

## 4. Pupil premium Funding statement

1. Summary information					
School	The Duston School				
Academic Year	2018/19	Total PP budget	£275,825	Date of most recent PP Review	October 2018
Total number of pupils	1649	Number of pupils eligible for PP	295	Date for next internal review of this strategy	June 2019
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>		<i>Pupils not eligible for PP (national average)</i>
% achieving 4+ in EM (2017/18)			29%		-
% achieving 5+ in EM (2017/18)			18%		40%
Progress 8 score average (2017/18)			-0.89		-0.30
Attainment 8 score average (2017/18)			3.12		4.1
Year 1 Phonics Screening (Working At)			90%		81%
3. Barriers to future attainment (for pupils eligible for PP including high ability)					
<b>In-school barriers</b> ( <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.				
<b>External barriers</b> ( <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>	

<b>A.</b>	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>B.</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.
<b>C.</b>	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.
<b>D.</b>	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.
<b>E.</b>	Increased attendance rates for PP students	Overall attendance among PP students improves to 96% in line with 'other' pupils.

## 5. Planned Expenditure - Academic Year 2018/19

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?
<b>Quality of teaching for all</b>						
A	<ul style="list-style-type: none"> <li>• Deployment of SLE in English to focus on attainment and Progress of PP students</li> <li>• Lesson visits to observe and QA Year 11 provision, with specific focus on HAPs and PP students.</li> <li>• Work trawls to check quality of work in books, with clear actions to follow.</li> <li>• Regular pupil progress meetings with staff, led by TLR holders, to ensure pupils are on track. These will occur in departmental meetings.</li> <li>• A programme of BIG LECTURES in place to support students with the poetry.</li> <li>• HPP students to receive SLE master classes (refer to English Action Plan)</li> </ul>	£15,000	<ul style="list-style-type: none"> <li>• QA records will show improvement in how we deal with underachieving pupils. Improved progress figures at PA2 and PA3.</li> <li>• Series of master classes established and running after Oct half term.</li> <li>• Mock exam results will reflect the confidence of PP pupils and staff. Results will be in line with school expectations of success at GCSE.</li> </ul>	<ul style="list-style-type: none"> <li>• One TLR meeting every 4 weeks to take place with the Principal to ensure progress is being made and to add additional scrutiny.</li> <li>• Establish and maintain a Progress Checking Master Sheet that clearly shows which pupils are the focus and their next steps. This will be reviewed fortnightly in TLR meetings and in Faculty meetings.</li> </ul>	BBO/RKI/ SST	Half termly

<p><b>B</b></p>	<ul style="list-style-type: none"> <li>• Students are selected based on an SAS score below 100 for English and/or Maths, along with reading age data.</li> <li>• Students below a reading age of 8 years complete a phonics catch up course, Fresh Start - Read, Write Inc.</li> <li>• Students with a reading age below 11 but above 8 complete an accelerated reader programme, which focussed on accuracy and speed of both reading and writing.</li> <li>• 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.</li> </ul>	<p>£150,000</p>	<ul style="list-style-type: none"> <li>• SAS scores for Year 7 students who are currently below 100 will make rapid progress to move in line with other pupils.</li> <li>• Reading ages will move in line with chronological age.</li> <li>• This will ensure that these students are able to access the school's curriculum as well ensuring success in GCSE outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• 2 Lead Practitioners and a Vice Principal for KS3 will oversee the programme.</li> <li>• Training for the delivery of the programmes to dedicated TAs.</li> <li>• External QA from TLIF - Aspire</li> </ul>	<p>TWI/NAR/ KSH</p>	<p>Half termly with SAS data and reading ages.</p>
<p><b>C</b></p>	<ul style="list-style-type: none"> <li>• Seek support with 'Direction Instruction' training and delivery from St Martins, Leicestershire to implement a series of direct instruction lessons for PP students who are struggling with literacy and numeracy.</li> <li>• Staff inset training on strategies to effectively meet the needs of PP students.</li> <li>• Faculty meeting time dedicated to tracking and planning for PP students.</li> <li>• 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</li> </ul>	<p>£26,500</p>	<ul style="list-style-type: none"> <li>• Ensure staff are well trained to deliver consistently good or better lessons ensuring they include new initiatives.</li> <li>• Training on feedback will ensure all PP students receive regular and effective feedback to ensure they can maximise their potential.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Training carefully selected to ensure they are the most effective for staff. Staff evaluation of all training sessions will be monitored.</li> <li>• Whole school regular learning walks and book scrutiny to ascertain quality of work and feedback for PP students.</li> <li>• 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.</li> </ul>	<p>DWI/ NAD/TWI</p>	<p>Provision for PP related CPD audited termly</p>

Targeted support						
D	<ul style="list-style-type: none"> <li>Rollout of PP mentoring by ADOYs</li> <li>Improved communication and engage with PP parents</li> <li>PP first for career's and aspirations guidance through NCOP programme</li> </ul>	£75,700	<ul style="list-style-type: none"> <li>Reduction in behaviour points for PP students. With the reduction of behaviour incidents ADOYS can now be deployed more proactively to pre-empt issues by going into lessons to support PP students.</li> <li>Reduction in the number of FTE and repeat exclusions for PP students</li> <li>Improved ATL scores across subjects and overall</li> <li>Improved support from parents to tackle behaviour and improve ATL.</li> <li>PP students will participate in NCOP run programmes to raise their career aspirations for further education.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor behaviour points and FTE for PP students</li> <li>Monitor ATL scores</li> <li>Initiate parental meetings to discuss progress and behaviour</li> <li>Evaluating the success of the NCOP programme</li> </ul>	HOY/ADOY NAD/TWI	Half termly
E	<ul style="list-style-type: none"> <li>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.</li> <li>50% of attendance team time spent on PP attendance.</li> <li>A hardship <b>reserve</b> 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.</li> </ul>	£36,000	<ul style="list-style-type: none"> <li>Attendance to school is crucial in order to make progress. Gaps will widen if PP students have lower attendance than their non-PP peers.</li> <li>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.</li> </ul>	<p>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.</p> <p>For form tutors to be aware of their PP students and raise concerns with attendance.</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>	Attendance team	Half termly