



Pupil Premium Strategy Statement

2021 to 2022 (Part A)



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	Denton Community College
Number of pupils in school	1383
Proportion (%) of pupil premium eligible pupils	39% (416 Y8-11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2019 - 2022
Date this statement was published	15th September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mr G Rule
Pupil premium lead	Mrs S Graham
Governor / Trustee lead	Mr J Cooper

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£546,340
Recovery premium funding allocation this academic year	£106,760
Pupil premium funding carried forward from previous years	£48,600
Total budget for this academic year	£701,700

Pupil Premium Strategy Plan

Statement of Intent

At Denton Community College, we are very much aware of an ever-growing body of evidence documenting 'best practice' surrounding the use of Pupil Premium. There is a growing body of evidence within both our own community and the wider education world on the use of the Pupil Premium. Therefore, for 2020-2022, we have once again reviewed the ways in which we are planning, budgeting, reviewing and then measuring the impact of our allocation. Firstly, we continue to access the growing body of evidence provided by the Educational Endowment Foundation:

<https://educationendowmentfoundation.org.uk/evidence/teaching-learningtoolkit>

Secondly, we have accessed and reviewed documents from the DfE and OFSTED:

'The Pupil Premium, How schools are spending the funding successfully to maximise achievement.' OFSTED (2013).

'The Pupil Premium, How schools are using the Pupil Premium to raise achievement for disadvantaged pupils.'

OFSTED (2012). *'Evaluation of Pupil Premium Research Report'* Department for Education (July 2013)

This evidence base has allowed us to formulate a set of principles to guide our use of the Pupil Premium:

- We will ensure that Pupil Premium funding is spent on the target group.
- We are aware that within our target group there are a diverse range of needs – both existing and emerging.
- We will maintain high expectations of the target group.
- We will thoroughly analyse which pupils are under-achieving and endeavour to work out why.
- We will use evidence to allocate funding for big-impact strategies.
- We will be relentless in our pursuit of high quality teaching, not interventions to compensate for poor teaching.
- We will use achievement data to check interventions are effective and make adjustments where necessary.
- We will have a senior leader with oversight of how Pupil Premium funding is being spent.
- We will ensure that teachers know which pupils are eligible for Pupil Premium.
- We will endeavour to demonstrate impact.

We will have a named governor who will oversee and challenge our use of the Pupil Premium.

Our catchment covers a wide spectrum of deprivation. We serve some of the most deprived areas (when compared against national – 2019/2020 data). With this in mind, we analyse, in detail, our Pupil Premium cohort in an attempt to identify common barriers and any local issues.

A significant proportion of our work centres on monitoring the progress of our cohort and our ability to act quickly and address emerging needs. We recognise that our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our most able and most talented students form part of our Pupil Premium Cohort.

Our staffing is a key area of our intervention strategy. Identified staff are tasked with identifying barriers and reviewing progress through our data check points. We rely heavily on our Heads of Year, Heads of Subject, Special Educational Needs Coordinator and Form Tutors to identify emerging needs and deliver interventions.

At the heart of everything that we do is quality first teaching and learning. We do not want our interventions to be required to make up for anything less than quality teaching and learning. By continuing our relentless drive to maintain and improve the quality of teaching and learning, we expect to further improve the outcomes of all the students at Denton Community College and this will be demonstrated through our 'headline' figures. We aim to identify skills gaps, and address them, as early as possible.

Our aim is to extend and enhance the provision to all pupils in order that the disadvantages experienced in society by some of our pupils do not provide barriers to their educational attainment.

To raise attainment and narrow the gap between our Pupil Premium and non-Pupil Premium students, we will be working towards ensuring their progress and attendance is at least good. This year we are focusing on the following:

- Effective tracking of progress data to ensure timely intervention
- Continuing to raise attendance of pupils
- Extension of the alternative provision offer
- Raising aspirations through working with local universities and bespoke careers guidance

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Please note that these challenges are not ranked.

Challenge Number	Details of Challenge
1	Poor literacy skills with a focus on subject specific vocabulary and opportunity for oracy
2	Academic confidence and resilience, leading to improved outcomes and the closure of gaps
3	Attendance of PP students
4	Aspiration and ambition, no family history of tertiary education and with this a lack of aspiration towards attending leading universities
5	Parental engagement, parents of disadvantaged students are not represented at school events such as parents evening, in proportion to other parents
6	Lack of engagement with extra-curricular activities and Key Stage 4 exam preparation

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 Outcomes 2021-2022	Success Criteria
Remove barriers, enabling students to develop vocabulary that allows them to express their knowledge and understanding.	Improved oracy seen within the classroom, increased reading in KS3 measured by uptake in the use of the school library and the use of borrowbox from Tameside library.
Reduction in attainment gap in English and mathematics	Gaps closed in attainment for PP students in line with or better than National figures. Evidenced through public examinations and formal assessments at KS4
Improved rates of progress across all year groups for all PP students monitored termly by progress leads for KS3 & KS4	Percentage of PP students making progress at least matches that of other students. Evidence from calendared data entry points termly.
Increase attendance rates for PP students across all year groups	Reduce the attendance gap between PP and other students. Evidenced through attendance figures captured on sims monthly. Previous data shows KS4 as the initial priority.

Raised aspiration	Demonstrate improved engagement with extra-curricular activities and Key Stage 4 exam preparation. Internal exams and data systems used to track progress
Raised ambition	Demonstrate increased uptake of careers advice and activities by PP students. Uptake in engagement with Higher Educational visits and tours. All PP students to partake in one to one careers guidance. Evidenced through NEET figures.
Increase attendance of parents at school events and parents evenings for PP students. Events to include KS4 and options evenings, risk assessments allowing.	Percentage of PP parents attending parents evening at least matches that of other students. Evidenced through data captured at parent evenings by school cloud

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

Budget cost: £ (180000)

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
<p>Additional staffing: A part time maths specialist in mathematics</p> <p>Extra staffing hours in English also provide delivery and support to the engage curriculum.</p> <p>Recruitment of experienced science teachers.</p>	<p>Recruitment of specialist maths and english teachers within the engage curriculum. We employ one (0.6) teacher of maths to deliver both functional skills and GCSE. We have additional hours within English to ensure that the students are also taught by a specialist in both functional and GCSE.</p> <p>Science recruitment in order to introduce Triple Science in KS4 hence raising aspirations. Recruitment of an experienced HOD to the science department adds extra leadership capacity.</p> <p>Support and retention of 7 first year and 14 second year early career teachers, with extra time provided within their timetable, one to one subject mentoring and support to enable them to access external training.</p>	1,2,4
<p>Additional support staff (including maths HLTA, numeracy and literacy intervention staff, KS4 intervention manager, assistant SENCO, Teaching Assistant support and inclusion manager)</p>	<p>Maximises outcomes for students (4+ English and Maths) and supports progression routes.</p> <p>Supports and engages students at all levels within the curriculum, leading to improved attendance and achievement.</p> <p>Supports the development of literacy and numeracy which raises attainment across the curriculum.</p>	1,2,3,4,5
<p>Professional development of all staff through the Nation College</p> <p>CPD priorities: Safeguarding</p>	<p>CPD to ensure effective and improving teaching that meets the needs of our school priorities .</p>	1,2,4

Behaviour interventions Reading for comprehension/ teaching reading Oracy, closing the vocabulary gap Ofsted framework MPQ qualifications(East Manchester Hub)	CPD that ensures all staff stay abreast of recent research regarding Pupil Premium, to ensure maximum outcomes for PP students.	
Opening and staffing of the school library during form time.	Raising the profile of reading within school and improved uptake of the use of the library throughout KS3.	1

Targeted Academic Support

Budget cost: £ (65000)

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
Progress leads of KS3 and KS4	Ensures organisation and monitoring of the Pupil Premium action plan, tracks progress at KS3/KS4, ensures focus on quality first teaching and learning.	2,4,5
Baseline testing for years 7 and 8	Effective use of baseline data in school ensures the earliest possible interventions. These standardised tests are comparable to KS2 SATs exams and provide detailed and individualised information of students' prior knowledge and understanding.	1,2
Use of data (staffing and software)	Effective use of data in school ensures the earliest interventions for individuals to maximise student outcomes	1,2,3,4
General Resources (including revision guides and classroom support materials)	Ensures all students have equal access to the curriculum by having the correct resources and classroom support to aid raised attainment.	1,2
TA resourcing, training and support for Read, Write, Inc	Maximises outcomes for students in all curriculum areas by supporting the development of literacy skills.	1
National tutoring program	Breakfast tutoring using virtual tutors to deliver in- school support in maths, english and science to identified KS3 students.	1,2,4,5
School - led tutoring	DFE program, using tutors sourced by the school to provide small group tuition in maths, English, science, humanities and MFL	1,2,4,5
GCSE POD	Ensures all students can access subject-specific content and revision materials, providing exam success.	2,4
Rewards allocated by the progress leads for PP	Raises aspirations for all, raises self-esteem and celebrates successes.	2,3,4,5
Magic breakfast club	Ensures all students start the day with a good breakfast, promotes punctuality and good attendance and ensures students are ready to learn.	2,3,5,6

Tameside library online access	Tameside library access through the app Borrow Box for all Year 7 students to enable all students to focus on reading.	1
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Wider Strategies

Budget cost: £ (221000)

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
Pastoral staffing (including Attendance Officer, Heads of Year, Assistant Heads of Year, Child Protection Officer, Family Intervention Worker, Education Welfare Officer).	Provides pastoral guidance and supports the emotional well-being of students. Provides parental engagement and support. Oversees and tracks attendance, behaviour and inclusions.	3,5,6
Alternative curriculum (Additional staffing to provide the engage and achieve curriculum at KS4, City in the community CITC, college placements, Active Tameside, Commando Joe).	Ensures students with particular challenges remain in education and secure post 16 provision.	1,2,3,4,5,6
Enrichment/support for visits (including funding the Scholars Programme and instrumental lessons)	Raising aspirations for all, raising attainment and broadening student experiences	2,4,5,6
Careers (Positive Steps career guidance, university trips, workplace visits, year 10 work experience).	Improving the quality of students' lives through the delivery of careers in the curriculum and effective careers guidance.	4,5,6
Text messaging service - Percent of money	Promotes engagement with families and supports safeguarding.	5,6
Uniform, shoes and equipment	Supports students with their readiness for school and boost self-esteem	3,5
Counselling Services (onsite counselling service)	Supports the mental health and wellbeing of students	2,3,4,5
Primary Engagement / Transition (LEP, summer school)	Ensures a positive start to secondary school for students, building confidence and resilience.	1,2
Class Charts (software/ App)	Improves parental engagement. Immediate parental knowledge of behaviour, rewards, attendance and punctuality.	3,5,6

Total budgeted cost: £ (466000)