Pupil premium strategy statement – January 2024

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	1022
Proportion (%) of pupil premium eligible pupils	13.6% (see table below)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	3 Years (1 year remaining)
Date this statement was published	14/09/2021
Review Date – Lead	22/11/2023 – Mrs. K. Forsyth:
Review Date – Governor / Trustee lead	18/12/2023 – Mrs. E. Fraser

PP Numbers

2023 to 2024

Year Group	No	PP	Not PP	%PP
Year 07	151	21	130	13.9%
Year 08	172	29	143	16.9%
Year 09	173	28	145	16.2%
Year 10	204	26	178	12.7%
Year 11	183	23	160	12.6%
Year 12	68	4	64	5.9%
Year 13	71	8	63	11.3%
	1022	139	883	13.6%

2022 to 2023

Year Group	No	PP	Not PP	%PP
Year 07	173	24	149	13.9%
Year 08	179	30	149	16.8%
Year 09	201	26	175	12.9%
Year 10	202	24	178	11.9%
Year 11	175	15	160	8.6%
Year 12	83	8	75	9.6%
Year 13	74	3	71	4.1%
	1087	130	957	12.0%

Funding overview

Detail	2023 to 2024
Pupil premium funding allocation this academic year	£116,955
Recovery premium funding allocation this academic year	£37,260
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	£154,215

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 2021 to 2022
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	Engagement of parents of PP students.
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.	P8 scores of PP are improved and are more in line with All students. P8 score of boys is more in line with PP girls. P8 score of upper ability PP pupils improves.
Curriculum models support T&L of PP students.	PP Pupil Profiles are in place with staff actively using them to support their planning and teaching of PP students. HoF review cycles highlight tailored teaching of PP students as a strength. Curriculum booklets consider needs of PP students and SoL are developed in light of this. Visible learning principles have a tangible impact on PP performance. Home learning supports PP performance. One to one tutoring supports PP pupil progress. Literacy and numeracy standards in PP students are improved.
Pastoral support of PP students is effective.	**Attendance records demonstrate improvements in attendance.** **Where attendance is an issue, support models are in place for reintegration and curriculum support at home.** Issues with attendance or behaviour are quickly acted upon and reduced/resolved. 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. PP students living in serious deprivation are identified and strategies implemented to support/improve daily school life – i.e. breakfast voucher scheme. Increased number of students accessing CANW support where needed. **Behaviour and reward statistics show improved attitude and engagement between PR1 and PR3.**
Improve PP participation/engagement rates in enrichment activities.	Career mentorship programme is set up, with year 9 pupils actively engaged with local businesses and workforces. (Year 2) Increased rates of attendance at lunchtime/afterschool clubs, working lunches, visits, career opportunities, with PP students being personally invited and letters sent home. Career interviews prioritise PP students. (Year 2) Post 16 initiatives actively prioritise PP students. (Year 2) Opportunities are shared with parents/carers, leading to higher rates of participation. (Year 2) A centralised system for recording participation rates is set up. (Year 2)

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: **£70, 500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff participate in visible learning training.	EEF Guidance Report: Effective Professional Development "Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap." The mechanisms that make up effective PD can be split into 4 groups: A. Build knowledge B. Motivate staff C. Develop teaching techniques D. Embed practice	1,2
Discuss barriers to progress and strategies at RAP/dept meetings/LMM meetings.	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. EEF Guidance Report: A school's guide to implementation. "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 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." Through working with HoF and discussion at LMM, there will be greater opportunities for thorough and well-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.	1,2,3,4,5,6,7
Create and disseminate PP Pupil Profile sheets to all staff.	In the EEF Guidance report, it places emphasis on the importance of managing behaviour by developing extensive knowledge of pupils and their triggers. "Understanding a pupil's context will inform effective responses to misbehaviour. Every pupil should have a supportive relationship with a member of school staff." 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. The role of the PP mentor also develops communication channels with parents, allowing them to have regular contact with school.	1,2,3,4,5,6,7
Attend DP meetings with other local schools to share best practice.	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)	1,2
Create an evidence-based research/strategy booklet to disseminate to all staff.	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	1,2

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

Budgeted cost: £17, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide one to one tuition sessions to PP students.	EEF research highlights one to one tuition can improvement attainment by up to 5 months. This was implemented in the previous academic year with some tangible success.	1,2
Revision guides supplied for all subjects.	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
Devise an updated PP departmental action plan.	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
Secure additional staffing in English and Maths, reducing average group sizes at KS4 and offering intervention opportunities at KS3.	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 when undertaking reading interventions such as these.	1,2

Introduce breakfast clubs and form time numeracy and literacy support -i.e. Bedrock vocabulary, reading support activities, mathletics - for PP students (many who are also marked as SEN). Led by peers/sixth form subject ambassadors and TAs.	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
Provide technology/equipment to support blended learning within classrooms.	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: £27, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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
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.	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."	3,5
Identify pupils living in serious deprivation and increase funding to canteen balances, enabling them to purchase breakfast.	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.	1,2,3,4
Consider CANW referrals on a fortnightly basis.	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.	3,4,5,7
Send termly letters to PP parents advising them of the enrichment & career opportunities available in school.	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.	5,6,7
Run a business mentorship programme for year 9 PP students.	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	5,6,7
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

Total budgeted cost: £115, 000

Any remaining funds will be used to support individual faculty initiatives and necessary resources (£1955).

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Spending Overview

PP Strategy Year 2: 2022/23
Specifics:

Income	
Pupil Premium Funding	121,215.00
Recovery Premium Grant	36,708.00
	157,923.00
Expenditure	
Pupil Premium	
Leadership & Management	19,016.55
Teaching Staff	45,219.60
Support Staff	35,072.74
Recovery Premium	
Leadership & Management	2,335.87
Teaching Staff	0.00
Support Staff	0.00
	101,644.76
Other Expenditure 2022/2023	
Pupil Premium	
Counselling	22,575.00
Tutor Chase	15,750.00
Tuition	3,580.00
Catering	1,049.30
Revision Guides	5,293.43
Education & Psychology Services	1,500.00
Sundries (Music Tuition)	6,818.29
	56,566.02
Total Expenditure	158,210.78
Balance	-287.78

PP Strategy Year 1: 2021/2

Income	
Pupil Premium Funding	143,336.00
Recovery Premium Grant	18,541.00
	161,877.00
Expenditure	
Pupil Premium	
Leadership & Management	17,130.83
Teaching Staff	74,945.41
Support Staff	20,277.25
Recovery Premium	
Leadership & Management	9,522.96
Teaching Staff	21,210.96
Support Staff	0
	143,087.41
Other Expenditure 2021/2022	
Pupil Premium	
Counselling	10,750.00
Fleet Tutors	0
Revision Guides	4,783.63
Sundries	3,803.08
	19,336.71
Total Expenditure	162,424.12

Impact of pupil premium activity

Data Year 2: 2022/23

2019: Gap between PP and ALL = -1.037
2020: Gap between PP and ALL = -0.304
2021: Gap between PP and ALL = -0.308
2022 Gap between PP and ALL = -0.5
2023 Gap between PP and ALL = -0.51

The gap between PP and ALL pupils has upheld improvements from previous years but it has not closed further this year.

Overall PP results are slightly lower than in 2021/22 with a P8 score of –0.77 compared to –0.72 in the previous year; however, this is in line with the school's overall drop in P8 score from –0.22 in 2021/22 to –0.26 in 2022/23.

There was an improvement in the number of subjects where PP students outperformed their peers. Last year PP performed less successfully in all subjects; this year, the P8 scores for PP were better than P8 scores for ALL in Computing, French, Health and Social Care, Music, PE and Spanish. This is a marked improvement from the previous year.

There was a significant improvement in P8 scores for PP students across a range of subjects within the curriculum: Biology, Chemistry, Combined Science, Computing, English Language, English Literature, Food Technology, French, Geography, Health and Social Care, History, Maths, Music, PE and Physics.

One to one tuition with Tutor Chase supported improvements in PP students in English and Maths.

In Maths, prior to participation in tuition, 71% were below their target grade. 58% of students made progress of at least 1 grade from the start of tuition (mock exam results) to their final grade. 16% of students achieved at least 1 grade above their target grade. 37% of students achieved their target grade in the final exam. Of the PP students who did not choose to participate, 71% did not achieve their target grade.

In English, prior to participation in tuition, 79% were below their target grade. 68% of students made progress of at least 1 grade from the start of tuition (mock exam result) to their final grade. 32% achieved at least one grade above their target grade. 53% of students achieved their target grade in the final exam. Of the PP students who did not choose to participate, 71% did not achieve their target grade (1 of these students did not take English but, instead, passed their Functional Skills to access college).

1 pupil worked with Fleet Tutors (a different tuition company). She passed English but not Maths but did not meet her target grade.

Data Year 1: 2021/22
2019: Gap between PP and ALL = -1.037
2020: Gap between PP and ALL = -0.304
2021: Gap between PP and ALL = -0.308
2022 Gap between PP and ALL = -0.5
Clear improvement since last set of formal exams (2019) and the gap is narrowing but not as quickly as required. Impact of Covid has been minimised where possible – hence the gap has not widened as PR2 and PR3 were suggesting but has decreased instead.

Key Concern: PP students performed less successfully than their peers in all subjects.

Intervention Impact:
One to One Tuition: During academic year 2020/21, all PP students were offered one to one tuition under the NTP programme. 19 of this cohort accepted the opportunity but 7 of these pupils opted out of the sessions once they began. 75% of the pupils who participated for the full programme gained a positive P8 score in English, Maths or both.

Reduced class sizes in core subjects: 43% of PP students gained positive P8 residuals in English, Maths or both. Both English and Maths showed improvements in P8 scores since 2019 exams, which suggests there could be a correlation between class sizes and progress.

Attendance Data

Year 2: 2022/23

Year		Term 1	Term 2	Term 3
Target	All	95	95	95
Actual	PP	83.0	83.7	74.1
	All	90.6	90.9	90.7
Year 7	PP	88.9	87.9	84.3
	All	94.2	94.1	93.5
Year 8	PP	81.1	81.9	74.4
	All	89.2	91.3	98.7
Year 9	PP	76.5	78.7	56.6
	All	90.3	92.1	90.1

Year		Term 1	Term 2	Term 3
Year 10	PP	93.5	92.2	91.2
	All	89.7	88.6	86.4
Year 11	PP	89.2	89.6	82.7
	All	85.3	85.7	n/a
Year 12	PP	91.7	94.7	94.4
	All	94.5	94.6	92.1
Year 13	PP	82.0	88.9	92.1
	All	91.6	91.4	91.3

Year 1: 2021/22

Year		Term 1	Term 2	Term 3
Target	All	95	95	95
Actual	PP	91.3	85.2	83.2
	All	95.3	91.4	89.9
Year 7	PP	88.8	87.2	85.4
	All	92.2	90.4	90.2
Year 8	PP	87.5	85.6	86.1
	All	92.8	92.0	91.6
Year 9	PP	82.2	80.3	78.9
	All	91.0	89.6	89.1

Year		Term 1	Term 2	Term 3
Year 10	PP	85.8	84.1	82.2
	All	91.2	89.5	88.4
Year 11	PP	90.2	89.4	82.1
	All	91.3	90.6	83.4
Year 12	PP	95.0	92.2	88.9
	All	94.1	93.2	91.1
Year 13	PP	85.8	84.2	77.3
	All	89.6	88.9	81.9

Attendance figures highlight PP as an area for concern compared to their peers. Year 9 has the greatest difference in figures – current year 10 cohort – and will, therefore, require additional support this academic year. KFO to liaise with AWI and VLS to see if school can build a strategy to support with completion of work/catch up and reintegration processes in school.

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

2022/23

Tutor Chase: One to one remote tuition and **Fleet Tutors**: One to one remote tuition for 1 school refuser

2021/22

None Used

Service pupil premium funding

Measure	Details 2022/23	Details 2021/22
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. All were offered the opportunity for revision guides, calculators, funded enrichment opportunities and visits, uniform, equipment and music lessons.	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. All were offered the opportunity for revision guides, calculators, funded enrichment opportunities and visits, uniform, equipment and music lessons.
What was the impact of that spending on service pupil premium eligible pupils?	Outcomes for PP students remained stable and improvements from previous years were upheld. Further improvements in outcomes were not secured on a whole cohort level but individual subjects showed increased levels of performance of PP/SPP students.	In terms of outcomes, only 1 pupil was SPP and she refused the offer of one-to-one the previous year. However, small class sizes in English supported her (funded by PP). She also benefited from revision guides.