



## Pupil premium strategy statement

Outcomes Focused, Child Centred



### Pupil premium strategy statement

This statement details our school's use of pupil premium 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%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Donald Cumming - Headteacher
Pupil premium lead	Samantha Graham - Assistant Headteacher
Governor / Trustee lead	

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£571320
Recovery premium funding allocation this academic year	£154836
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£726156

# Part A: Pupil premium strategy plan

## Statement of intent

*At Northern Education Trust Denton Community College, we constantly focus on standards as we understand outcomes are paramount. Our decision making is driven entirely by what is best for children. By doing this we enhance the life chances of the children and young people in our care. Our intention is that all pupils, irrespective of their background or the challenges they face, make progress above what is expected in all subject areas. 39% of our pupils are eligible for pupil premium funding, resulting in a whole cohort approach. We focus our pupil premium funding on improving all aspects of provision for pupils. We adopt a strategic and targeted approach to provide opportunities to address academic, pastoral and cultural gaps whilst building and developing high aspirations. We will consider the challenges faced by vulnerable pupils, such as those who have social care involvement, gain support from external agencies, are young carers, experience mental health challenges and those experiencing other adverse childhood experiences. The activity we have outlined in this statement is also intended to support the needs of all our pupils, regardless of whether they are disadvantaged or not. High-quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Our strategy is also integral to wider trust plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non disadvantaged pupils. (Trust plan to be highlighted). Denton's approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment and our expertise through knowing and understanding the context of our school community. The approaches we have adopted complement each other to help pupils achieve above what is expected nationally. To ensure they are effective we will:*

- ensure disadvantaged pupils are challenged in the work that they're set*
- act early to intervene at the point need is identified*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

2

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

<b>Challenge number</b>	<b>Detail of challenge</b>
1	A considerable proportion of pupil premium pupils have reading ages on entry (historically and present) far lower than their chronological age.
2	The numeracy skills of PP students on entry (historically and present) have been lower than for other students.

3	A significant proportion of our pupil premium students struggle to articulate their learning (subject specific) and also explain the world around them (vocabulary gap).
4	Pupil Premium pupils do not have access to books and, therefore, do not engage with reading across a variety of texts and purposes.
5	Historically, foundational scaffolding of skills, knowledge and understanding of the most able PP students has been less secure than that of non – PP students across their best 8 subjects but especially in English, Maths and other EBACC areas.
6	Low levels of aspiration, levels of engagement and participation with PP students and their families in securing their future ambitions.
7	Attendance rates for some pupil premium students are lower than non - pupil premium students, with too many pupil premium pupils with persistent absence.
8	PP students often have less access to cultural experiences, which hinders their understanding of the wider curriculum and contextual learning.
9	Nationally, suspensions for disadvantaged students is higher than non-disadvantaged students, with more disadvantaged students becoming repeat offenders than their non-disadvantaged peers.
10	Pupil premium pupils achieve a lower level of attainment and make less progress than non-pupil premium pupils.

## 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
1. Student reading ages will increase as a result of our waves of intervention linked to our Reading Strategy	Analysis from Lexonic Leap, Advanced and Reading Solutions will show an increase in reading ages for PP students
2. Students' numeracy skills will improve	Increase in PP students maths results and P8 scores
3. To increase student articulation of their learning and it's placement within the wider curriculum and the world around them via the introduction of our Learning Framework and VOICE	PP students have a confident use of subject specific vocabulary and 'speak like experts' regarding their curriculum area of study. Students' writing explicitly demonstrates subject specific vocabulary. All teaching staff have an appraisal target linked

	to this outcome.
<p>4. For students to engage with and read a broad and enriching range of fiction and non-fiction texts both for knowledge and pleasure, which align with at least their chronological reading age via our innovative 'Reading Routes' programme.</p>	<p>For there to be a visible, positive culture of reading within classrooms and for an increased number of book loans to be evident amongst our most disadvantaged students.</p>
<p>5. For all students to have high quality feedback within lessons, which is embedded within their learning. For students to actively engage and respond to the feedback, driving their own high expectations to achieve their best outcomes.</p> <p><i>There is some national evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies.</i></p>	<p>PP students respond to teacher feedback and understand the process of upskilling and refining learning and how this contributes to their personal success and outcomes.</p> <p>For PP students to be able to use the self regulatory strategies that support learning within their independent practice and therefore increase both the quality and quantity of learning within books.</p> <p>PP students class books are PROUD and live marking responses from teaching staff are explicit about closing gaps in knowledge and skills.</p> <p>Ultimately, the outcomes of PP students should be higher than in previous years (P8, 4+ and 5+ EM and 4+ and 5+ EBACC)</p>
<p>6. For PP students to have an aspirational opportunity for the Key Stage 4 Curriculum, in line with their non – disadvantaged students.</p>	<p>PP student uptake to the EBacc to increase compared to previous years and work towards Government figure target of 75% this academic year.</p> <p>All students regardless of prior attainment will have the opportunity to opt for language and separate sciences.</p> <p>0% NEET PP students.</p>
<p>7. To further improve the attendance of disadvantaged students to ensure that as a cohort it is above the national average for secondary students.</p> <p>Persistent Absentees – cohort % to be in line with the national average for secondary students.</p>	<p>Fewer PP students PA and the attendance of PP students shown to be closing the gap to non PP national averages</p> <p>PP Attendance &gt; 94%</p> <p>PP P.A &gt; 15%</p>
<p>8. Increased exposure to, and engagement in, personal development and cultural awareness activities for all disadvantaged students. All disadvantaged students in Years 7, 8 and 9 to be taken on visits and trips as part of our 'Ebacc Experiences' programme as an entitlement as part of our curriculum offer at KS3.</p>	<p>Attendance and participation data for PP students in enrichment activities, such as after school clubs, participation in student council and attendance to events to be equivalent to that of non-disadvantaged.</p>

<p>9. Reduction in the number of Suspensions for disadvantaged students, without the lowering of expectations on acceptable behaviour within the Academy. Figures to be below those nationally.</p>	<p>PP students with a suspension &lt; 5%  PP students with 1 or more suspensions &lt;2.5%  Permanent exclusions as a percentage of the PP student population &lt;0.20%</p>
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4

<p>10. To further improve the overall progress and attainment of disadvantaged students to ensure that as a cohort they are achieving in line with with non pupil premium students</p>	<p>The 4i intervention model will focus on PP students highlighted as a Principal's directive. Intervention is bespoke and focussed on achievement.</p> <p>STEP's data from all years will identify gaps between PP and non PP students and used to support interventions identified in RAG and progress meetings</p>
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## 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: £260,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strategic Senior Leader expertise in leading and implementing high quality teaching and learning across all subjects.</p> <p>High quality investment in leaders and teachers in supporting their career stage development.</p>	<p><b><i>The greatest impact we can have on student outcomes links directly to the quality of teaching and learning within the classroom.</i></b></p> <p><b>Our systems in place for support:</b></p> <ul style="list-style-type: none"> <li>● NET Staff College - subject specific support for teachers</li> <li>● Director support - high quality teaching in all subject areas</li> <li>● Weekly L and P - targeted staff training</li> <li>● Coaching - coaching for staff improvement, discussed weekly               <ul style="list-style-type: none"> <li>● DEEPs - opportunities for continuous staff development through leadership model</li> </ul> </li> </ul> <p><b>Evidence that supports this approach:</b></p> <ul style="list-style-type: none"> <li>● ‘Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils’ - Education Endowment Foundation, <i>Guide to the Pupil Premium</i> (London: 2019)               <ul style="list-style-type: none"> <li>● ‘In classrooms of the most effective teachers, students from disadvantaged backgrounds learn just as much as those from advantaged backgrounds’ - Department For Education, <i>Supporting the attainment of disadvantaged</i></li> </ul> </li> </ul>	<p>3, 5</p>

	<p><i>pupils</i> (London: 2015)</p> <ul style="list-style-type: none"> <li>• ‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over one school year, these pupils gain 1.5 years’ worth of learning with very effective teachers, compared with 0.5 years with average performing teachers’ - Sutton Trust, <i>Interim Report</i> (London: 2011)</li> </ul>	
<p>High quality teaching and learning CPD</p>	<p><b>High quality CPD enables staff to teach to the highest standard within the classroom.</b></p> <p><b>Our systems in place for support:</b></p> <ul style="list-style-type: none"> <li>• Weekly L and P - targeted staff training <ul style="list-style-type: none"> <li>• Highly supportive training for Early Career Teachers in partnership with Teach First</li> </ul> </li> <li>• NET Staff College - subject specific support for teachers</li> <li>• CPD objective in place for all staff appraisal cycles</li> <li>• Opportunity to undertake NPQ programmes at all levels <ul style="list-style-type: none"> <li>• Interventions and targeted support in place through weekly SLT meetings for teachers that need additional support within the classroom</li> </ul> </li> </ul> <p><b>Evidence that supports this approach:</b></p> <ul style="list-style-type: none"> <li>• ‘Research shows that quality professional development plays a fundamental role in a successful school: improving outcomes for pupils and teacher recruitment and retention’ - M Kraft, <i>Can Professional Environments in Schools Promote Teacher Development?</i> (Brown University: 2018)</li> <li>• ‘Spend it [the pupil premium] on CPD... that is where you’ll see the biggest impact because those are the people that are spending the most time with the students and they need to know how to be able to teach them’ - Department for Education (London:2015)</li> <li>• ‘For leaders, the requirement is to create a culture for the continuous improvement of practice [...] likely to improve outcomes for students’ - Sutton Trust, <i>Interim Report</i> (London: 2011)</li> </ul>	<p>3, 5</p>

High quality feedback for students	<p><b><i>High quality feedback ensures that pupils maximise progress in all subjects.</i></b></p> <p><b>Our systems in place for support:</b></p> <ul style="list-style-type: none"> <li>● Feedback Policy that is well researched containing eight pillars of feedback</li> </ul>	5
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	<ul style="list-style-type: none"> <li>● Quality assurance of the Feedback Policy ● 4i cycle</li> <li>● Weekly praise events such as PROUD</li> <li>● 121 support in English, maths and science to provide targeted intervention for pupils based upon gaps identified through the Feedback Policy</li> </ul> <p><b>Evidence that supports this approach:</b></p> <ul style="list-style-type: none"> <li>● ‘the idea is that the feedback gives something to the learner to do so that the immediate reaction of the learner is to think’ - Dylan Wiliam, <i>Assessment for Learning</i> (New York: 2006)</li> <li>● ‘Feedback, when conducted effectively, can lead to an average of eight additional months’ progress over the course of a year’ - Education Endowment Foundation, <i>Teaching and learning toolkit: Feedback</i> (London: September 2018)</li> <li>● ‘Feedback is a compelling influence on learner achievement. When teachers seek, what learners know, what they understand, where they make errors, when they have misconceptions, then teaching and learning can be synchronised and powerful. Feedback to teachers makes learning visible - John Hattie, <i>Visible Learning</i> (Oxford: 2009)</li> </ul>	
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<p>Implementing, embedding and encouraging the use of collaborative learning in support of engagement within lessons</p>	<p><b><i>Collaborative learning supports engagement, scaffolding and learning in all classrooms.</i></b></p> <p><b>Our systems in place for support:</b></p> <ul style="list-style-type: none"> <li>● All staff trained on the implementation of 31 collaborative learning structures in the classroom</li> <li>● All pupils seated in collaborative seating plans based upon ability in all classrooms</li> <li>● All pupils have an identified 'face' and 'shoulder' partner in all classrooms</li> </ul> <p><b>Evidence that supports this approach:</b></p> <ul style="list-style-type: none"> <li>● Using the collaborative structures for students to carry out their specific roles whilst promoting oracy amongst peers. When embedded this way, collaborative learning has improved learning by an additional five months - Education Endowment Foundation, <i>Teaching and Learning Toolkit</i> (London 2018)</li> </ul>	<p>3, 5</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £235,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed and quality assure the Reading Strategy to improve the reading age of students.</p>	<p><b><i>Reading Strategy in place to provide targeted intervention for the weakest readers within the Academy.</i></b></p> <p><b>Our systems in place for support:</b></p> <ul style="list-style-type: none"> <li>● Reading Strategy that has three strands: <ul style="list-style-type: none"> <li>○ Teaching the mechanics of reading</li> <li>○ Reading for leisure and pleasure</li> <li>○ Reading for knowledge</li> </ul> </li> <li>● Strand 1 of the Reading Strategy outlines specific waves of intervention depending on the reading age of pupils</li> <li>● use of GL Assessments <ul style="list-style-type: none"> <li>● Use of reading intervention programmes such as Lexonik Leap, Lexonik Advanced and Reading Solutions</li> </ul> </li> <li>● Reading Routes <ul style="list-style-type: none"> <li>● Emphasis on subject specific vocabulary e.g. curriculum and Need to Know Books</li> </ul> </li> </ul> <p><b>Evidence that supports this approach:</b></p> <ul style="list-style-type: none"> <li>● ‘Last year, over 120,000 disadvantaged students made the transition from primary to secondary school below the expected standard for reading. The educational prospects for this group are grave. If their progress mirrors previous cohorts, we would expect 1 in 10 to achieve passes in English and Maths at GCSE, and fewer than 2% to achieve the English Baccalaureate’ - Education Endowment Foundation, <i>Research into Literacy</i> (London: 2009)</li> <li>● ‘There have been robust studies of phonics programmes in England and findings show that phonics programmes are highly effective in improving reading age and student confidence’ -</li> </ul>	<p>1, 3, 4</p>
	<p>Education Endowment Foundation, <i>Teaching and Learning Toolkit</i> (London: 2018)</p>	

<p>Improve literacy and numeracy</p>	<p><b>Raising standards of literacy and numeracy allows access to the broader curriculum.</b></p> <p><b>Our systems in place for support:</b></p> <ul style="list-style-type: none"> <li>● 1:1 English and maths tutors</li> <li>● Rigorous catch up programme</li> <li>● small group interventions</li> <li>● Bridge Manager</li> <li>● Learning Resource Centre</li> </ul> <p><b>Evidence that supports this approach:</b></p> <ul style="list-style-type: none"> <li>● One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. - Education Endowment Foundation, Teaching Toolkit (London: 2016)</li> </ul>	<p>1, 2, 4</p>
<p>Implement whole academy approach to improving the vocabulary of students</p>	<p><b>Improving the vocabulary of pupils will significantly improve the life chances of pupils</b></p> <p><b>Our systems in place for support:</b></p> <ul style="list-style-type: none"> <li>● highly ambitious curriculum</li> <li>● Need to Know Book</li> <li>● classroom strategies to improve the teaching of vocabulary</li> <li>● weekly literacy Tutor sessions for Key Stage 3</li> <li>● subject specific vocabulary outlined at the beginning of every lesson</li> </ul> <p><b>Evidence that supports this approach:</b></p> <ul style="list-style-type: none"> <li>● 'A restricted vocabulary as a young child goes on to correlate with factors in later life such as employment, pay and even health and wellbeing as an adult.' The Education Endowment Foundation on Literacy further reinforces the need to provide targeted vocabulary instruction in every subject as a recommendation from its research' - Sam Quigley, <i>Closing the Vocabulary Gap</i> (London: 2019)</li> </ul>	<p>3, 6</p>
<p>Additional interventions within the classroom</p>	<p><b>Specific, targeted interventions are in place for pupils within the classroom.</b></p> <p><b>Our systems in place for support:</b></p> <ul style="list-style-type: none"> <li>● 4i model</li> <li>● Individual Learning Plans</li> <li>● STEP booklets</li> </ul>	<p>1, 2, 3, 4</p>

	<p><b>Evidence that supports this approach:</b></p> <ul style="list-style-type: none"> <li>● ‘High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress’ - Education Endowment Foundation, <i>Recommendations</i> (London: 2022)</li> </ul>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£230,000**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Increase rates of attendance. Embed and Quality Assure the implementation of the NET Attendance Policy.</p>	<p><b>In order to be successful, pupils need to regularly attend school.</b></p> <p><b>Our systems in place for support:</b></p> <ul style="list-style-type: none"> <li>● Attendance Manager</li> <li>● Educational Welfare Officer</li> <li>● Learning Managers</li> <li>● PLC/Bridge provision</li> <li>● Safeguarding and Wellbeing Officer</li> <li>● Inclusion Coordinator</li> <li>● Inclusion Administrator <ul style="list-style-type: none"> <li>● Attendance Policy with specific interventions based upon current attendance of pupils</li> </ul> </li> </ul> <p><b>Evidence that supports this approach:</b></p> <ul style="list-style-type: none"> <li>● ‘The higher the overall absence rate across Key Stage 4, the lower the likely level of attainment at the end of Key Stage 4. Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. Pupils with persistent absence are also less likely to stay in education’ - Department for Education, Report on Attendance (London: 2016) <ul style="list-style-type: none"> <li>● ‘The links between attendance and</li> </ul> </li> </ul>	<p>7</p>

	<p>achievement are strong, pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years' - National Strategy, <i>Attendance</i> (London: 2005)</p>	
<p>Increase self-esteem, resilience and ambition for students and our families for the future.</p>	<p><b>Regardless of their chosen career choices and paths they may wish to take, we as an Academy feel it is our duty and responsibility to ensure students are provided with the necessary tools to facilitate them to achieve</b></p>	<p>6, 8</p>

	<p><b>their personal goals.</b></p> <p><b>Our systems in place for support:</b></p> <ul style="list-style-type: none"> <li>● Access to External Careers provider</li> <li>● Guided Pathways</li> <li>● Brilliant Club</li> <li>● Deeps Leadership Model</li> <li>● Life Curriculum</li> <li>● Tutor Programme</li> <li>● Co Curriculum Calendar</li> <li>● KS3 Graduation</li> <li>● Experiences programme</li> <li>● Praise Culture</li> </ul> <p><b>Evidence that supports this approach:</b></p> <ul style="list-style-type: none"> <li>● In December 2018 The Education Endowment Foundation research on 'Working with Parents to Support Children's Learning' reviews the best available research to offer. It offers 4 key recommendations and suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. The paper also signposted the increased risk of disadvantaged pupils becoming classed as NEET once they leave secondary school.</li> </ul>	
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Cultural Experiences	<p><b>We sculpt meaningful opportunities for all students to accrue cultural capital</b></p> <p><b>Our systems in place for support:</b></p> <ul style="list-style-type: none"> <li>● Life Curriculum</li> <li>● Enrichment programme</li> <li>● Experiences Programme</li> <li>● Student Voice Programme</li> <li>● Student President/Inauguration</li> <li>● Tonne of Knowledge</li> <li>● External agency support</li> <li>● Trust wide events (NET Fest/NET Games)</li> </ul> <p><b>Evidence that supports this approach:</b></p> <ul style="list-style-type: none"> <li>● Within the Sutton Trust, Missing Talent research paper July 2018, most able disadvantaged student recommendations included extracurricular activities to raise attainment for that particular subgroup; ‘Extracurricular activities have the potential to develop both academic skills, and essential life skills which can help highly able students to succeed – such as confidence, motivation, resilience and communication skills. Interventions, which ensure that disadvantaged highly able students have access to extracurricular activities could potentially help to close the gaps between these students and their better – off peers.’</li> </ul>	8
High quality interventions	<b>Supporting pupils social, emotional and behavioural</b>	7, 9

for behaviour and wellbeing, securing outcomes for disengaged students.

**needs successfully is linked to positive outcomes**

**Our systems in place for support:**

- Inclusion meeting/Vulnerable register
- Deep Support team (Inclusion Co Ordinator/Safeguarding and Wellbeing Officer/EWO/SEN administrator/Expectations for Learning Gatekeeper/Bridge Manager/PLC Manager/PDC Manager)
- Bridge/PLC/PDC
- ACE - trust alternative provision
- LA SPOC Invited to Inclusion meeting
- Mind (Mental Health Support)
- Compass (Mental Health Support)
- Pupil Tariff Trackers
- Enrichment breakfast clubs
- PIP meeting
- External Agency Support

**Evidence that supports this approach:**

- Research from the NFER shows that successful schools have effective behaviour strategies; this is the case within our academy but some students also need extra support to develop positive attitudes to learning and resilience when the lesson is challenging.
- Also as part of the recent research published by the Education Endowment Foundation to improve behaviour in schools there are six recommendations from this report. Various research shows that creating a sufficiently disciplined environment in school and classroom is a prerequisite to any learning taking place.  
Creating a supportive environment with clear boundaries is particularly important. This means that, while supporting and caring, schools, for example, should also be disciplined, orderly environments with clear, though not stifling, rules and procedures (Muijs and Reynolds, 2017). Ultimately the key to promoting positive self-belief is to ensure that students experience successful learning in school.  
Education  
Inspection Framework 2019
- The EEF Evidence (2019) suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.

**Total budgeted cost:**

**Total budgeted cost Including Recovery Premium:**