

Review of Expenditure - 2019/20

Desired outcome	Chosen action/approach	Cost	Estimated Impact	Lessons Learned																																																								
Quality of teaching for all																																																												
<p>A: Quality first teaching</p>	<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 	<p>£60,669</p>	<p>Impact: High</p> <table border="1" data-bbox="824 395 1872 810"> <thead> <tr> <th colspan="4">Key Measures – Disadvantaged Pupils</th> </tr> <tr> <th>Measure</th> <th>2017/18</th> <th>2018/19</th> <th>2019/20</th> </tr> </thead> <tbody> <tr> <td>9-4% in English & Maths</td> <td>30%</td> <td>57%</td> <td>66%</td> </tr> <tr> <td>9-5% in English & Maths</td> <td>19%</td> <td>28%</td> <td>34%</td> </tr> <tr> <td>Overall Attainment</td> <td>32.21</td> <td>38.31</td> <td>42.26</td> </tr> <tr> <td>Overall Progress</td> <td>-0.85</td> <td>-0.13</td> <td>+0.03</td> </tr> <tr> <td>English Attainment</td> <td>7.06</td> <td>8.07</td> <td>9.52</td> </tr> <tr> <td>English Progress</td> <td>-0.93</td> <td>-0.34</td> <td>+0.27</td> </tr> <tr> <td>Maths Attainment</td> <td>5.84</td> <td>7.62</td> <td>8.00</td> </tr> <tr> <td>Maths Progress</td> <td>-0.92</td> <td>+0.10</td> <td>+0.04</td> </tr> <tr> <td>EBacc Attainment</td> <td>8.25</td> <td>10.51</td> <td>11.55</td> </tr> <tr> <td>EBacc Progress</td> <td>-1.04</td> <td>-0.18</td> <td>-0.13</td> </tr> <tr> <td>Open Attainment</td> <td>10.86</td> <td>12.39</td> <td>13.19</td> </tr> <tr> <td>Open Progress</td> <td>-0.63</td> <td>-0.09</td> <td>+0.02</td> </tr> </tbody> </table> <p>Significant improvements can be seen in the 2018/19 results in comparison to the previous academic year:</p> <ul style="list-style-type: none"> The number of disadvantaged pupils achieving a 4 and above in English and Maths almost doubled from 30% to 57%. The number of disadvantaged pupils achieving a 5 and above in English and Maths increased from 19% to 28%. The attainment and progress across all elements of attainment 8 significantly improved for disadvantaged pupils. The average grade in English improved by +0.51 and the average progress increased by +0.59 <p>Although 2019/20 results were based on teacher predictions, we can still see the positive trend in both attainment and progress for disadvantaged students and a continuation of closing the gap:</p> <ul style="list-style-type: none"> The average attainment gap between disadvantaged and non-disadvantaged students in 2018/19 was over 1.4 grades, in 2019/20 this has decreased to just over 1 grade. The average progress gap between disadvantaged and non-disadvantaged students has decreased from 0.5 grades in 2018/19 to 0.3 grades in 2019/20. 	Key Measures – Disadvantaged Pupils				Measure	2017/18	2018/19	2019/20	9-4% in English & Maths	30%	57%	66%	9-5% in English & Maths	19%	28%	34%	Overall Attainment	32.21	38.31	42.26	Overall Progress	-0.85	-0.13	+0.03	English Attainment	7.06	8.07	9.52	English Progress	-0.93	-0.34	+0.27	Maths Attainment	5.84	7.62	8.00	Maths Progress	-0.92	+0.10	+0.04	EBacc Attainment	8.25	10.51	11.55	EBacc Progress	-1.04	-0.18	-0.13	Open Attainment	10.86	12.39	13.19	Open Progress	-0.63	-0.09	+0.02	<p>Quality front-line teaching across all year groups will see this improvement continue. This will continue to be the key focus across all areas of the schools.</p>
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<p>A:</p> <p>Quality first teaching</p>	<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 <p>ResearchED Northants organiser/host school</p>	<p>£71,419</p>	<p>IMPACT: MEDIUM</p> <p>Staff evaluations undertaken following each CPD session and QA documentation for subject's demonstrated implementation both through curriculum development and classroom practice.</p> <p>High uptake of CPD programme which has informed 2020/2021 programme schedule.</p> <p>Unable to measure impact of TLAC, ML programme, DART- all initiatives were incomplete as a result of COVID-19 measures and school not being in full operation from March 2020 onwards. ML programme planned but currently suspended.</p> <p>Pearson online library showed minimal use and staff feedback reflected this so contract not renewed. Instead, subjects have curated subject-specific CPD to support staff development for their subject specialisms (20/21).</p> <p>Coaching survey demonstrated that whilst coaching was well utilised by the coaching pilot group of forty staff, commitment waned as a result of a lack of time to complete and that it wasn't aligned with the performance management model. This is an integral part of 20/21 review plan.</p> <p>Educating Northants complete, with several members of staff as key speakers of sessions. Unable to measure impact as 2020 event cancelled as a result of COVID-19 pandemic.</p>	<p>2020/21 CPD programme schedule to be informed by 2019/20 high uptake.</p> <p>Follow up actions from the coaching survey to be implemented.</p>
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<p>A: Quality first teaching</p>	<p>Use of external support</p> <ul style="list-style-type: none"> • 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 	<p>£18,190</p>	<p>IMPACT - HIGH</p> <p>Year 11 outcomes reviewed for PP students at each PA point, along with the rigour of an external consultant looking into the groups of both PP students, and their sub groups. This data was then utilised and shared with subject teachers to allow curricular planning to address gaps in the curricular design and the knowledge organisers. Patterns were established and resources were provided for PP students such as additional revision guides and resources. Subject leads and class teachers could use this feedback to request additional funding to further resource PP students. The feedback was also used to inform the PP student tutoring programme and to allow specific groups of students to be tutored in English, Maths and History in a more strategic way.</p>	<p>Tutoring 2020/21 needs to be expanded to begin earlier in the academic year (October 2020) and include all PP students to ensure Covid Catch up plan.</p>
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<p>B: Increasing Attendance</p>	<ul style="list-style-type: none"> Attendance – the attendance team will track the attendance of all pupil premium students across the whole school 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: <ul style="list-style-type: none"> Increased home visits Increased pupil awareness of attendance Closer links with EIPT to support and refer where necessary. Increased family support through attendance surgeries <p>Increased use of home visits and collection of vulnerable students from the attendance and well being teams</p> <p>Directed time for first response calls to core parents</p>	<p>£24,491</p>	<p>IMPACT : MEDIUM</p> <ul style="list-style-type: none"> In 2018/19 the average disadvantaged attendance is 91.8%, this has increased from 90.4% in 2017/18. Improvements can be further seen in the disadvantaged students in KS3 with the average attendance in KS3 being at 92%. The persistent absence of disadvantaged students has decreased from 30% in 2018/19 to 26% in 2017/18. A similar trend could be seen in the early stages of 2019/20 academic year with disadvantaged students achieving 91% attendance in the first half term. This academic year was cut short due to the national lockdown. Increased home visits did focus on disadvantaged students on Day 1 of absence, where there had been a history of sporadic attendance. The Home visits also were increased for students who were persistent absentees. Plans were then put into place to support phased returns/pastoral support to improve the attendance of those sub groups. Home visits were also utilised for students who suffer with anxiety to help decrease the number of 'in school' sickness incidents. These allowed students to discuss their anxieties so that effective support plans could be put into place. 'Late gate' time was reduced to allow increased time to be focused on attendance and first response. The punctuality logging was completed by tutors and subject staff to allow the attendance officer increased time to focus on absentees First response list circulated for those most at risk of reduced attendance, so that they are called in the first instance. This ensures that the monitoring of the most high profile attendance concerns are at the core of the calls made. It also therefore allowed staff to be able to collect vulnerable students in a timely fashion when they were absent for well being/safeguarding reasons. 	<p>Although improvements in overall attendance and persistent absence can be seen, there is still further improvements to be made.</p> <p>In the 2020/21 academic year, the focus will be to continue the initiatives put in place in 2018/19 but an increased focus on:</p> <ul style="list-style-type: none"> The role of the tutor in driving up attendance. Key family attendance surgeries. Home visits for key persistent absentees. Go for schools to be utilised as a way of tracking
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**C:
Embedding
The
School
Culture**

- 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 SBE
- The Split of Key Stages being led from Senior Leaders of the school
- Further step to embed this Key stage culture, including the designation of separate Ks3/4 'wings' and offices, so that all stake holders are in one place to create a more simplistic approach in communication and sharing of information.
- 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.

£108,095

IMPACT – HIGH

Rewards still remain embedded within the school culture in tandem with the house system. Regular analysis of HP data shows that all student groups have similar distribution of HPs, on average (Find stats and enter here). This is particularly evident when studying distribution of HPs with PP v Non-PP weher distribution is broadly equal and in some cases PP have, on average, more per student. The ethos in the school is now “reward first” in classes.

Year	Student count	House Points total	Ave HP per student
Year 7 PP	2368	4887	2.1
Year 7 non-PP	10933	23266	2.1
Year 8 PP	2272	4634	2.0
Year 8 non-PP	6179	11206	1.8
Year 9 PP	1006	1825	1.8
Year 9 non-PP	4419	8296	1.9
Year 10 PP	1486	3664	2.5
Year 10 non-PP	5239	12905	2.5
Year 11 PP	1176	2555	2.2
Year 11 non-PP	3621	7665	2.1
Year 12 PP	78	180	2.3
Year 12 non-PP	359	904	2.5
Year 13 PP	35	65	1.9
Year 13 non-PP	350	842	2.4
Year 14 PP	0	0	-
Year 14 non-PP	3	7	2.3

IMPACT – HIGH

Independent careers adviser for all students in Year 11. Focus has always been pupil groups including PP and those at risk of NEET and PP. Students receive comprehensive interviews with careers adviser in the form of one hour meetings where all options beyond TDS are discussed and students are given clear and explicit advice for pathways beyond Year 11. Gatsby Benchmark information is below.

A number of external providers were used to educate regarding careers for all year groups with a tailored programme of intervention for Year 11 which targets some pupil groups including PP.

Gatsby Benchmark	The Duston School	South East Midlands	KS4 (Years 10-11)	KS4 (Years 10-11)
GBM1 – A stable careers programme	88%	78%	KS4 (Years 10-11)	Apprenticeship providers come in to talk to Year 10 students regarding the details surrounding apprenticeships (p. 2)
GBM2 - Learning from labour market information	80%	76%	KS4 (Years 10-11)	Enterprise visits
GBM3 - Addressing the needs of each pupil	72%	83%	KS4 (Years 10-11)	Annual report for Year 10 at the end of January (p.11) (p. 5)
GBM4 - Linking curriculum learning to careers	100%	71%	KS4-KS5	Careers and destinations interventions. Students are to meet with DLT to discuss their future plans and aspirations beyond school (p. 8)
GBM5 - Encounters with employers and employees	100%	76%	KS4-KS5	Careers weeks (p. 8-10) – All Match Cards Opportunities for talks, lectures etc. for all students in Years 9-11 (p. 2, 7, 9)
GBM6 - Experiences of workplaces	75%	70%	KS4-KS5	<ul style="list-style-type: none"> Armed Forces Medical practices Careers Top Trumps Game designers Revisit a heart National Enterprise Council CV workshops University talks
GBM7 - Encounters with further and higher education	75%	76%	KS4-KS5	Enterprise week talks, time resources
GBM8 - Personal guidance	100%	69%	KS4-KS5	Tutor time resources used for all students based on key and employability skills (p)

Due to Covid bubbles, we have moved to a Year group wing, with the team working on their Year groups rather than Key stage. This is as effective, but requires more of staff presence, which may prove more costly over time.

Tailored PP support plans to be launched earlier in October 2020

<p>D:</p> <p>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>	<p>IMPACT – Ongoing</p> <p>45 students from the year 7 cohort were entered for DI in numeracy and literacy, Diagnostic tests carried out on transition day along with SAS scores informed these cohorts. For the period of time that pupils were in school in the 2019-2020 academic year the programme was carried out following the robust set of resources that inform the programme. Unfortunately due to the lockdown measures caused by Covid-19 the programme was not completed as it needed to be delivered face to face by the class teacher.</p> <p>The 8 pupils of greatest concern in the year 7 cohort have been entered into the fast learning group for the 2020-21 academic year.</p>	<p>Continue the initiative in the new academic year.</p>
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<p>D: Personalised Support</p>	<p>Primary & KS3/4 PP Pots</p> <ul style="list-style-type: none"> 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. <p>Funding allocated to the use of specialised tutoring for underachieving PP students in maths and English in Year 11</p>	<p>£10,000 per key stage</p> <p>£5000</p>	<p>These were utilised in Key stage 4 by 1-2-1 meetings for Year 11, and subject requests for year 10 students. Year 10 and Key stage 3 students could also request financial support through their class teachers/parents. This included purchasing a large range of uniform items, supporting trips and visits and resources for homework. Parents have been in receipt of financial assistance for uniform and education trips.</p>	<p>'Wish list' meetings to take place with the most vulnerable year 10 disadvantaged students in October 2020, to ensure access to remote learning – year 11 students were given IT equipment, due to national lockdown, therefore we need to ensure Year 10 are also included in PP support plans in case of extra ordinary school closures and to support effective catch up.</p> <p>Staff need to be reminded of the ability to bid for PP initiatives</p>
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<p>D:</p> <p>Personalised Support</p>	<p>Positive Impact Centre</p> <ul style="list-style-type: none"> • 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. 	<p>PIC – Program manager £42,742</p> <p>2x TAs - £40,000</p> <p>Counsellor and supervisor £26,500</p> <p>Resources £1,000</p>	<p>IMPACT – Ongoing</p> <p>In January 2020 PIC moved to the teaching school annex. This created a large open plan space for groups to receive specialised support. A new PIC manager was appointed to launch the enhanced service. New course programmes have been created to meet the bespoke needs of each individual. The school counsellor has also moved to this designated zone to provide their service. An alternate provision was launched to support reintegration of pupils into mainstream. Due to Covid-19 lockdown the first cohort has not yet completed the first 12 week programme.</p>	<p>Continue the initiative in the new academic year.</p>
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<p>D: Personalised Support</p>	<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. • Each has received EPEP and CLA training • Introduction of new Key stage Zones, so that experience and expertise is shared across all stake holders in a key stage, to incorporate attendance officers and safeguarding leads. 	<p>£77,600</p>	<p>Impact high</p> <p>EPEP/PEP training delivered by Local Authority. Looked after children now directly supported by SLT LM. All PEP meetings held by a member of the SLT, with CLA reviews also including a member of SLT.</p> <p>LAC children therefore much higher profile within the Year team, with timely decisions being made about their PEPS and their allocated funding. This has allowed for a much more in depth support plan to be formulated and utilised across the school.</p>	<p>SLT to continue to attend these meetings. Handover meetings between the Key stages needs to take place early in the summer term (made difficult by COVID)</p>
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