



Pupil Premium Strategy Statement

2021 to 2022 (Part B)



Review of outcomes in the 2020 to 2021 academic year

Pupil Premium Strategy Outcomes

In the academic year 2020/21 Denton Community College received £935 for each eligible pupil. The total pupil premium funding received by the College was £533,205.

Core Targets for 2020 – 2021

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.

Below are the priorities, targets, strategies and specific support that have been identified to ensure that our pupils are not disadvantaged by their individual circumstance.

Priorities

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

Suggested Spending 2019-2021

Spend	Rational	Impact
Additional staffing (including maths, English and science teachers, Higher Level Teaching Assistant in maths, numeracy and literacy intervention staff, KS4 intervention manager, Assistant SENCO, Teaching Assistant support and Inclusion manager).	Maximises outcomes for students (4+ English and Maths) and supports progression routes. Supports the development of literacy and numeracy which raises attainment across the curriculum.	Outcomes of the KS4 Pupil Premium Students were: PP 58.7% (75.5%) Grade 4+ in Maths PP 66.3% (81%) Grade 4+ in English PP 52.9% (73%) Grade 4+ in English and Maths Gaps were below the national average.
Pastoral staffing (including Attendance Officer, Heads of Year, Assistant Heads of Year, CP officer,	Provides pastoral guidance and supports emotional wellbeing of students. Provides parental engagement and support. Oversees	Attendance of Pupil Premium students was 81.64% compared with 90.60% non PP. With the worst performing year groups at

<p>Family Intervention Worker, Education Welfare Officer).</p>	<p>and tracks attendance, behaviour and inclusions.</p>	<p>KS4. This pattern continues with Y10 (87.75%) and Y11 (84.96%)</p> <p>EWO created attendance plans for 84 students, 73 of which were vulnerable students. 95% of these vulnerable students showed an improvement in their attendance over the last term.</p> <p>Exclusions increased, however the majority of these were for willful and repeated transgression of protective measures implemented by the college as a result of the reopening of schools. The college followed operational guidance issued by the DFE in relation to managing the risk of serious illness from the spread of the COVID 19 virus. Consequently Exclusion rates are not comparable to the previous year due to the change in exclusion criteria.</p>
<p>Pupil Premium Progress Leads (TLR) (x2)</p>	<p>Effective use of data in school ensures the earliest possible interventions.</p> <p>Ensures organisation and monitoring of Pupil Premium action plan, tracks progress at KS3/KS4, ensures focus on quality first teaching and learning.</p>	<p>Percentage of Students who met NAG - 90%</p> <p>Percentage of PP Students who Met NAG - 87%</p> <p>Percentage of Students at 4+ Eng/Maths - 66%</p> <p>Percentage of PP students 4+ -53%</p> <p>Percentage of Students at 5+ eng / Maths 39%</p> <p>Percentage of PP Students 5+ Eng / Maths 29%</p> <p>Average ATT 8 - 44</p> <p>Average PP ATT 8 - 39</p>
<p>Alternative curriculum (Additional staffing to provide the engage and achieve curriculum at KS4, City in the community CITC, college placements, Active Tameside, Commando Joe).</p>	<p>Ensures students with particular challenges remain in education and secure post 16 provision</p>	<p>85% of alternative provision students were Pupil Premium.</p> <p>Through the engage curriculum, 60% students gained GCSE qualifications in Maths and English alongside the Pearson BTEC, personal growth and wellbeing, the iDEA computing qualification, Duke of Edinburgh award and further qualifications in first aid and food hygiene, none of which would have been achieved if they had not been supported via this pathway.</p>
<p>Enrichment/support for visits (including funding the Brilliant Club and instrumental lessons)</p>	<p>Raising aspirations for all, raising attainment and broadening student experiences</p>	<p>86% of students achieved a 1st or 2:1 grade on their final assignment, this was a 40% increase on the previous year. 100% of this year's cohort stated they had a greater understanding of why and how students study at university. They also felt confident that they themselves would succeed at university. PP students attained an average</p>

		grade of 2:1, which was the national average for the programme
Baseline testing for years 7 and 8	Effective use of data in school ensures the earliest possible interventions. Analysis of data used to inform the recovery curriculum.	Standardised tests in years 7 & 8 ensured the scaled scores enabled setting in maths and english and provided insight into the gaps in knowledge of each individual student.
Use of data (staffing and software)	Effective use of data in school ensures the earliest interventions for individuals to maximise student outcomes	All middle leaders are trained to use SISRA to enable early intervention. Historical outcomes were used with current data in order to moderate TAGs. FFT demonstrated the three year trend.
General Resources (including revision guides and classroom support materials)	Ensures all students have equal access to the curriculum by having the correct resources and raise attainment	Revision guides and other resources provided for students. PP 58.7% (75.5%) Grade 4+ in Maths PP 66.3% (81%) Grade 4+ in English PP 52.9% (73%) Grade 4+ in English and Maths
Training	Ensures all staff stay abreast of recent research regarding Pupil Premium, to ensure maximum outcomes for students	Staff training in virtual platforms and Google Classroom were invaluable during lockdown to ensure all students had the same provision and no one disadvantaged. 71% of students across all year groups accessed home learning during lockdown. They demonstrated full engagement or completed all task set. Less than 10% showed no engagement. This data was then used by form tutors to re-engage students and inform parents
Careers (Positive Steps career guidance, university trips, work place visits, year 10 work experience).	Ensures students with particular challenges remain in education and secure post 16 provision	Pupil Premium students are able to access a 1:1 careers guidance interview, enabling them to make informed post-16 choices. NEET figures to follow November 2021
Text messaging service	Promotes engagement with families	Parental engagement increased during lockdown. Form tutors made daily contacts through phone calls, texts and email.
Uniform, shoes and equipment	Supports students with their readiness for school and boost self esteem	Students receiving the uniform grant were less worried about coming to school. Less negative behaviour logs for uniform.
Counselling Services (onsite counselling service)	Supports the mental health and wellbeing of students	64% of students seen by the counsellor were Pupil Premium.

TA resourcing, training and support for Read, Write, Inc	Maximises outcomes for students by supporting the development of literacy skills	66% of the Pupil who accessed RWI last year were PP students Despite the disruption of lockdowns and isolation, 100% of PP students improved their reading and spelling with 78% of those returning to mainstream English lessons, as their scores were in the average range.
Primary Engagement / Transition (LEP, summer school)	Ensures a positive start to secondary school for students, building confidence and resilience.	DCC Summer School (2 nd August -13 th August) - 189 Year 6 students attended the 2 weeks summer catch up provision. 41% FSM, 98% retention over the 2 weeks. The HAF (Holiday Activity Fund) programme recruited 149 students over a 4 week period of activities.
GCSE POD	Ensures all students can access subject specific content and revision materials	GCSE POD usage at KS4 was
Rewards allocated by the progress leads for PP	Raises aspirations for all, raises self-esteem and celebrates successes	Due to the pandemic, positive events awarded to students in 2020/21 showed a significant decrease on previous year. The rewards system has now been reviewed and Be DCC rewards have been implemented. Initially this looks to have had a remarkable impact with negative incidents down by 48%
Breakfast Club	Ensures all students start the day with a good breakfast, promotes punctuality and good attendance and ensures students are ready to learn	Students are now starting their day punctually and with a good breakfast. 65%(826) of the cohort are in receipt of breakfast club food items per week. 100% of PP students in the college receive take home packs every half term distributed via Year groups.

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 which ones are popular in England.

Programme	Provider
Brilliant Club	NTP
Engage curriculum, ASDAN provision L1 in coaching	City in the community
Alternative curriculum	Active Tameside Broadstones School Ltd
Re-engagement of targeted year 8 boys (Attendance, behaviour, punctuality focus)	Diane Modahl Foundation
LAC tutoring	CVS specialist tutor Randstad
In school mentoring	Commando Joe

Priorities to adopt in 2021-2022

We will ensure quality first teaching and learning in all subjects for our most vulnerable Pupil Premium students.

The Assistant Headteacher with responsibility for the progress of Pupil Premium students will identify those that are a high priority after each quality assurance cycle. The progress information will be shared with the Pupil Premium Progress Leads and the relevant Heads of Subject.

We will ensure that the parents of Pupil Premium students are prioritised regarding parents' evening communications and non-attendance is followed up with personal progress conversations regarding their child.

Parents of Pupil Premium students will be provided with strategies to support their child at home.

All Pupil Premium students will be prioritised with regards to receiving careers interviews and post-16 applications to raise their aspirations and clarify future pathways. We will ensure every Pupil Premium student has attended at least one college open day.

We will promote and track attendance during extended study for Pupil Premium students in the core subjects of English, mathematics and science.

The progress of Pupil Premium students will be a standing agenda item in all Senior Leader Team meetings as well as their link meetings with Heads of Subject.

We will strive to remove barriers to learning and provide the necessary resources where appropriate (IT, Revision Guides and Internet Access).

We will support positive mental health and resilience in our most vulnerable students and refer them to agencies if necessary.

We will maintain a priority focus on Pupil Premium students as part of our quality assurance processes (e.g. learning walks, student voice, book looks and work scrutiny).

The Assistant Headteacher with responsibility for the progress of Pupil Premium students will prioritise the monitoring of tracking data and projected grades in subjects where underachievement occurred in 2021.