

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	The Duston School
Number of pupils in school	1834
Proportion (%) of pupil premium eligible pupils	17.5%
Academic year/years that our current pupil premium strategy plan covers.	3 year plan – 2021-22 2022-23 2023 -24
Date this statement was published	October 2021
Date on which it will be reviewed	June 2022
Statement authorised by	SST
Pupil premium lead	TWI & HJO & KLO
Governor / Trustee lead	Paul Gilliam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 255,360 (to be updated following October Census)
Recovery premium funding allocation this academic year	£ 37,410 (to be updated following October Census)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 292,770

Part A: Pupil premium strategy plan

Statement of intent

Research conducted by the EEF concludes that common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.

We will ensure that all teaching staff are can identify disadvantaged pupils and are aware of strengths and areas for improvement across the school.

Principles

- Quality first teaching and effective assessment meets the needs of all pupils.
- Where appropriate, provision is made for pupils that belong to vulnerable groups including disadvantaged pupils.
- All children have access to the same extra-curricular activities.

The Duston School has 17.5% of children identified as disadvantaged. This is below the national figure of 20.8%.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Secondary

Challenge number	Detail of challenge
1	Disadvantaged students have underperformed in comparison to all other students, in particular in English, as reflected in their progress 8 score (2018/19).
2	Literacy and numeracy skills of students entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making good progress in KS3.
3	Student attitudes to learning and behaviour result in higher levels of disengagement and exclusion for PP students.
4	Attendance rates for pupils eligible for PP is at 91% (2018/19), below the national average for all pupils at 95%.

Primary

Challenge number	Detail of challenge
1	Identified groups of disadvantaged pupil's attainment is low in reading.
2	Identified groups of disadvantaged pupil's attainment is low in maths in UKS2.
3	Fewer disadvantaged pupils are accessing extra-curricular activities.
4	Attendance and punctuality issues.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Secondary

Intended outcome	Success criteria
Improved Progress 8 outcomes.	Achieve positive progress for disadvantaged pupils amongst similar schools.
Improved Attainment 8 outcomes.	Achieve national average for attainment for all pupils.
Improved Basics outcomes.	Achieve average English and maths 5+ scores for similar schools.
Improved attendance.	Improve attendance to national average for all pupils.
Increased EBacc entry.	Better national average EBacc Entry for all pupils.
Decreased exclusions and behaviour incidents.	A decrease in the number of exclusions and in line with national average for all pupils. A reduced number of behaviour incidents.
Improved destination data.	Achieve a similar proportion of Year 11 students continuing on to The Duston School Sixth Form in comparison to all other students.

Primary

Intended outcome	Success criteria
Progress in Reading	Achieve above national progress scores in KS2 reading (0)
Progress in Writing	Achieve above national progress scores in KS2 reading (0)
Progress in Mathematics	Achieve above national progress scores in KS2 mathematics (0)
Achievement in Phonics	Achieve above national expected standard in PSC
Improved attendance.	Attendance for disadvantaged pupils is above the national average for all other pupils.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44231.34

Secondary

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued development of quality first teaching through the CPD programme.</p>	<p>A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher.</p> <p>High-quality CPD improves teacher retention, particularly for early-career teachers and can also lead to increased student self-efficacy and confidence.</p>	<p>1,2,3</p>
<p>Embed deliberate practice as part of whole school teaching routines.</p> <p>Part of the whole school improvement plan is to streamline the ways in which teachers go about their daily routine.</p> <p>We will embed deliberate practice throughout the year through briefings and 2 whole staff training sessions. We will also work with departments and staff weekly on an individual level.</p> <p>Extended research and external training sessions will be ongoing throughout the process to ensure pupils receive the maximum amount of learning time.</p>	<p>Research shows that the embedding of CPD has varying effectiveness across a staff body due to the variations levels of experience of those staff members. (Lemov, Wollway and Yezzi, 2012).</p> <p>Deliberate practice is defined as 'a highly structured activity, the explicit goal of which is to improve performance. Specific tasks are invented to overcome weaknesses, and performance is carefully monitored to provide cues for ways to improve it further' (Ericsson et al., 1993, p. 368). Embedding of Deliberate practice strategies will ensure effective transitions within lesson times to maximise learning time.</p>	<p>1,2,3</p>

Primary

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To introduce a knowledge rich curriculum. Become a partnership school with the Primary Knowledge Trust and access training for all staff.</p> <p>£11, 000</p>	<p>Ofsted subject reviews suggest that the movement to discrete subjects enables children to make increased progress.</p> <p>The chosen curriculum is in place in four outstanding schools in London and meets The Duston School's approach to teaching through a knowledge rich curriculum.</p>	<p>1, 2</p>
<p>Embed the use of deliberate practice by accessing staff CPD provided by Tom Sherrington.</p> <p>£900</p>	<p>High quality CPD follows EEF Guide to the Pupil Premium - 'Ensuring that an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.</p> <p>We are a member of the English Hub and will access Read, Write, Inc training for all new staff to deliver effective phonics teaching</p>	<p>1, 2</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £124082.06

Secondary

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to develop and embed Direct Instruction lessons for all identified students.</p> <p>Identified pupils in year 7, 8 and 9 will receive 2 hours of Direct Instruction for Maths and/or English from trained specialists. This programme runs in addition to the full timetabled Maths and English lessons to compliment teaching of the full curriculum.</p> <p>Pupils may graduate from the programme, but often they will continue to receive the support depending on their progress and needs.</p> <p>Pupils' progress will be monitored against their peers to highlight the impact of this programme on closing the gap.</p> <p>£77,876.95</p>	<p>Research shows “The average effect size across all of the comparisons with Direct Instruction was .59.” (https://www.nifdi.org/research/recent-research/whitepapers/1352-a-brief-summary-of-research-on-direct-instruction-january-2015/file)</p> <p>EEF summary states “There is a great deal of evidence showing that the Direct Instruction approach can increase mathematics attainment for school-age pupils, and particularly those struggling with mathematics concepts.”</p>	<p>1,2,3</p>
<p>Over-staff the English teaching department to allow for smaller group sizes.</p> <p>Recruitment of new part-time teacher at 0.6 allocation, in addition to two teachers returning from maternity leave on 0.6 and 0.4</p>	<p>EEF summary states that reducing class size results in 3 months additional progress on average (effect size of plus 3).</p>	<p>1,2</p>

Increased teaching capacity to allow for smaller group sizes and creation of responsive intervention groups.		
£12,934.44		

Primary

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group/1:1 phonics interventions for all children who are at risk of not passing the PSC or have not reached the pass score previously.</p> <p>£10,667.36</p> <p>Phonics reading books linked to Read Write Inc phonics programme.</p> <p>£2000</p>	<p>EEF guidance on phonics concludes that ‘Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional five months’ progress.</p> <p>Assessments used effectively to identify children and target with ‘a little and often’ approach has been shown to have impact at TDS.</p> <p>The EEF Teaching and Learning Toolkit evidences that EYFS interventions improve progress by five months.</p> <p>EEF Improving Literacy Guidance recommends ‘effectively implement a systematic phonics programme’. These books will ensure that the children’s reading books match their phonics teaching.</p>	1
<p>Provide targeted teaching of mathematics for identified pupils at risk of not reaching the expected standard at the end of KS2.</p> <p>£20603.31</p>	<p>EEF Improving Mathematics in Key Stage 2 and 3 Guidance Report recommends to ‘use structured interventions to provide additional support’</p> <p>EEF Improving Literacy in KS2 Guidance recommends ‘Teach reading comprehension strategies through modelling and supported practice and to use high-quality structured interventions to help pupils who are struggling with their literacy’</p> <p>The EEF Teaching and Learning Toolkit evidences that reading comprehension strategies improve progress by six months and small group tuition improves progress by four months.</p> <p>Effective assessment to be used to identify gaps to ensure that teaching is targeted, in-line with EEF guidance.</p>	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 277,710.43

Secondary

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to make full use of the Positive Impact Centre.</p> <p>Support pupils' mental health with dedicated on site services in the Positive Impact Centre including small groups, one to ones, counselling and an alternate provision.</p> <p>£82,334</p>	<p>EEF states that 'targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects'.</p> <p>EEF states that wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.</p>	<p>3,4</p>
<p>Develop the school culture through the wider pastoral teams.</p> <p>A pastoral team of one teacher (Director of Year) and one non-teacher (Assistant Director of Year) allocated to each year group in each key stage to oversee pastoral care. These teams will coordinate tutor teams and a range of activities, such as assemblies, literacy, numeracy and PSHE to drive the school culture as laid out in the school mission statement.</p> <p>£127,361</p>	<p>EEF toolkit states that 'Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.'</p> <p>'Impacts are larger for targeted interventions matched to specific students with particular needs or behavioural issues than for universal interventions or whole school strategies. School-level behaviour approaches are often related to improvements in attainment, but there is a lack of evidence to show that the improvements are actually caused by the behaviour interventions, rather than other school interventions happening the same time.</p>	<p>3,4</p>

	Parental and community involvement programmes are often associated with reported improvements in school ethos or discipline and so are worth considering as alternatives to direct behaviour interventions.'	
<p>Reduce the number of persistent absentees through the new whole school attendance procedures and measures.</p> <p>All students to be involved in the new Attendance Stages procedure which has 5 stages of intervention and support. Specific focus on disadvantaged students. Greater number of home visits for these students.</p> <p>EWOs to receive monthly training from WPA (private attendance company) for advice and guidance.</p> <p>Second attendance audit to be completed before the end of the academic year</p> <p>£27,045</p>	<p>EEF 'wider strategies' states that good attendance means that stakeholders understand and follow all school systems to make early identification and thus interventions, ending in improvement in attendance.</p> <p>/assets.publishing.service.gov.uk-How schools are spending the funding.</p>	4
<p>Roll-out the new PP package offer to all identified students.</p> <p>All PP pupils to have a ring fenced £100, which parents can use to provide financial assistance in various identified areas. These include school uniform; Support towards trips and visits; peripatetic music lessons and a number of other options outlined in regular parental communication.</p> <p>£20,000</p>	<p>EEF wider strategies page 9</p> <p>Claire O'Keefe from 'Achievement For All' worked with The Duston School as a school improvement partner for a year consulting on support for PP.</p> <p>/assets.publishing.service.gov.uk-How schools are spending the funding.</p>	1,2,3,4

Primary

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce clear attendance procedures	Principles of an effective whole school attendance strategy - Ofsted	4

<p>and share with staff and families. Attendance staff to identify at risk pupils so that support is targeted and disadvantaged children are prioritised.</p> <p>£2416.05</p>		
<p>Lunchtime support to provide structured games to engage pupils</p> <p>£2329.40</p> <p>Support for funded extra-curricular clubs for disadvantaged pupils</p>	<p>EEF Teaching and Learning Toolkit indicates that physical activity improves progress by one month.</p> <p>Social Mobility Commissions' report 'An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility' - The evidence presented here suggests that extra-curricular activities are a positive and enriching experience for young people, promoting not only positive educational outcomes but also offering the possibility for developing a wider set of skills beyond the qualifications obtained from school.</p> <p>A key finding from this research is that opportunities to participate in extra-curricular activities is profoundly structured by socioeconomic status, with participation gaps between rich and poor households evident through the national-level analysis as well as the case study research in the four localities.</p>	3
<p>Roll-out the new PP package offer to all identified students.</p> <p>All PP pupils to have a ring fenced £100, which parents can use to provide financial assistance in various identified areas. These include school uniform; Support towards trips and visits; peripatetic music lessons and a number of other options outlined in regular parental communication.</p>	<p>EEF wider strategies page 9</p> <p>Claire O'Keefe from 'Achievement For All' worked with The Duston School as a school improvement partner for a year consulting on support for PP.</p> <p>/assets.publishing.service.gov.uk- How schools are spending the funding.</p>	3
<p>Senco to support supporting pupil's with their mental health.</p>	<p>EEF Teaching and Learning Toolkit indicates that social and emotional</p>	3

<p>Small group interventions, 1:1 sessions and support from onsite Positive Impact Centre. Working with outside agencies on staff CPD on pupils' wellbeing and mental health. £16,224.98</p>	<p>learning can increase progress by four months.</p>	
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Total budgeted cost: £ 446,023.83

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Aim	Outcome																																
<p>Continue to close the attainment gap between PP students and all other pupils, with a focus on the English element of attainment 8.</p>	<table border="1" data-bbox="667 629 1390 1010"> <thead> <tr> <th>Measure</th> <th></th> <th>2021</th> <th>2020</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Basics% – 5+</td> <td>PP</td> <td>51%</td> <td>34%</td> <td>28%</td> </tr> <tr> <td>Non-PP</td> <td>66%</td> <td>61%</td> <td>49%</td> </tr> <tr> <td rowspan="2">Basics% – 4+</td> <td>PP</td> <td>65%</td> <td>66%</td> <td>57%</td> </tr> <tr> <td>Non-PP</td> <td>77%</td> <td>78%</td> <td>76%</td> </tr> <tr> <td rowspan="2">Attainment 8</td> <td>PP</td> <td>45.0</td> <td>42.3</td> <td>38.3</td> </tr> <tr> <td>Non-PP</td> <td>54.7</td> <td>52.6</td> <td>52.3</td> </tr> </tbody> </table> <p>Achieved – The attainment gap between PP and non-PP has closed across all three headline measures in comparison to 2020.</p> <p>In 2021 PP students achieved an English attainment score of 9.8 in comparison to non-PP students who achieved an English attainment score of 11.37. This has continued to close the gap in comparison to 2020 and 2019 English attainment scores.</p>	Measure		2021	2020	2019	Basics% – 5+	PP	51%	34%	28%	Non-PP	66%	61%	49%	Basics% – 4+	PP	65%	66%	57%	Non-PP	77%	78%	76%	Attainment 8	PP	45.0	42.3	38.3	Non-PP	54.7	52.6	52.3
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<p>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.</p>	<p>Achieved - Students identified for Fast Learning in English completed the Fresh Start Phonics course and reading age measures showed they had made faster progress than chronological age. All students completing Fast Learning will continue to be timetabled for Additional English at GCSE to ensure that they continue to make progress.</p>																																
<p>Increased focus of teaching strategies to target whole school PP students, including</p>	<p>Focus on sharing best practice during remote learning via TDS Teams CPD channel and the school's action research team.</p>																																

<p>improved monitoring of PP students at an individual class level.</p>	<p>Learning walks with a focus on sharing best practice on return from remote teaching.</p> <p>Deliberate practice training briefings recorded and delivered during lockdown. This will continue to be a focus in 21/22.</p> <p>Direct instruction for below SAS year 7 students.</p> <p>Increase in faculty time and faculty specific CPD throughout the year.</p> <p>A comparison of distance from target grade for maths DI pupils compared to non-DI pupils:</p> <p>Year 7 DI: 13% off target Year 7 Non-DI: 4% off Target Year 8 DI: 17% off target Year 8 Non-DI: 4% off target Year 9 DI: 23% off target Year 9 Non-DI: 23% off target</p> <p>Of those who take maths DI we have a small sample group. However the PP scores vs non-PP scores are as follows:</p> <p>Year 7 Non-PP DI scores: 81.7% (#21) Year 7 PP DI scores: 72.03% (#13) Year 8 Non-PP scores: 62% (#5) Year 8 PP DI scores: 64% (#4) Year 9 Non-PP DI scores: 32.5% (#7) Year 9 PP DI scores: 41% (#2)</p>
<p>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.</p>	<p>PP students will have one to one meetings with key KS4 members of staff. Formally meet, once per half term to look at overcoming barriers for those students in order to improve attitudes. Application of the PP catch up strategies to support such as tutoring and careers meetings.</p>
<p>Increased attendance rates for whole school PP students.</p>	<p>Not achieved – PP attendance rates fell to 88% in the 2021/22 academic year. This was largely a consequence of the increased number of persistent absentees which has been significantly heightened through the result of lockdown periods and Covid-19 measures. This will continue to be a focus in the new academic year, where we will be working closely with students and families through our Positive Impact Centre and through our two new EWOs.</p>

Externally provided programmes

Programme	Provider
Achievement for All	Achievement for All

Further information (optional)

Please see the secondary key stage and primary catch up plans which can be found on the school website through the link below. This includes further detail on spending of the recovery premium.

<https://www.thedustonschool.org/page/?title=Catch%2Dup+Plan&pid=479>