staff have assigned at least 30 minutes per week to mentor year 11 students in the run up to their exams	P16 students to be paired with a PP student who they will mentor. Mentoring to be added to tracking sheet; impact monitored through PA data, house points and behaviour points. Staff members be matched to PP	All SLT/ teaching and support staff	January/March/ July

A,B,C,D	One PP champions has been assigned a TLR role with a sole focus on improving progress, attainment and aspirations of all PP students.	£5,800	The PP champion will be continuing his role into this academic year. His focus will continue to be mentoring, parental engagement and he will also target improving the extra-curricular attendance for PP students.	The PP champion will be line managed by one member of SLT. Action plans will be created termly and will be evaluated at the end of each stage. Fortnightly line manager meetings will also take place.	NLE MCH	Half Termly
A	SEND Team – As part of the role of the SEND team there will continue to be a focus of PP students who are also SEND	£12,797	SEND can also become another barrier for learning for our PP students. An oversight of pupils which fall into both categories will ensure these students will receive the extra layer of support they may require.	SEND is line managed by a member of SLT. The progress of these subgroups within PP will be monitored at each PA stage to evaluate the effectiveness of this intervention. More specific tracking of students who are both SEND & PP will be put in place.	HJO/AMU	January/March/ July
A	EAL Team– As part of the role of the EAL team there will continue to be a focus of PP students who are also EAL	£10,043	EAL can also become another barrier for learning for our PP students. An oversight of pupils which fall into both categories will ensure these students will receive the extra layer of support they may require.	EAL is line managed by a member of SLT. The progress of these subgroups within PP will be monitored at each PA stage to evaluate the effectiveness of this intervention. More specific tracking of students who are both EAL & PP will be put in place.	DWI/KSH/ CWA	January/March/ July

A,D,E	Student Wellbeing Team – The safeguarding team, including a Senior Student and Family Support Practitioner, school counsellor and Admin Support, will be supporting all PP students throughout their time in school to monitor student well-being and liaise with the families.	£65,084 £22,115	The well-being of all students at TDS is paramount and often PP pupils require an extra layer of support. The safeguarding team will monitor student wellbeing and liaise with families where necessary to ensure all pupils feel safe and happy within the school environment.	The safeguarding team will be line managed by a member of SLT. Student Voice will be used on a termly basis to monitor student's opinion. Complete the PASS survey twice yearly to gather information on student's viewpoints towards school.	NAD/LMA	September/April
E	Attendance – the attendance team will track the attendance of all pupil premium students and will intervene with any students falling below the school expectation of 96% attendance. 50% of attendance team time spent on PP attendance.	£23,500	Attendance to school is crucial in order to make progress. Gaps will widen if PP students have lower attendance than their non-PP peers.	Ensuring that the attendance of PP students is on par with non-PP students and is in line with the school target of 96% attendance. For form tutors to be aware of their PP students and raise concerns with attendance.	Attendance team	Half termly
A	Standards Team – The data team has been expanded to enable a majority focus on the tracking and reporting of progress for PP students.	£25,000	PP passports have been created through SIMS identifying possible barriers to learning (e.g attendance, low literacy). These have been annotated by form tutors and printed for all class teachers. PP students are tracked rigorously at each PA stage across all subgroups, this is reported and analysed for all class teachers.	This approach has proven very successful in the monitoring and tracking of all PP students and this role will continue for the following academic year, in addition to an enhanced focus on teaching and learning.	Standards team	Half termly
Other approaches						
A	For students across years we will continue to provide an alternative curriculum to PP students whose needs are better met from more vocational programmes.	£40,000	For some students an academic school based setting is not suitable and an alternative provision setting can ensure students can maximise their potential on a more vocational course suitable to their needs.	Alternative provision is mapped and all funding for this is carefully tracked.	NAD	On-going - Termly

<p>A, B</p>	<p>Accelerated Reader and GL assessments will be used to monitor the literacy and numeracy levels of all PP students. Accelerated Reader will also be used to help improve and accelerate the reading ability of all PP students.</p>	<p>AR - £4769</p> <p>GL - £19000</p> <p>Lexia – £416</p>	<p>Low levels of literacy and numeracy can prove to be a significant barrier to learning across all subjects. Ensuring that literacy and numeracy levels are rigorously tracked will ensure we can put in suitable intervention where necessary.</p>	<p>Through the use of SIMS discover, staff training and the data team, all results from GL assessments will be relayed to all staff.</p> <p>The progress of Accelerated Reader will be evidenced through reading tests with a comparison of reading ages from the beginning of the year.</p> <p>Greater focus to be paid to initiatives solely considering achievement of PP students.</p>	<p>KSH</p> <p>ETA</p>	<p>January/March/ July</p>
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<p>C</p>	<p>Specialist Projects. The events team will target events at PP students across all year groups with the aim of increasing engagement and raising the aspirations of all these pupils.</p> <p>AEL (events coordinator) - % of salary</p>	<p>£4,000 (50% directed at PP students)</p>	<p>Specialist events targeted at PP students can help to raise aspirations and increase student engagement with their learning. Previous literacy and numeracy events targeted at PP students have proved extremely effective.</p> <p>To enable PP students to have access to enrichment opportunities their non-PP peers have access to.</p>	<p>All events are over seen by a member of SLT. There are designated literacy and numeracy lead practitioners who will champion these events</p> <p>These events will continue to run this academic year, with an increased focus on tracking attendance of PP students; ensuring they are invited and attending each event.</p>	<p>AEL/SST KSH/NAR</p>	<p>Mar-18</p>
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