



# Pupil Premium Strategy Statement



## 2022 to 2023 (Part B)

### Review of outcomes in the 2021 to 2022 academic year

#### Pupil Premium Strategy Outcomes

In the academic year 2021/22 Denton Community College received £935 for each eligible pupil. The total pupil premium funding received by the College was £546,340.

#### Core Targets for 2021 – 2022

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 2021-2022

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 43.8% <b>(76.6%)</b> Grade 4+ in Maths PP 42.9% <b>(76.6%)</b> Grade 4+ in English PP 32.4% <b>(69.6%)</b> Grade 4+ in English and Maths
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 82% compared with 87% non PP. An increase on the previous year’s PP figures.

<p>Family Intervention Worker, Education Welfare Officer).</p>	<p>and tracks attendance, behaviour and exclusions.</p>	<p>With the worst performing year group being Y10 (88%) EWO created attendance plans for 67 students, 51 of which were vulnerable students and 32 year 10 students.</p> <p>With the implementation of a new behaviour policy last year, which raised expectations and standards of behaviour expected by students, there was a rise in FTE. However, as the year progressed we started to meet the various different challenges that students were trying to push these boundaries. When they have been met with the same consistent approach, FTEs have seen a gradual decrease from a peak in March.</p>
<p>Pupil Premium Progress Leads (TLR) (x2)</p>	<p>Effective use of data in school ensures the earliest possible interventions. Ensures organisation and monitoring of Pupil Premium action plan, tracks progress at KS3/KS4, ensures focus on quality first teaching and learning.</p>	<p>KS3 interventions included breakfast tutoring through the NTP ( National Tutoring Programme). 57% of identified PP students attended with an average 70% attendance. Two thirds of these students stated they felt more confident in their tutored subjects and 80% felt the sessions had improved their progress overall.</p> <p>KS4 interventions included school-led tutoring, which was a focus for year 10 students. This after school, targeted tuition involved 88% of the PP cohort. Average attendance was 70%.The programme was initially 15 weeks, however, some students attended an extension period of 10 further weeks tuition. Student Voice and Staff voice reported motivation was high with 68% of students maintaining or improving their grade. 44% improved by a grade or more.</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. Through the engage curriculum, 100% 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>74% of the Scholars Programme were target pupils hitting at least one of the criteria of PP, parents with no history of higher education or living in a deprived area. Pre and post assessments showed our students increased their academic writing skills by 9% compared to the national average of 3% and their sense of belonging in education increased by 19% compared to the national average of 3%. 54% of students achieved 1st or 2:1 in their assignment (43% from PP students). Submission rate for assignments from our cohort was 90% which was 9% higher than national. This year was the first year of 8s experiencing the programme which requires them to work at GCSE standard.</p>
<p>Baseline testing for years 7 and 8</p>	<p>Effective use of data in school ensures the earliest possible interventions. Analysis of data used to inform the recovery curriculum.</p>	<p>Standardised tests in years 7 &amp; 8 ensured the scaled scores enabled setting in maths and english and provided insight into the gaps in knowledge of each individual student, aiding the development of the recovery curriculum in maths and english.</p>
<p>Use of data (staffing and software)</p>	<p>Effective use of data in school ensures the earliest interventions for individuals to maximise student outcomes</p>	<p>All middle leaders are trained to use SISRA to enable early intervention.</p>
<p>General Resources (including revision guides and classroom support materials)</p>	<p>Ensures all students have equal access to the curriculum by having the correct resources and raise attainment</p>	<p>Revision guides and other resources provided for students.</p>
<p>Staff CPD</p>	<p>Ensures all staff stay abreast of recent research regarding teaching and learning to ensure maximum outcomes for students</p>	<p>Training provided over the academic year included the implementation of a recovery curriculum. A concentration on subject specific vocabulary in line with EEF research. Throughout the year the impact of implementation of the recovery curriculum was reviewed by heads of subjects. The introduction of Class charts included whole school training, revisiting behaviour, rewards, expectations and attendance. External training was provided to all staff addressing attachment theory and trauma informed behaviour strategies. The use of research in the classroom and the teaching of reading were whole school focuses. A whole school subscription to the National college saw an uptake of bespoke</p>

		training opportunities for staff with over 37 different courses chosen.
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 2022
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	61% 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 saw 144 year 6 students attend a week-long transition programme with NTP tuition in English, maths & science. This was also supported by Active Tameside and college staff, giving students an exposure of team building activities. A 99% retention rate was seen. Of these, 78% of students were PP and 25% had SEND. 100% of the students said they enjoyed the week and learnt something new. 99% of students said the experience eased anxieties they may have had for September.
GCSE POD	Ensures all students can access subject specific content and revision materials	GCSE pod was accessed by 182 of 289 Users in Year 11. (63%). 51% of these users were PP (93). Total of 2893 pods watched or accessed 183 hours of revision. Increase of 8% on the previous academic Year. The average number of Pods viewed by students was 36. Average viewing time was 3 Hours.
Rewards allocated by the progress leads for PP	Raises aspirations for all, raises self-esteem and celebrates successes	Through a consistent use of class charts and the positive behaviour system implemented, student recognition increased significantly for all pupils. The

		average amount of positive events per student was 606.7. An increase of over 700%. The average total positive point per student increased to 849 (100% increase on the previous year). The ratio of negative: positive also greatly improved to 1:74.56
Breakfast Club	Ensures all students start the day with a good breakfast, promotes punctuality and good attendance and ensures students are ready to learn	72% of the cohort are accessing breakfast provision, with 65% of PP student cohort receiving additional breakfast provisions during the year and 230 families receiving support during the school holidays through the Magic breakfast and Amazon deliveries.

### 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 (CITC)
Alternative curriculum	Active Tameside Tameside College GMAP Strive Safe Start
CLA tutoring	Specialist tutor Tutor Trust Right Angle counselling

### Priorities to adopt in 2022-2023

**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.**