

4. Pupil premium Funding statement

1. Summary information					
School	The Duston School				
Academic Year	2019/20	Total PP budget	£275,825	Date of most recent PP Review	October 2019
Total number of pupils	1649	Number of pupils eligible for PP	295	Date for next internal review of this strategy	June 2020
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>
% achieving 4+ in EM (2018/19)			57%		71%
% achieving 5+ in EM (2018/19)			28%		49%
Progress 8 score average (2018/19)			-0.11		0.11
Attainment 8 score average (2018/19)			39.45		49.51
Year 1 Phonics Screening (Working At)			100%		82%
End of Key Stage One Reading (SATs) 2 children			100%		76%
End of Key Stage One Writing (SATs) 2 children			50%		70%
End of Key Stage One Maths (SATs) 2 children			50%		76%
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 KS3.				
C.	Current outcomes indicate that the quality of teaching for PP students is not as effective as for non-PP students.				
D.	Student attitudes to learning and behaviour result in higher levels of disengagement and exclusion for PP 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.	Rapid progress in numeracy and literacy in KS3 for PP students to ensure that they become secondary ready and at therefore able to access GCSE curriculum.	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. No PP student at the end of year 7 will have a SAS below 90 for both literacy and numeracy. Students in Year 7 and Year 8 who are flagged as having reading age below 11 years will make rapid progress to move them in line with their chronological age.
C.	Increased focus of teaching strategies to target PP students, including improved monitoring of PP students at an individual class level.	PP students will be clearly identifiable in a class setting due to the additional focus by the class teacher through questioning and additional support. PP students will be 'first' in all things i.e. book marking and guidance.
D.	Improved attitudes to learning of PP students will result in reduced numbers of PP students being picked up on patrol, as well as a reduction in exclusions for this cohort.	PP students will see a reduction in behaviour points and FTE as a result. In addition ATL will improve resulting in improved outcomes.
E.	Increased attendance rates for PP students	Overall attendance among PP students improves to 96% in line with 'other' pupils.

5. Planned Expenditure - Academic Year 2019/20

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?
Key Strategies 2019/2020						
A: Quality First Teaching	<p>Driving up standards of teaching</p> <ul style="list-style-type: none"> Raising Standards Team focused on school improvement and ensuring quality first teaching Regular learning walks and feedback to staff Regular work scrutiny and quality assurance cycle Deep dive process involving leadership and management conversations, work scrutiny, lesson observations and student voice. Staff briefings aimed at embedding TLAC approaches (7 identified) Direct Instruction for below SAS Year 7 students 	£60,669	<ul style="list-style-type: none"> QA records will show improvement in how we deal with underachieving pupils. Improved progress figures demonstrated at PA points Staff have the highest expectations for all students regardless of background and this is embedded throughout the school Leaders will be able to confidently explore their curriculum model and how this prepares and stretches all pupils to succeed and as a result close gaps Mock exam results will reflect the confidence of PP pupils and staff. Results will be in line with school expectations of success at GCSE. 	<ul style="list-style-type: none"> QA cycle – Cambridge Lesson Observation training completed by observers Deep dive cycle – undertaken jointly by SLT and middle leaders to ensure accuracy Regular learning walks requiring routines for learning Staff briefings introducing TLAC approaches Middle leader meetings Student voice – to triangulate findings of deep dives 	NAD/MJO/ DWI/SAC/ SMA	Ongoing

	<p>Continuous Professional Development</p> <ul style="list-style-type: none"> • Staff briefings aimed at embedding TLAC approaches (7 identified) • External high profile CPD speakers • Fortnightly CPD programme for staff to access • Duston Action Research Team (DART) allow staff to explore research and apply it to their own practice • Middle leaders programme exploring practical management tools as well as leadership approaches • Team of trained coaches to support staff • Pearson online CPD library allowing staff to take ownership of their own learning • Chartered College of Teaching memberships for DART members • Faculty time devoted to subject specific CPD and TLAC approaches • ResearchED Northants organiser/host school 	<p>£71,419</p>	<ul style="list-style-type: none"> • TLAC is an evidenced based approach to improving teaching. • External high profile CPD speakers such as Christine Counsell and Mary Myatt to drive understanding of curriculum • DART looks to ensure that all practice is evidence informed and allows staff opportunities and time to develop their own practice. • Middle leaders programme looks to raise standards and consistency across the middle leadership team • Coaching programme established 19/20 to allow all levels of staff to access support in a self-identified area. • All staff are given access to the Pearson online CPD library as part of their CPD allocation. This is 2 days off timetable to access courses/training, and up to 3 days to visit schools and see good practice. • Chartered College of Teaching memberships allow access to high quality research which can be used to inform their practice.1k • Faculty time focused on development of subject specific CPD in order to develop subject knowledge, to further improve student outcomes. • All staff provided with access to tickets for ResearchED Northants hosted at TDS 	<ul style="list-style-type: none"> • Director of Education and Raising Standards Team who oversee CPD across the school • CPD genie used to gain feedback from external speakers and the CPD programme to inform future CPD plans • All coaches have been trained by Chris Moyse and TDS has gained the Silver Coach Mark award. • Director of Education and AP responsible for school improvement have attended the Teach like a Champion, train the trainer 2 day course to ensure training received by staff is high quality and research informed. 	<p>NAD/MJO/ DWI/</p>	<p>Reviewed following each CPD session and external speaker</p>
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Use of external support

- Chris Beeden (data consultant) focusing on Year 11 outcomes and curricular design
- Richard Sutton (HMI) focusing on Year 10 outcomes and curricular design
- Achievement for All: Pupil Premium Program
- Brooke Weston Teaching School Alliance: SLEs Maths, English (and a full English review), Science and MFL; access to the Outstanding Teacher Programme (OTP), NPQML and NPQSL; maths SSIF bid
- Sir Christopher Hatton Teaching School Alliance: SLE support Science, behaviour, bullying and Teaching and Learning, PE, MFL and English

£18,190

- Access to high quality consultants ensures that middle leaders are able to effectively communicate their curricular design and how this intends to impact on their outcomes.
- Achievement for All: Pupil Premium Programme has allowed the school to access high quality SLE's recommended by the Department For Education and ensure that the school has a tight focus on PP students
- Brooke Weston Teaching School Alliance has provided personalised support to Heads of subject, as well as access to a Middle Leader Development Programme
- Sir Christopher Hatton Teaching School Alliance has allowed additional support across a range of areas of the school.

- Consultants have been carefully selected to ensure that they are experts in their respective fields
- Achievement for All: Pupil Premium Programme has allowed us to access DFE recommended personnel.
- SLE deployment across a range of subjects ensures that subjects are continually reflecting on their practice and ensuring that they are driving up standard for all pupils

NAD/MJO
/DWI

External support reviewed after each visit and Head's of subject to update faculty action plans in light of these visits

B: Increasing Attendance

- 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.
- Attendance team to drive up pupil premium students attendance through:
 - Increased home visits
 - Increased pupil awareness of attendance
 - Closer links with EIPT to support and refer where necessary.
 - Increased family support through attendance surgeries

£24,491

- Attendance to school is one of the most crucial factors in overall outcomes and therefore an improved attendance will help to narrow the attainment gap.

<i>Attendance Percentage</i>	<i>Percentage of students who achieved a 5+ in English and Maths</i>	<i>Percentage of students who achieved a 4+ in English and Maths</i>	<i>Average Grade</i>
<i>95% and above</i>	<i>47%</i>	<i>71%</i>	<i>Grade 5</i>
<i>Below 95%</i>	<i>26%</i>	<i>60%</i>	<i>Grade 4</i>
<i>Below 90%</i>	<i>0%</i>	<i>27%</i>	<i>Grade 3</i>

Weekly line management meetings with the attendance team and Vice Principal.

Half termly review of attendance figures. Follow up actions to be put in place each half term.

Attendance team

Half termly

<p>C: Embedding</p> <p>The School Culture</p>	<ul style="list-style-type: none"> Continue to embed the positive culture that has been cultivated by the strengthening house and rewards system. The system continues to be inclusive for all students. Continue to use and expand external companies for careers to give students a forward thinking focus The Split of Key Stages being led from Senior Leaders of the school Arranging of intervention plans for PP students within KS4 so they have access to support – attendance, attainment, key speeches to run alongside a through. A tailored approach to supporting students ie buying bus passes to support punctuality. 	<p>£108,095</p>	<ul style="list-style-type: none"> Big gain in terms of raising the profile of achievement. Student voice reveals that students want to be rewarded through house points. There is parity across all year groups and students in terms of distribution of house points / rewards. Through the use of external providers the careers provision is underpinned by the relationship with NCOP and the opportunities presented by external providers. Feedback from events showing how students feel regarding the events and what they feel would benefit them. Use this to inform future planning. Very good progress made within Year 11 last academic year. A similar plan has now been introduced for Year 10 coupled with a greater focus for KS3 with two SLT now linked to the lower years. 	<ul style="list-style-type: none"> Data analysis of house points. Liaison with HoH. The careers map has become embedded within the school and will continue to drive the aspirations and choices of PP students. Targeted provision of Matrix accredited independent careers advice is supporting important decisions for PP students in all year groups and raising aspirations through better knowledge of ‘next steps’ in and beyond school. Monitoring of assessment at PA points 	<p>SJB / PDE / SWA</p>	<p>Half termly</p>
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<p style="text-align: center;">D: Personalised Support</p>	<p>Direct Instruction – a programme of literacy and/or numeracy intervention. Students are removed from EBACC subjects in order to access DI lessons.</p> <ul style="list-style-type: none"> Students are selected based on an SAS score below 100 for English and/or maths. Direct instruction diagnostic tests then inform the starting point in the programme. <p>Fast learning -</p> <ul style="list-style-type: none"> Students below a reading age of 8 years complete a phonics catch up course, Fresh Start - Read, Write Inc. Students complete an accelerated reader programme, which focussed on accuracy and speed of both reading and writing. Those selected for the numeracy programme complete a catch up programme, either Plus 1 or Power of 2, to ensure that they achieve automaticity in basic arithmetic. 	<p>Text books - £8,000</p> <p>Teacher time - £47,385</p> <p>Teaching assistants x2 –£40,000</p> <p>Numeracy and literacy coordinators - £45,700</p> <p>Accelerated reader – £4,692</p>	<ul style="list-style-type: none"> SAS scores for Year 7 students who are currently below 100 will make rapid progress to move in line with other pupils. Reading ages will move in line with chronological age. Staff are well trained to deliver consistently good or better lessons incorporating the new initiatives. This will ensure that these students are able to access the school's curriculum as well ensuring success in GCSE outcomes. 	<ul style="list-style-type: none"> 2 Lead Practitioners and a Vice Principal for KS3 will oversee the catch-up programme. Training for the delivery of the programmes to dedicated teachers and TAs. 	<p style="text-align: center;">TWI/NAR/ KSH/Programme manager TBC</p>	<p style="text-align: center;">Half termly with SAS data and reading ages.</p>
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Primary & KS3/4 PP Pots

- The head of each Key Stage has a PP fund to provide financial assistance for uniform, school trips and academic resources for pupil premium students.
- The 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.

£10,000 per key stage

- To reduce barriers to learning to PP students getting in to school and participating in school and out of school activities.

- Monitoring of PP academic outcomes, attendance figures, behaviour points and exclusions.

DRO/TWI/NWH

Key stage scrutiny meetings.
Termly budget reports

Positive Impact Centre

- A designated building on site that caters for personalised student support.
- Students are referred for group work support sessions such as self-esteem, anger management, mental health.
- Students are referred for counselling with a qualified counsellor.
- Students in KS3 are referred for a 12 week programme to support reintegration into mainstream school after multiple FTEs or attendance issues.
- Training and team teach training.

PIC –
Programme
manager
£42,742

2x TAs -
£40,000

Counsellor
and
supervision
£26,500

Resources
£1,000

- Students receive personalised support that responds to their emotional, wellbeing and behavioural needs.

- Half termly review of pupils in PIC.

Programme
manager to be
appointed/TWI

Half termly review
meetings.

	<p>Directors & Assistant Directors of Year</p> <ul style="list-style-type: none"> • Each year group has a dedicated DOY & aDOY to monitor academic and pastoral needs. • Each has received DSL training and team teach training. 	<p>£77,600</p>	<ul style="list-style-type: none"> • Pastoral teams essential to provide support for PP students in each year group. • Regular contact with parents. • Significant safeguarding needs linked to PP students in each year group. 	<ul style="list-style-type: none"> • Monitoring of PP academic outcomes, attendance figures, behaviour points and exclusions. 	<p>HJO/TWI/PDE/NWH</p>	<p>Key stage scrutiny meetings.</p>
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