



Pupil Premium Strategy Statement

2022 to 2023 (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	1390
Proportion (%) of pupil premium eligible pupils	40.8% (455 Y8-11) 58.9% Female 41.1% male
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2019 - 2022
Date this statement was published	20th September 2022
Date on which it will be reviewed	September 2023
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	£560,478
Recovery premium funding allocation this academic year	£39,531 (April 22 - August 22)
School Led Tutoring Grant	£83,498 (Inc. estimate of £38,745 Sept - March 23)
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£683,507

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 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	To raise literacy skills in line with peers, with a focus on subject specific vocabulary and opportunity for oracy.
2	To raise numeracy levels in year 7 in line with the national average and ensure rapid progression in line with peers.
3	To improve the attendance of PP students.
4	To increase the engagement of disadvantaged students in extracurricular activities and trips, leading to an increase in wider experiences.
5	To increase parental engagement opportunities of disadvantaged students, ensuring achievements and rewards are celebrated.
6	To raise the attainment of PP students in all subjects.

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 2022-2023	Success Criteria
Remove barriers, enabling students to develop vocabulary that allows them to express their knowledge and understanding.	Improved oracy seen within the classroom, reduce the percentage of disadvantaged students working below their chronological age.
Reduction in numeracy attainment gap of transitioning year 7 PP students.	Gaps closed in attainment for numeracy levels for PP students in line with or better than National figures. Evidenced through formal assessments.
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 ambition and aspiration	Demonstrate increased uptake of careers advice and improved engagement with extra-curricular activities with an uptake in

	engagement with Higher Educational visits and tours by disadvantaged students. 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.	Percentage of PP parents attending parents evening at least matches that of other students. Evidenced through data captured at parent evenings by school cloud .
Improved rates of progress across all year groups for all PP students monitored termly by progress leads for KS3 & KS4	Percentage of disadvantaged students making progress at least matches that of other students. Evidence from calendared data entry points termly. Gaps closed in attainment for PP students in line with or better than National figures. Evidenced through public examinations and formal assessments at KS4.

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
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils	Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. EEF toolkit	1,2,6
Professional development on evidence-based approaches. Recruitment and retention of teaching staff. Mentoring and coaching.	Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Effective professional development	1.2.6
Provide additional staffing to support the delivery and breadth of curriculum to the Engage (Year 10) and Achieve (Year 11) curriculum.	Small group interventions with subject specialists are known to be effective. Research from NFER states that teacher quality is important to student's learning and particularly benefits disadvantaged students.	1,2,3,4,6
Provide additional support staff to ensure intervention that supports all students but puts PP students first.	Maximises outcomes for students and supports progression routes. Supports and engages students at all levels within	1,2,3,4,5,6

	<p>the curriculum, leading to improved attendance and achievement.</p> <p>Supports the development of literacy and numeracy which raises attainment across the curriculum.</p> <p>Reduces NEETs.</p>	
KS3 maths curriculum to continue to develop a mastery approach in partnership with the White Rose maths hub.	<p>Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers know how mathematics can be most effectively taught, as they know the ways in which students learn mathematics and the difficulties and misconceptions they are likely to encounter.</p> <p>Improving mathematics in Key Stages 2 and 3</p>	2,6

Targeted Academic Support

Budget cost: £ (65000)

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
Leadership of pupil premium, which involves the appointment of two progress leads of KS3 and KS4	<p>Ensures organisation and monitoring of the Pupil Premium strategy and interventions across the curriculum. They track progress at KS3/KS4 and ensure focus on quality first teaching and learning.</p> <p>Using your pupil premium funding effectively</p> <p>SELECTING INTERVENTIONS Evidence insights</p>	3,5,6
Deployment of teaching assistants at key points of the day, supporting literacy and numeracy interventions and assessment.	<p>EEF identifies that teaching assistant interventions help low attaining students overcome barriers to learning, reducing the gap between their peers. Evidence shows that when TAs deliver targeted interventions, the impact is greater on progress compared to everyday classroom environments.</p> <p>Teaching assistant interventions.</p>	1,2,6
Targeted intervention for disadvantaged students through funding provided for the School Led Tutoring programme. The grant covers 60% of the funding with school covering the remaining 40%.	<p>DfE tuition guidance document states that tutoring can have a positive impact on pupils' academic progress, Evidence suggests that compare to their peers, pupils that receive small group tuition may make on average, 4 months additional progress. This is likely linked to receiving more feedback, being more engaged and completing work tailored to their needs.</p> <p>The DfE document also states that tutoring can also build resilience and that tuition is particularly effective when there is good communication between the tutor and pupil.</p>	1,2,6
Reading tests used to identify gaps in reading and comprehension .	<p>Effective diagnosis of reading difficulties is vital in identification of possible solutions, ensuring that intervention is timely and appropriate to the individual student.</p>	1,6

Reading intervention programme implemented to support KS3 students significantly below expected reading age, with a particular focus on disadvantaged and SEND students.	The average impact of intervention is an additional six months' progress over the course of a year. Improving literacy in secondary schools	1,6
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 through question level analysis. EEF document states, diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into learning, adding to the richness of the information teachers hold about their pupils. Diagnostic assessment tool.	1,2,6
Use of data (staffing and software)	Effective use of data in school ensures the earliest interventions for individuals to maximise student outcomes	1,2,3,6
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.	1,2,6
TA resourcing, training and support for Read, Write, Inc	Maximises outcomes for students in all curriculum areas by supporting the development of literacy skills.	1,6
Engaging with the National tutoring program to provide tutoring throughout summer school and year 7 transition. A significant proportion of the students identified will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, or both. EEF- one to one / small group tuition	1,2,6
Deployment of core heads of subject during pastoral time to deliver targeted interventions to identified hard to reach PP students.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, or both. EEF- one to one / small group tuition	1,2,3,6
Purchase of Seneca learning, GCSEpod, Sparx maths to provide additional support and embed independence and resilience.	Ensures all students can access subject-specific content and revision materials, providing exam success.	4,5,6
Rewards allocated by the progress leads for PP	Raises aspirations for all, raises self-esteem and celebrates successes.	4
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. EEF - Magic Breakfast Club research.	3,4,5

Wider Strategies

Budget cost: £ (220000)

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
Expansion of the attendance team to include 2 Attendance Officers, Child Protection Officers, Family Intervention Worker, Education Welfare Officer and SW	<p>Students need to attend school regularly to benefit from their education. Missing lessons leaves children vulnerable to falling behind. Year on year data evidences that students with poor attendance tend to achieve less.</p> <p>Class 2022 results showed students with less than 90% attendance performed, on average -0.64 of a grade below their peers. Those less than 80% performed, on average -1.13 grades below their peers.</p>	3,4,5
Expansion of the pastoral team, with the addition of three behaviour managers in place to support those students at risk of suspension and reduce the number of negative behaviour incidents	<p>Universal behaviour systems are unlikely to meet the needs of all students. For students with more challenging behaviour, the approach should be tailored to individual needs.</p> <p>EEF- Improving behaviour in schools</p>	3,4,5
Positive rewards system to promote positive and healthy behaviours, increase self-esteem.	<p>The EEF document below states that reward systems can be effective when part of a broader classroom management strategy.</p> <p>Class charts has developed parental engagement through immediate parental knowledge of behaviour, rewards, attendance and punctuality.</p> <p>EEF- Improving behaviour in schools</p>	5
External providers to be used to support alternative provision: City in the community CITC, Tameside college placements, Active Tameside KS3 & KS4 GMAP	<p>Ensures students with particular challenges remain in education and secure post 16 provision. Re-engagement of KS3/4 students.</p> <p>https://www.mancity.com/community https://gma-provision.co.uk</p>	1,2,3,4,5,6
An increase in the wider curriculum opportunities available to disadvantaged students which include University enrichment from the Scholars Programme, to wider educational trips throughout all years and instrumental lessons.	<p>Research shows that focusing on wider experiences both in and outside the classroom helps support students facing socio-economic disadvantage, thus developing the individual beyond the classroom which leads to raised aspirations for all and broadening student experiences.</p> <p>Against the odds report. Gov.uk</p>	3,4,5
Careers lead to continue to work with and build successful external	EEF's current research shows that having the right careers education is key to ensuring young people know all the	4

<p>partnerships, building upon the careers curriculum.</p>	<p>options available to them, and are able to make informed decisions regarding subject choices, apprenticeships and college or university courses. We know that encounters with the world of work and careers support at school improve earnings and employment prospects for young people.</p> <p>Working partnerships: GM Higher careers service Positive Steps career guidance Tameside College Ashton sixth form college Greater Manchester Combined Authorities Hotel & school partnership Lincoln Chambers barristers</p>	
<p>Promote parental engagement and communication with disadvantaged families</p>	<p>Research shows that communicating with parents through text messaging can have a positive impact on parental engagement. Parental engagement has an impact on progress in school, particularly students with low prior attainment.</p>	<p>4,5</p>
<p>Support students' readiness for school</p>	<p>Support for disadvantaged families with uniform, shoes and equipment. This removes any obstacles to learning and raises self esteem.</p>	<p>3,4,5</p>
<p>Counselling Services (onsite counselling service) The Right Angle, Tutor trust counselling service.</p>	<p>Supports the mental health and wellbeing of students</p>	<p>3,4,5</p>
<p>Primary Engagement / Transition (LEP, summer school)</p>	<p>Ensures a positive start to secondary school for students, building confidence and resilience.</p>	<p>1,2,6</p>