

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	Dallam School
Number of pupils in school	949
Proportion (%) of pupil premium eligible pupils	12.99%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	14/09/2021
Date on which it will be reviewed	05/09/2022
Statement authorised by	J Fuller (Deputy Headteacher)
Pupil premium lead	K Forsyth
Governor / Trustee lead	A Gerrard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112,212.50
Recovery premium funding allocation this academic year	£17,037.50
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	£129,250

Part A: Pupil premium strategy plan

Statement of intent

At Dallam school, we value the individual circumstances of all students but are acutely aware that those entitled to pupil premium funding may be at a disadvantage when compared to their peers. We have sought to identify patterns across the cohort but it has become apparent that we cannot simply categorise our students; each situation is unique and each child has their own strengths and barriers. Therefore, we have built an action plan that addresses the need to tailor interventions and support to the individual.

Our overarching objective is to equip students with the essential tools to access and succeed in all areas of the school curriculum. In its endeavour for excellence, Dallam school feels it is vital to adopt a blended approach when supporting pupil premium students: a healthy balance between academic support and pastoral intervention is paramount to building rounded citizens who have the capacity to function effectively, making positive contributions to society once they leave school. It is the school's responsibility to identify and remove barriers at the earliest opportunity in order to prevent possible negative implications for the future. We aspire to ensure that those categorised as being 'disadvantaged' do not feel this way and are placed in a stronger position as a result of our on-going support.

Challenges

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

Challenge number	Detail of challenge
1	PP students' performance is lower than that of their peers. The gap was narrowing but, with the implications of the pandemic, the gap has begun to widen again.
2	PP boys perform significantly lower than girls and the rest of their peers.
3	Attendance of PP students is lower than that of their peers.
4	Behaviour statistics suggest PP students make poor choices more regularly than non-PP students. Reward statistics also imply that they are not rewarded as regularly as non-PP students.
5	Parents of PP students can be sometimes be more difficult to engage than parents of non-PP students and they are not always confident in their own ability to support academic studies.

6	Fewer PP students access academic courses Post 16 than non-PP. Aspirations are more limited than in non-PP.
7	Fewer PP students access wider opportunities in school, including careers/enrichment/extra-curricular offerings.

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.

Intended outcome	Success criteria
PP students perform more in line with their peers.	<p>P8 scores of PP are improved and are more in line with All students.</p> <p>P8 score of boys is more in line with PP girls.</p> <p>P8 score of upper ability PP pupils improves.</p>
Curriculum models support T&L of PP students.	<p>PP Pupil Profiles are in place with staff actively using them to support their planning and teaching of PP students.</p> <p>HoF review cycles highlight tailored teaching of PP students as a strength.</p> <p>Curriculum booklets consider needs of PP students and Sol are developed in light of this.</p> <p>Visible learning principles have a tangible impact on PP performance.</p> <p>Home learning supports PP performance.</p> <p>One to one tutoring supports PP pupil progress.</p> <p>Literacy and numeracy standards in PP students are improved.</p>
Pastoral support of PP students is effective.	<p>Attendance records demonstrate improvements in attendance.</p> <p>Where attendance is an issue, support models are in place for reintegration and curriculum support at home.</p> <p>Issues with attendance or behaviour are quickly acted upon and reduced/resolved.</p> <p>PP mentor liaises with PP pupils, parents and staff to remove/address barriers to learning. One to one meetings are held with pupils throughout each progress review period.</p> <p>PP students living in serious deprivation are identified and strategies implemented to support/improve daily school life – i.e. breakfast voucher scheme.</p>

	<p>Increased number of students accessing CANW support where needed.</p> <p>Behaviour and reward statistics show improved attitude and engagement between PR1 and PR3.</p>
<p>Improve PP participation/engagement rates in enrichment activities.</p>	<p>Career mentorship programme is set up, with year 9 pupils actively engaged with local businesses and workforces.</p> <p>Increased rates of attendance at lunchtime/afterschool clubs, working lunches, visits, career opportunities, with PP students being personally invited and letters sent home.</p> <p>Career interviews prioritise PP students.</p> <p>Post 16 initiatives actively prioritise PP students.</p> <p>Opportunities are shared with parents/carers, leading to higher rates of participation.</p> <p>A centralised system for recording participation rates is set up.</p>

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: £18500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff participate in visible learning training.</p>	<p>EEF Guidance Report: Effective Professional Development</p> <p>“Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.”</p> <p>The mechanisms that make up effective PD can be split into 4 groups:</p> <ul style="list-style-type: none"> A. Build knowledge B. Motivate staff C. Develop teaching techniques D. Embed practice 	<p>1,2</p>
<p>Discuss barriers to progress and strategies at RAP/dept meetings/LMM meetings.</p>	<p>HoF are well placed to support the identification and removal of barriers for PP students. They will support with aspects C and D above with their roles allowing them the capacity to monitor impact and enact change across the department.</p> <p>EEF Guidance Report: A school’s guide to implementation.</p> <p>“One of the characteristics that distinguishes effective and less-effective schools, in addition to what they implement, is how they put those new approaches into practice. Often, individuals and schools that implement well tend to do so by instinct, or what might be called common sense. Unfortunately, good implementation occupies a rarefied space of ‘uncommon common sense’, with too few explicit discussions of the characteristics and qualities that make it effective.”</p> <p>Through working with HoF and discussion at LMM, there will be greater opportunities for thorough and well-</p>	<p>1,2,3,4,5,6,7</p>

	<p>considered approaches to be implemented in faculty areas. Providing time for discussion and action at RAP meetings will also support a whole school culture of improving the outcomes of disadvantaged students.</p>	
<p>Create and disseminate PP Pupil Profile sheets to all staff.</p>	<p>In the EEF Guidance report, it places emphasis on the importance of managing behaviour by developing extensive knowledge of pupils and their triggers.</p> <p>“Understanding a pupil’s context will inform effective responses to misbehaviour.</p> <p>Every pupil should have a supportive relationship with a member of school staff.”</p> <p>Therefore, Dallam appointed a pupil premium mentor to liaise on a personal level with all PP students. It is allowing the school to develop detailed, insightful pupil premium profile sheets, outlining numerous aspects which could influence each child’s behaviour at school. These are shared with staff so that all have an in-depth awareness of every member of the disadvantaged cohort.</p> <p>The role of the PP mentor also develops communication channels with parents, allowing them to have regular contact with school.</p>	1,2,3,4,5,6,7
<p>Attend DC meetings with other local schools to share best practice.</p>	<p>Research points to the positive influence of inter-school collaboration on teachers and teaching, with practitioners reporting an increased motivation to engage in professional dialogue with their colleagues, knowledge mobilisation and a general shift towards more learning-oriented and enquiry-based cultures in schools that have been collaborating (Stoll, 2015). There is also evidence of inter-school collaboration facilitating curriculum development and problem-solving (Ainscow et al., 2006)</p>	1,2
<p>Create an evidence based research/strategy booklet to disseminate to all staff.</p>	<p>Using an evidence based approach can support knowledge and pedagogy of all members of the teaching body. Using the EEF as the main basis for this booklet will equip staff with a multitude of innovative T&L ideas, while enabling them to trial proven methods that can potentially reduce the attainment gap</p>	1,2

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

Budgeted cost: £65,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provide one to one tuition sessions to PP students.</i>	EEF research highlights one to one tuition can improve attainment by up to 5 months. This was implemented in the previous academic year with some tangible success.	1,2
<i>Revision guides supplied for all subjects.</i>	Educational researcher, John Dunlosky, found practice testing and distributed practice to be two of the most effective revision strategies. Dallam intends to use revision guides and workbooks as a method to combine both these approaches to independent study. Supplying revision guides for all learners will also support remote learning and those who have a lower than desired attendance rate, as they can be used at home to plug gaps in knowledge and build confidence with subject material.	1,2,3
<i>Devise an updated PP departmental action plan.</i>	As stated by the EEF, “research has found that disadvantaged pupils have been worst affected by partial school closures, and that the attainment gap has grown as a result of national lockdowns. The economic impact of Covid-19 has also led to higher numbers of pupils qualifying for pupil premium. It is therefore more important than ever that school strategies focus on support for disadvantaged pupils.” Each department has an increased need to ensure they are able to identify, monitor and provide timely support of pupil premium students in order to remove the additional barriers they now face.	1,2
<i>Secure additional staffing in English and Maths, reducing average group sizes at KS4 and offering</i>	EEF research demonstrates that smaller group sizes has a positive influence of up to 2 months progress. Literacy small group intervention class – Focus on reading comprehension skills. EEF project suggests 6 month progress	1,2

<i>intervention opportunities at KS3.</i>	when undertaking reading interventions such as these.	
<i>Introduce breakfast clubs and form time numeracy and literacy support -i.e. Bedrock vocabulary, reading support activities, mathematics - for PP students (many who are also marked as SEN). Led by peers/sixth form subject ambassadors and TAs.</i>	Peer tutoring was measured by EEF to have high impact, raising attainment by up to 5 months. The new findings suggest that, when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment. (EEF, 2014)	1,2
<i>Provide technology/equipment to support blended learning within classrooms.</i>	The digital divide refers to the economic, educational, and social inequalities between those who have computers and online access and those who do not. However, over the past year, our understanding of what the digital divide refers to has evolved. At the start of the pandemic the term was used to describe students who did not have access to devices at home; in more recent months we've seen more reports about connectivity and data causing issues in remote learning. For many students the main issue is digital literacy as well as lack of access to internet and technology. (BettFest, 2021)	1,2,3,4

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

Budgeted cost: £30000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Hold termly mentor meetings with PP students, update PP profiles and disseminate info to all staff. PP mentor closely monitor behaviour and attendance stats, developing intervention strategies where possible.</i>	In the report, 'Preventing dropout in secondary schools', evidence suggests that to engage pupils and improve pupils at an individual level, improvement in attendance at an individual level, there is greater efficacy when the pupils have one point of call when in school. This person can build productive relationships with students and recognise concerning signs, leading to more timely intervention and support.	1,2,3,4,5

<p><i>PP mentor and attendance officer to meet on a regular basis to monitor, discuss and support pupils with attendance issues. Find new strategies improve attendance and engage parents/carers with school.</i></p>	<p>In a study conducted by NFER, focusing on the power of attendance, it was suggested that “on average, the association between being absent from school and KS4 outcomes is worse for disadvantaged pupils than their more affluent peers. The difference is small but statistically significant. For example, if a disadvantaged pupil missed six weeks of school at KS4, their P8 score would be predicted to be an additional 0.05 lower than a more affluent pupil with the same absence rate.”</p>	<p>3,5</p>
<p><i>Identify pupils living in serious deprivation and increase funding to canteen balances, enabling them to purchase breakfast.</i></p>	<p>Robert Halfon from the Education Select Committee stated: “An epidemic of educational poverty, mental health, safeguarding hazards, a digital divide and child food insecurity has also been precipitated by the pandemic. We know that the coronavirus has accelerated the gap between left-behind pupils and their better-off peers.” As a school, we wish to remove any barrier we can and feel that offering nourishment at the start of the day will pay dividends to the emotional, social and physical health of disadvantaged students. This should, in turn, support their capacity to concentrate on their studies.</p>	<p>1,2,3,4</p>
<p><i>Consider CANW referrals on a fortnightly basis.</i></p>	<p>Disadvantaged students are at an increased risk for developing mental health problems (Roeser, Eccles, & Freedman-Doan, 1999; Sameroff, Seifer, & Bartko, 1997), which may then act as a further barrier to academic achievement (Adelman & Taylor, 2006). This has been exasperated by their experiences during the pandemic.</p>	<p>3,4,5,7</p>
<p><i>Send termly letters to PP parents advising them of the enrichment & career opportunities available in school.</i></p>	<p>EEF Research: Parental engagement projects demonstrate an additional 4 months of progress for students. Engagement with the arts projects have shown an improvement of 2 months progress.</p>	<p>5,6,7</p>
<p><i>Run a business mentorship programme for year 9 PP students.</i></p>	<p>Although aspiration interventions had unclear impact, according the EEF, this is perhaps due to an insufficient evidence base. At Dallam, we believe it is vital to explore future pathways and raise aspirations in order to foster a culture, where pupils endeavour to succeed and are driven by their ambition. By providing these opportunities</p>	<p>5,6,7</p>

Organise a PP monitoring/advisory visit.	This will enable Dallam school to assess the efficacy of current provisions and identify areas where we can improve and further support our disadvantaged students.	1,2,3,4,5,6,7
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Total budgeted cost: £113,500

This leaves a remaining amount of £15,705. This will be considered for faculty based initiatives, which will be discussed on a half termly basis.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Spending Overview:

<u>Staffing Expenditure</u>	
Staffing (incl. on costs):	
Deputy Headteacher - SLT oversight (10%)	10,095.00
Head of English - Leadership & Management (10%)	7,548.00
English Faculty Intervention Classes Year 10 & 11 (0.37 FTE)	20,029.92
Pupil Premium Administrator SCP4	13,548.00
Retention of 7 Teaching Groups in Year 11 - Core Subjects (0.66 FTE)	37,001.69
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	88,222.61
<u>Other Expenditure:</u>	
Fleet Tutors One to one tuition	5,657.00
Counselling – CANW	10,000.00
Accelerated Reader - Annual Software Package	1,160.00
Accelerated Reader - Year 7,8 & 9 Licences @ £6.00 per head	516.00
SISRA - Annual Software Package	1,495.00
Revision Guides	1,364.90
Sundries - Hoodies, Art Materials, Music Tuition, Food Tech Ingredients	2,067.79
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	22,260.69

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

Due to COVID-19, performance measures have not been published for 2020 to 2021; therefore much of the review focuses on anecdotal evidence and in-house data systems/analysis.

GCSE Outcomes:

	Art	Biology	Business Studies	Chemistry	Combined Science	Combined Science	Computing	Drama	English Lang	English Lit	Food Tech	French	Geography	Health+SC	History	Maths	Media Studies	Music	PE	Physics	Technology	RS Full	Spanish
All	0.13	-0.09	-0.14	0.03	0.27	0.27	-0.12	0.35	0.17	-0.06	1.27	0.36	0.71	0.43	0.08	0.19	-0.11	1.06	-0.44	0.05	0.48	0.71	-0.02
Boys	-0.419	-0.761	-0.824	-0.306	0.217	0.217	-0.411	-0.130	-0.462	-0.784	-0.162	-0.003	0.435	-1.078	-0.454	-0.123	-0.098	0.209	-1.118	-0.306	-0.127	-0.572	-0.479
Girls	0.390	0.095	0.151	0.120	0.321	0.321	0.684	0.767	0.605	0.432	1.670	0.443	0.950	0.558	0.449	0.410	-0.157	1.489	0.541	0.145	1.491	1.050	0.146
PP	0.286	-1.088	-0.515	-1.588	0.025	0.025	n/a	-0.984	0.150	0.019	0.350	0.548	-0.014	0.474	0.381	-0.378	0.472	1.208	-2.255	-1.588	-1.067	0.517	-0.215
SEN E	0.247	n/a	n/a	n/a	1.700	1.700	n/a	0.577	-0.162	-0.162	0.247	n/a	4.753	0.247	1.377	0.400	n/a	0.577	2.973	n/a	3.973	n/a	n/a
SEN K	n/a	n/a	n/a	n/a	0.468	0.468	0.153	-0.316	-0.563	-0.381	0.150	1.477	-0.052	-1.013	1.537	-0.002	0.427	0.165	-1.942	n/a	-0.738	n/a	-0.655
U	0.249	-0.326	-0.215	-0.190	-0.470	-0.470	-0.193	0.761	0.026	-0.169	0.381	0.079	0.595	0.059	-0.013	0.010	-0.548	0.786	-0.252	-0.190	0.152	0.456	-0.365
M	0.008	1.395	-0.044	1.395	0.628	0.628	0.362	0.037	0.476	0.149	1.655	0.883	0.829	0.660	0.209	0.427	0.140	1.330	-0.601	1.538	0.771	1.091	0.715
L	0.103	n/a	0.457	n/a	0.815	0.815	n/a	-0.708	-0.384	-0.384	1.692	n/a	0.586	0.750	0.372	0.266	0.517	0.577	-0.568	n/a	0.485	n/a	0.617
U1	-0.072	-0.682	-0.191	-0.468	-1.277	-1.277	0.371	0.581	-0.125	-0.313	2.165	-0.092	0.228	0.053	-0.056	-0.261	-0.558	1.733	-0.927	-0.754	-0.269	0.503	-0.484
U2	0.350	0.298	-0.236	0.298	-0.358	-0.358	-0.852	0.991	0.133	-0.067	-0.333	0.150	0.935	0.061	0.017	-0.531	0.597	0.064	0.798	0.392	0.408	-0.219	-0.484
M1	0.026	1.351	-0.127	1.184	0.608	0.608	0.362	-0.127	0.467	-0.004	1.979	0.535	0.773	0.628	0.278	0.562	0.059	0.764	-0.818	1.351	0.783	0.571	0.416
M2	-0.016	1.660	0.166	2.660	0.652	0.652	n/a	0.233	0.490	0.365	1.377	1.318	0.929	0.674	0.080	0.236	0.241	2.273	-0.220	2.660	0.746	1.415	1.614

Subjects PP outperformed their peers: Art, English Literature, French, Health and Social Care, History, Media Studies, Music. These departments will be encourage to share best practice during academic year 2021/22.

Reduced group sizes in core subjects and KS4 intervention groups

Outcomes suggest these strategies had a positive impact on the progress of PP students. English, maths and science all demonstrated an improvement in results when compared with the previous year.

Subject	Yr9 PR1 P8	Yr9 PR2 P8	Yr9 PR3 P8	Yr10 PR1 P8	Yr10 PR2 P8	Yr11 PR1 P8	Yr11 Predict1 P8	Yr11 Predict2 P8	Yr11 CAGs P8	2019 P8	2020 P8
Whole School	-1.62	-1.19	-1.01	-0.89	-0.73	-0.60	-0.33	-0.19	0.24	-0.18	0.22
Art	-1.73	-1.39	-1.56	-0.35	-0.31	-0.68	-0.43	-0.28	0.13	0.07	0.92
Biology	-2.80	-0.97	-0.88	-0.48	-0.29	-0.27	-0.03	-0.22	-0.09	0.07	0.27
Business Studies	-0.82	-0.82	0.01	-1.23	-1.05	-1.11	-1.00	-0.77	-0.14	-1.07	0.01
Chemistry	-2.70	-0.95	-0.75	-0.52	-0.25	-0.19	0.01	-0.20	0.03	-0.31	-0.06
Combined Science	-1.54	-0.75	-0.52	-0.55	-0.18	-0.18	-0.16	-0.17	0.27	-0.07	0.15
Computing	-1.84	-1.69	-1.30	-0.57	-0.65	-1.11	-0.45	-0.58	-0.12	0.13	0.27
Drama	-3.24	-2.34	-2.03	-1.75	-1.60	-0.49	-0.73	0.12	0.35	-0.57	0.03
English Lang	-1.99	-1.75	-1.56	-1.66	-1.48	-1.02	-0.63	-0.43	0.17	-1.03	-0.18
English Lit	-1.99	-1.75	-1.56	-1.57	-1.50	-1.01	-0.64	-0.52	-0.06	-0.54	-0.32
Food Tech	-0.94	-1.22	-1.05	-0.52	-0.51	-0.49	-0.63	-0.33	1.27	0.93	0.92
French	-1.91	-1.91	-1.80	-1.47	-1.24	-0.16	0.15	0.30	0.36	-0.29	-0.14
Geography	-1.81	-1.69	-1.43	-1.04	-0.94	-0.63	-0.12	0.47	0.71	0.03	0.21
Health+SC	-3.05	-0.42	-0.08	-0.10	0.01	-0.44	-1.07	-0.43	0.43	0.93	2.79
History	-1.74	-1.52	-0.77	-0.52	-0.59	-0.28	-0.08	0.09	0.08	0.07	0.27
Maths	-1.24	-1.11	-0.99	-0.66	-0.65	-0.77	-0.39	-0.14	0.19	-0.22	0.19
Media Studies	-3.25	-2.71	-2.27	-2.02	-1.76	-0.32	-0.23	0.08	-0.11	1.34	0.45
Music	-1.15	-0.88	-0.55	-0.40	-0.40	-0.13	-0.33	-0.33	1.06	0.97	0.07
PE	-0.57	-0.61	-0.49	-0.71	-0.61	-0.65	-0.91	-0.46	-0.44	0.78	1.10
Physics	-2.64	-1.01	-0.65	-0.40	-0.21	-0.17	0.03	-0.20	0.05	-0.21	0.00
Technology	-1.58	-1.42	-1.30	-1.20	-1.39	-0.58	0.10	0.21	0.48	0.42	0.62
	-1.37	-1.56	-1.17	-1.28	-1.49	-1.16	-0.59	-0.59			
RS Full	-1.08	-0.64	-0.86	-0.59	-0.04	0.26	0.27	0.66	0.71	n/a	n/a
Spanish	-2.25	-1.94	-1.66	-1.49	-1.15	-0.68	-0.01	-0.06	-0.02	-0.01	0.35

One to one tuition:

All 25 year 11 PP students were offered the opportunity to undertake one to one tuition in English and Maths. 13 PP students opted to participate and, of these, 69% achieved their target, or above, in the subject they received tuition for.

141 PP students across years 7-11 were offered this opportunity. 78 of these participated. Parent and student feedback suggested the sessions were of variable value; some were highly regarded and found to be beneficial, while others were not so engaging or effective. Impact, and whether learning has a sustained impact, will be measured through the current year's progress periods, in HoF discussions and in the identification of PP students of concern.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
National Tuition Programme	Fleet Tutors
Accelerated Reading	Renaissance Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We provided all pupils eligible for PP with the same offers for opportunities – regardless of being identified as FSM/E6 or SPP – unless there were specific provisions requested by individual staff members.
What was the impact of that spending on service pupil premium eligible pupils?	Only 1 SPP in year 11 and they opted not to participate in one to one tuition. This pupil was successful in their GCSE outcomes though and clearly benefited from smaller classes in their core subjects.

