

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	1786 (1985 including Sixth Form)
Proportion (%) of pupil premium eligible pupils	16.7%
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	November 2023
Date on which it will be reviewed	June 2024
Statement authorised by	SST
Pupil premium lead	TWI & MJO & KLO
Governor / Trustee lead	Joe McCann

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 359,760
Recovery premium funding allocation this academic year	£ 86,313
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	£ 446,073

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 pupils have access to the same extra-curricular activities.
- Positive behaviour and character are promoted throughout all aspects of the curriculum and the school.
- Additional support and intervention is put into place for those pupils that are identified as 'non secondary ready'.

The Duston School has 16.7% 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%.
5	Disadvantaged students may not have the same opportunity or experiences outside of education and therefore may lack cultural capital.

Primary

Challenge number	Detail of challenge
1	Year 1 data shows that pupils eligible for PP underperform in reading in comparisons to other pupils (2023).
2	End of Key Stage 2 assessments (2023) show that pupils eligible for PP underperform in Reading, Writing and Maths compared to other pupils.
3	Attendance for pupils eligible for PP is 93.04% and at 95.60% for other pupils (2023).
4	Disadvantaged students may not have the same opportunity or experiences outside of education and therefore may lack cultural capital.

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 scores at the end of KS2 reading 73% (2023)
Progress in Writing	Achieve above national attainment at the end of KS2 writing 71% (2023)
Progress in Mathematics	Achieve above national attainment at the end of KS2 mathematics 73% (2023)
Achievement in Phonics	TDS 78% (2023). National (2022) 75%. Pupils achieve above national attainment in the PSC.
Improved attendance.	Attendance for disadvantaged pupils is above the national average for all 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: £69,742

Secondary

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued development of quality first teaching through the CPD programme.</p> <p>The CPD programme for the 23-25 has been inspired by 'The Extended Mind' book created by Annie Murphy Paul and subsequently reviewed as part of the 'In Action Series' by Emma Turner, David Goodwin and Oliver Caviglioli.</p> <p>The focus of the whole school improvement plan for the 23/24 academic year will be 'Driving the enacted curriculum'. This will aim to drive standards in the quality and delivery of teaching, which will in turn will raise aspirations, enhance character and drive up outcomes.</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>	1,2,3
<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>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</p>	1,2,3

We will embed deliberate practice throughout the year through briefings and two whole staff training sessions. We will also work with departments and staff weekly on an individual level.	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.	
Recruitment & retention – In the 23/24 academic year we will launch our 'Wellbeing and Workload group' among staff. This consists of a team of staff members across a range of faculties. As a school we are working towards becoming an 'Investors in People Well-being school', having already gained IIP gold status and IQM flagship status.	<p>The Sutton Trust found the following: <i>'The most rigorous academic papers find consistent and significant results: having a very effective , rather than an average teacher raises each pupil's attainment by a third of a GCSE grade (0.1-0.25 Standard Deviations). The GCSE gap between poor and non-poor students is 6.08 GCSE points. Assuming this was generated over 8 GCSE subjects, if the poor student had very effective teachers (75th percentile teachers) and the non poor student had underperforming teachers (25th percentile teachers), this would reduce the gap by half, or 3.4 points'.</i> (Improving the impact of teachers on pupil achievement in the UK – interim findings - September 2011).</p> <p>Retaining our most effective teachers is crucial in supporting our disadvantaged students in improving outcomes.</p>	1,2,3

Primary KLO SPR

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed the knowledge rich curriculum by partnering with Primary Knowledge Trust and accessing high quality training for all staff and becoming a showcase PKC school.</p> <p>£5,732.40</p>	<p>The 2019 Ofsted inspection framework emphasises that pupils should be provided with the knowledge and cultural capital they need to succeed in life.</p> <p>The Education Endowment Foundation says that "a successful knowledge-rich curriculum should be designed to help pupils remember what they have been taught", through effective sequencing</p> <p>The DfE says that, taught well, a knowledge-rich curriculum: Focuses on the essential building blocks of</p>	1, 2

	knowledge required on the path from novice to expert (rather than how to 'think like an expert')	
<p>Improve teaching and learning with a focus on the use of continuous provision in Year 1 and developing the role of Teaching and Learning Lead using high quality CPD from Emma Turner - School Improvement Advisor</p> <p>£3,101.40</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>	1, 2
<p>Ensure that all staff receive high quality training on reading and that this is implemented effectively. Programme of reading CPD delivered by Christopher Such (Primary Colour Education Consultancy)</p> <p>£1,600.00</p>	<p>EEF Reading Comprehension Strategies research states - 'more studies have been conducted with primary age pupils, but the teaching of reading comprehension strategies appears effective across both primary (+6 months) and secondary schools (+7 months)'</p>	1, 2
<p>All teaching staff receive high quality CPD on the systematic teaching of phonics by using the Read, Write, Inc phonics programme effectively.</p> <p>£4,985</p>	<p>EEF Phonics research states - Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p>	1, 2

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

Budgeted cost: £91,219

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>£39,070</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>	1,2,3
<p>Over-staff the maths teaching department to allow for smaller group sizes.</p> <p>Increased teaching capacity to allow for smaller group sizes and creation of responsive intervention groups.</p> <p>£15,315</p>	<p>EEF summary states that reducing class size results in 3 months additional progress on average (effect size of plus 3).</p>	2
<p>Offer an additional period 6 session to all Year 11 students in the final three terms prior to the GCSE</p>	<p>EEF findings state 'Small group tuition has an average of four months'</p>	1,2

exams. Disadvantaged students are encouraged to attend all these available sessions through the support of mentors, tutors and subject teachers. £7,143	additional progress over the course of a year'. The EEF toolkit states 'The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.'	
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Primary

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group/1:1 phonics interventions for all children in EYFS and Year 1 who are at risk of not passing the PSC or in Year 2 have not previously achieved the pass score. £10,152 (WRI Reading Lead interventions)	Assessments used effectively to identify children and target with 'a little and often' approach has been shown to have impact at TDS. The EEF Teaching and Learning Toolkit evidences that EYFS interventions improve progress by five months.	1, 2
Targeted reading interventions for the lowest achieving 20% of each cohort in KS2. £7,444.80 (TA intervention) £2,324.84 (SLT support)	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. Effective assessment to be used to identify gaps to ensure that teaching is targeted, in-line with EEF guidance.	1, 2
Provide targeted teaching of mathematics for identified pupils at risk of not reaching the expected standard at the end of KS2. £7,444.80 (TA intervention) £2,324.84 (SLT support)	EEF Improving Mathematics in Key Stage 2 and 3 Guidance Report recommends to 'use structured interventions to provide additional support' Effective assessment to be used to identify gaps to ensure that teaching is targeted, in-line with EEF guidance.	2

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

Budgeted cost: £290,400

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 (PIC) including small groups, one to ones, counselling and an alternate provision.</p> <p>Due to the increasing need and demand within our PIC centre, we have added additional staffing. This includes an additional Assistant Principal to oversee the PIC centre, an additional deputy PIC manager, two new additional counsellors and an additional deputy SENCO.</p> <p>We have also added the role of a behaviour development co-ordinator aimed at supporting pupils who find the following challenging:</p> <ul style="list-style-type: none"> • Low self-esteem/low confidence. • Lacking social skills. • ASD and how this need presents. • Anxiety. <p>£134,498</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>EEF states that 'Both targeted interventions and universal approaches have positive overall effects (+4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required.'</p>	3,4
<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.</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>	3,4

<p>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>We have also recruited an additional KS3 behavioural associate to support with some of the behavioural challenges of our disadvantaged KS3 students who are most in need of this support.</p> <p>£64,948</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>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>	
<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>An external consultant from the WPA (private attendance company) will be employed on a two year contract for 3 days a week. They will be supporting our two internal EWOs and working with our persistent absentees.</p> <p>During the 23-24 academic year we have launched a morning breakfast club for all disadvantaged pupils.</p> <p>£36,169</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>	<p>4</p>

<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
<p>During the year, there are a wide variety of educational visits available to the students. These range from local visits within lesson time to nearby places of interest, to residential activities further afield. Disadvantaged pupils have whole school educational trips fully funded.</p> <p>£4,983</p>	<p>A student survey showed that 53.78% of students strongly agree that field trips have helped to increase their knowledge base (Rahman & Spafford, 2009).</p> <p>A 2015 study found that science-oriented field trips can improve the scores of middle school students in science tests and increase their overall proficiency in the subject matter. This biggest impact was seen on students from poor backgrounds (Whitesell, 2015).</p>	5
<p>During each academic year there will be a different termly extra-curricular offer to all students, including a variety of sports, music, gaming and arts clubs. All students are invited to attend and disadvantaged students are strongly encouraged to do so.</p> <p>A literacy club is held within at lunchtime and after school once a week. These sessions are open to all years and aim to boost overall literacy levels.</p> <p>£5,698</p>	<p>EEF states that Arts participation can have +3 months impact, whilst having a positive impact on academic outcomes.</p> <p>EEF findings state 'Small group tuition has an average of four months' additional progress over the course of a year'.</p>	1,2,5
<p>We have employed a careers lead within school two days a week to drive aspirations and careers across the entire school. This will aim to</p>	<p>The EEF toolkit warns that 'Aspiration interventions without an academic component are unlikely to</p>	1,2,5

<p>drive up aspirations of our disadvantaged pupils, whilst making pupils aware of the various opportunities they may pursue in the future and in turns raise outcomes.</p> <p>£5,540</p>	<p>narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.'</p> <p>Raising the expectations of not only students but teachers as well is key.</p>	
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Primary

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further embed attendance approach, to include no authorised holidays, increased communication of procedures with parents and that all staff identify at risk pupils so that support is targeted and disadvantaged children are prioritised.</p> <p>£2,416.05</p>	<p>Principles of an effective whole school attendance strategy - Ofsted</p>	3
<p>Sports Coach to provide a planned schedule of structured games to engage pupils and increase the range of sports and sporting opportunities.</p> <p>£6,768</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>£4600</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</p>	4

	through the national-level analysis as well as the case study research in the four localities.	
<p>Continue 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>£4600</p>	<p><u>EEF wider strategies page 9</u></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><u>/assets.publishing.service.gov.uk-How schools are spending the funding.</u></p>	3

Total budgeted cost: £ 457,361 (excluding recovery premium)

Part B: Review of outcomes in the previous academic year

Secondary

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.26 (exceeding the progress score achieved for disadvantaged pupils in 2022 at -0.33). The Attainment 8 score (which is a measure of GCSE attainment across 8 subjects) was 37.2. See [DfE guidance](#) for more information about KS4 performance measures.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

The national Attainment 8 score for disadvantaged pupils in 2022/23 was 34.9 and for non-disadvantaged pupils it was 50.2. For Progress 8, the national average score for disadvantaged pupils was -0.57 and for non-disadvantaged pupils it was 0.17. Disadvantaged students at The Duston School exceeded the national average progress and attainment for disadvantaged pupil (-0.26 progress 8 at TDS in comparison to -0.57 nationally and 37.2 attainment 8 at TDS in comparison to 34.9 nationally).

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has slightly widened since last year. The Progress 8 score of our non-disadvantaged pupils was +0.28, and the Attainment 8 score was 48.64. Our research suggests that one of the most significant contributing factors to this is the absence rates among disadvantaged pupils, this is also reflected nationally.

EBacc entry for disadvantaged pupils was 56.8%, which is significantly higher than the national average (27.7%) and slightly below that for our non-disadvantaged pupils (72.4%).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The attendance rates of disadvantaged pupils fell to 85% in the 2022/23 academic year compared to 92% for all other pupils. Although not at a desired level, this is still higher than the national average attendance rate for disadvantaged pupils (77.7%). This was

largely a consequence of the increased number of persistent absentees which was significantly heightened during the pandemic and has not since returned to pre-pandemic levels. 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 (PIC), through our two internal EWOs (Educational welfare officers) and our external EWO appointment from the WPA. The work of our EWOs in supporting our disadvantaged pupils in their attendance, through home visits, parental meetings and liaison between all involved parties has been integral in ensuring that disadvantaged pupils absence is below that for national disadvantaged pupils.

The Positive Impact Centre is an SEMH Centre supporting pupils from Year 5-Post 16. The environment is underpinned by the core values of respect, resilience and aspiration. PIC offers a firm, consistent and safe learning environment in which pupils can work on and develop their full social, emotional and academic potential. Pupils will have the opportunity to address challenges and barriers relating to their current behaviour / attitude towards school and any social setting. They will have the opportunity to adopt practical strategies, coping mechanisms, and explore different approaches to grow and develop as a confident learner.

Challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. In particular, we have seen an exponential rise in cases of self-harm, anxiety and school refusal. The impact on disadvantaged pupils has been particularly acute. 348 pupils made use of the Positive Impact Centre in 2022/23, this includes access to alternative provision, interventions, phased return support, peer mentoring, MHST, Service Six Opal project and counselling. Of the 348 pupils who had access to these facilities, 98 (28%) of these pupils were classified as disadvantaged. We have made full use of our Positive Impact Centre and our large pastoral team to support all our pupils through the academic year. This will be an on-going focus in the 2023/24 academic year.

During the 2022-23 academic year on average disadvantaged students achieved a higher number of achievement points (241 achievement points per pupil) in comparison to non-disadvantaged students (166 achievement points per pupil). Disadvantaged students do represent a higher percentage of the total number of behaviour points and exclusions in comparison to the percentage of students classified as disadvantaged. However as a national behaviour hub lead school we ensure all our students are held to the very highest standard. Behaviour incidents across the school have continued to improve with very few behaviour incidents in any given day, we also have a very clear no nonsense approach to poor/negative behaviours. Supporting the behaviour of our disadvantaged students through our pastoral systems and our Positive Impact Centre will continue to be a significant focus moving forward.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations for some areas, and we are at present not on course to achieve some of the outcomes we set out to achieve by 2023/24, as stated in the Intended

Outcomes section above. However, as a school we have aspirations to be in the top 5% of all school nationally and therefore are targets are set at an aspirational level. We will continue to strive towards these aspirational targets but we are acutely aware that the impact of the pandemic has continued to add an element of unpredictability to any given year in terms of the challenges we face.

Our evaluation of the approaches delivered last academic year indicates that work of the Positive Impact Centre has been crucial in supporting the well-being and mental health of our most in need disadvantaged students. This will continue to play a significant part of the 2023-24 strategy plan. Whilst progress has been made to support disadvantaged students with their attendance, this must continue to be a focus. We have a newly appointed Vice Principal to drive this approach in the 2023-24 academic year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

Primary

We have analysed the outcomes for our disadvantaged pupils during the 2022/23 academic year drawing on end of Key Stage 2 national assessment data and phonics screening check results.

Key Stage 2

The data demonstrated that at The Duston School, the end of key stage 2 outcomes for disadvantaged pupils in reading, writing and maths were higher than the national data. The percentage figures, next, are similar across subjects because they contain only 9 pupils. In reading, 78% of disadvantaged pupils achieved expected or above while the national attainment figure was 60%. In writing, 78% of disadvantaged pupils achieved expected or above while the national attainment figure was 58%. In maths, 78% of disadvantaged pupils achieved expected or above while the national attainment figure was 59%.

For pupils achieving the higher standard in reading and maths and greater depth in writing, a higher percentage or equivalent percentage of disadvantaged pupils achieved this standard when compared to non-disadvantaged pupils. In reading, 33%

of disadvantaged pupils achieved the higher standard and 33% of non-disadvantaged pupils also achieved this standard. In writing, 33% of disadvantaged pupils achieved greater depth compared to 17% of non-disadvantaged. Writing data was externally moderated in 2023. In maths, 44% of disadvantaged pupils achieved the higher standard compared to 25% of non-disadvantaged pupils.

The primary phase's intended outcomes were:

Achieve above national attainment scores in KS2 reading (2022 national 74%) – 78% of disadvantaged pupils at TDS achieved, at least, the expected standard. For cohort, as a whole, 82% achieved, at least the expected standard compared to 73% nationally.

Achieve above national attainment scores in KS2 writing (2022 national 69%) – 78% of disadvantaged pupils at TDS achieved, at least the expected standard. For cohort, as a whole, 79% achieved, at least the expected standard compared to 71% nationally.

Achieve above national progress scores in KS2 mathematics (2022 national 71%) – 78% of disadvantaged pupils at TDS achieved, at least the expected standard. For cohort, as a whole, 79% achieved, at least the expected standard compared to 73% nationally.

Phonics

The phonics screening check data shows that nationally 67% of disadvantaged pupils achieved the pass mark compared to 83% for non-disadvantaged pupils. For this cohort, there were 6 disadvantaged pupils, 14% of which achieved the pass mark in the phonics screening check. The characteristics of these pupils affected the disadvantaged pupils outcomes: two pupils SEND, two pupils EAL, one pupil EHA and one pupil with complex needs.

The primary phase's intended outcomes were:

Achieve above national expected standard in PSC (2022 national 75%) – 14% of disadvantaged pupils achieved the pass mark. For the cohort, as a whole, 78% achieved the pass mark compared with 79% nationally.

Attendance

For the academic year 2022/23, attendance for the primary phase was 95% which was in line with the national figure of 94%. Attendance data for disadvantaged pupils attendance was 94% with non-disadvantaged pupils at 96%.

The primary phase's intended outcomes were:

Attendance for disadvantaged pupils is above the national average for all other pupils.

– Data shows that disadvantaged pupils, at TDS's attendance was 94% with the national for all primary pupils at 94%.

Based on all the information above, the performance of our disadvantaged pupils mostly met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

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>