

4. Pupil premium Funding statement

1. Summary information					
School	The Duston School				
Academic Year	2020/21	Total PP budget	£275,825	Date of most recent PP Review	October 2020
Total number of pupils	1840	Number of pupils eligible for PP	300	Date for next internal review of this strategy	June 2021
2. Current attainment					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving 4+ in EM (2019/20)			66%	78%	
% achieving 5+ in EM (2019/20)			34%	61%	
Progress 8 score average (2019/20)			0.03	0.33	
Attainment 8 score average (2019/20)			42.26	52.62	
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 (2018/19)				
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% (2018/19) , 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 whole school 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 whole school PP students	Overall attendance among PP students improves to 96% in line with 'other' pupils.

5. Planned Expenditure - Academic Year 2020/21

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 2020/2021						
<p>A. Quality First Teaching</p> <p>Primary</p>	<p>Continual Professional Development</p> <ul style="list-style-type: none"> Ensure that all relevant staff (including new staff) have received training to deliver the new Primary Knowledge Curriculum effectively A bespoke package for coaching is used to develop staff Primary teachers are included in the whole school QA cycle. Support from the Roade English Hub in CPD and appropriate resources to improve the teaching of phonics 		<ul style="list-style-type: none"> Rosenshine's Principles of Instruction are evident Vocabulary is taught explicitly Staff model new concepts confidently using visualisers Subject knowledge is sufficient to teach the curriculum effectively Retrieval practice is used successfully to help learning 'stick' Coaching is an evidence-informed way to develop staff and is aligned with our whole school approach Teaching approaches are consistency across the school and continually improving Grant from the English Hub for the purchase of WRI phonics reading scheme to enable children to practice their phonics learning 	<p>CPD for all staff relevant staff provided by The Knowledge School's Trust – To include Leadership, Subject Leaders, EYFS and ongoing CPD for all primary staff. (2020/21 – x1 twilight and 2 full days 2021/22 x6 twilights and 1 full day curriculum review)</p> <p>All coaches have been trained by Chris Moyse and TDS has gained the Silver Coach Mark award</p> <ul style="list-style-type: none"> Director of Education and raising of standards team DfE recommended based phonics scheme and high quality CPD 	<p>KLO/SPR</p> <p>KAH</p> <p>NAD</p> <p>BMA</p>	<p>Curriculum review Spring term</p> <p>Reviewed in June</p> <p>Ongoing</p> <p>June</p>

	<p>Use of external support</p> <ul style="list-style-type: none"> • Emma Turner – leadership training • The Knowledge School's Trust • Partnership school with The Roade English Hub 		<ul style="list-style-type: none"> • High quality CPD for newly appointed phase leaders and primary SLT • Introduction of The Primary Knowledge Curriculum to align with whole school approaches alongside high quality CPD for leadership, subject leaders, EYFS and all staff • Read, Write, Inc and early reading training delivered and grant to purchase WRI phonic based books to enhance early reading provision 	<ul style="list-style-type: none"> • Consultants carefully chosen to match the emerging leadership needs of the primary phase • Primary curriculums researched by NAD/KLO – PKC aligns with whole school teaching principles and is proven in high performing schools • DfE recommended based phonics scheme and high quality CPD 	<p>KLO</p> <p>NAD/KLO</p> <p>BMA</p>	<p>Ongoing</p> <p>Spring term</p> <p>June</p>
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<p>A: Quality First</p> <p>Teaching:</p> <p>Secondary</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 • Staff briefings aimed at embedding TLAC approaches to be delivered by Deliberate Practice group, led by SST. • Increase in faculty time and faculty specific CPD to ensure that teachers' subject knowledge continually develops. • Direct Instruction for below SAS Year 7 students • QA cycle will continue in 20/21 once Covid restrictions allow.) 		<ul style="list-style-type: none"> • Lemov strategies will be evident in lessons. • Deliberate Practice CPD videos will be produced in-house and made available to staff through briefings and saved on Teams for ongoing CPD. • 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"> • Deliberate Practice group led by the principal. • 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 	<p>NAD/MJO/KAH</p>	<p>Ongoing</p>
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	<p>Continuous Professional Development</p> <ul style="list-style-type: none"> • Staff briefings aimed at embedding TLAC approaches (7 identified) • CPD programme provided via online platform to staff- NQTs will attend all sessions to ensure a thorough and informed start to the profession. • Chartered College of Teaching Membership for all NQTs to take advantage of Early Career Framework provision provided by the College. • Increased faculty time with 12 hours for all faculties providing a comprehensive, responsive programme of subject-specific CPD. • Duston Action Research Team (DART) allow staff to explore research and apply it to their own practice • Coaching is an integral part of staff performance management • Chartered College of Teaching memberships for DART members 	<p>£71,419</p>	<ul style="list-style-type: none"> • TLAC is an evidenced based approach to improving teaching. • DART looks to ensure that all practice is evidence informed and allows staff opportunities and time to develop their own 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. • Coaching is an evidence-informed way to develop staff, in alignment with our whole-school approach. Making this part of school policy builds investment with the process. 	<ul style="list-style-type: none"> • Director of Education and Raising Standards Team who oversee CPD across the school • CPD genie and Microsoft forms 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 	<p>NAD/MJO/ KAH</p>	<p>Reviewed following each CPD session and at year end to consider impact and to inform the year ahead.</p>
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Use of external support

- Chris Beeden (data consultant) focusing on Year 11 outcomes and curricular design, COVID dependent
- Richard Sutton (HMI) focusing on Year 10 outcomes and curricular design, COD dependent
- Achievement for All: Pupil Premium Program
- Brooke Weston Teaching School Alliance: SLEs Maths, English, History, Science and MFL; access to the Outstanding Teacher Programme (OTP), NPQML and NPQSL.
- Senior Leaders undertaking National pathway Masters/ NPQH courses.

£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, utilising the programmes of study from Ambition
- Sir Christopher Hatton Teaching School Alliance is available to provide additional support across a range of areas of the school, should it be required.

- 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
/KAH

External support reviewed after each visit and Heads 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 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:
 - Increased home visits
 - Increased pupil awareness of attendance
 - Closer links with EIPT to support and refer where necessary.
 - Increased family support through attendance surgeries

Increased use of home visits and collection of vulnerable students from the attendance and well-being teams

Directed time for first response calls to core parents

£24,491

£1000

- 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>67%</i>	<i>84%</i>	<i>Grade 5.5</i>
<i>Below 95%</i>	<i>39%</i>	<i>64%</i>	<i>Grade 4.4</i>

Home visits have begun to show an attendance increase of those vulnerable students. The supply of bus passes of KS4 students is being tracked and monitored for impact on individual student attendance. Maintaining first response phone call list, with home visits still taking place as 'door stop' visits due to Covid restrictions. Monitor vulnerable students from return from National Lockdown to ensure that they are all back in school and their attendance is tracked from September so all absences are actioned.

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.

Review monthly of those students by PDE with bus passes to allow fluidity across students where the need arises.

Tutors to complete referral for this. Distance from school has been tracked.

NMO/ Attendance team

PDE/NWH

Half termly

Monthly

<p>C: Embedding 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 • 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. kev speeches to 	<p>£108,095</p>	<p>Personalised 'catch up' plans for Year 11 and Year 10 post COVID. (Year group plans)</p> <p>Tailored meetings with all students in Key stage 4 whom are disadvantaged to take place in September 2020, with a bespoke programme of interventions designed on a student by student basis, above and beyond the Key stage catch up plan.</p> <p>Tutors provided for 'catch up and excel' plans, with specific focus on EBACC subjects initially (see Catch up plan)</p> <p>Staff allocated hours for funded teaching catch up outside of curriculum hours. This will be offered on a 6-10 week cycle to ensure rapid progress can be made. Students can access more than one cycle if necessary.</p> <p>Disadvantaged students to be provided with revision guides in Year 11 prior to October half term to allow a more rapid catch up programme.</p> <p>Bus passes still available on request, however, 'bike purchase scheme' to also be considered for those students who are disadvantaged.</p> <p>Review of electronic equipment for remote learning to take place regardless of unknown possibilities. This will enable the Year teams to be 'up and running' with printed resources should there be a need, and will also provide those who are most vulnerable/disadvantaged with laptops</p>	<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 / GBL</p>	<p>Half termly</p>
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<p>D. Personalised Support:</p> <p>Primary</p>	<ul style="list-style-type: none"> Phonics interventions and 1:1 reading for identified children across the primary phase Trained EYFS staff to support children's early language development using The Nuffield Early Language Programme Pastoral support for identified children 		<ul style="list-style-type: none"> 'Pinny time' used for quick fire practice of identified phonemes and targeted 1:1 daily reading can be short and not impact on the children's learning Identified children make rapid progress in their language development and can access the EYFS curriculum. Primary Senco working with PIC Manager so that programmes meet the needs of the individual child 	<ul style="list-style-type: none"> DfE recommended phonics scheme and assessments to assess and identify gaps in children's learning 12 week researched programme recommended by DfE Half termly review of support provided 	<p>BMA/LDA</p> <p>JAL/BMA</p> <p>MCA</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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<p>D: Personalised Support: Secondary</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 and knowledge organisers - £10,000</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 – £5,442</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. Tailored catch up plans for all students to be costed, each student will have met with SLT to discuss their 'wish list' needs and these will be collated into appropriate resources for students by NWH – See Covid catch up plans. PP English and Maths catch up to be offered in big lecture slots to allow students to have small group/1-2-1 tutoring outside of the big lecture programme. Hardship funding will still be available on parental request, but tailored approach will be offered Via the Key stage team approach. 	<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>TWI/NAR/KSH</p>	<p>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.
- Funding allocated to the use of specialised tutoring for underachieving PP students in maths and English in Year 11

£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.

KLO/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.

NBR/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 will have 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>	<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. • ADOY/DOY to hold 1-2-1 meetings with all PP students every 2 weeks, to monitor their well-being, academic achievements and any concerns that they may have, so that these can be addressed in a timely manner. 	<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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