



# Pupil Premium Strategy Statement



## 2023 to 2024 (Part B - review)

### Review of outcomes in the 2022 to 2023 academic year

#### Pupil Premium Strategy Outcomes

In the academic year 2022/23 Denton Community College received £955 for each eligible pupil. The total pupil premium funding received by the College was £571,843

#### Core Targets for 2022 – 2023

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 2022-2023

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+/5+ 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: English 4+ 41.8% <b>(non PP 61.1%)</b> English 5+ 25.3% <b>(non PP 38.3%)</b> Maths 4+ 45.1% <b>(non PP 65.7%)</b> Maths 5+ 28.6% <b>(non PP 42.9%)</b> En/Ma 4+ 38.5% <b>(non PP 54.9%)</b> En/Ma 5+ 18.7 % <b>(non PP 29.7%)</b>

<p>Pastoral staffing (including Attendance Officer, Heads of Year, Assistant Heads of Year, CP officer, Family Intervention Worker, Education Welfare Officer).</p>	<p>Provides pastoral guidance and supports emotional wellbeing of students. Provides parental engagement and support. Oversees and tracks attendance, behaviour and exclusions.</p>	<p>Attendance of Pupil Premium students was 81% compared with 90.4% non PP. A slight decrease on the previous year's PP figures. With the worst performing year group being Y11 (84%)</p> <p>The implementation of a new behaviour policy last year, 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 with the same consistent approach, FTEs have seen a gradual decrease from a peak in March. Whilst we saw an increase of PP suspensions in week 26 (20 PP suspensions in the week (1.4%) we were able to reduce these to below 1% again for the majority of the year. The return to school after the summer half term again saw a spike in suspensions of PP students to 32 in one week (2.3%), however, due to fast action, we were able to reduce this to 0.9% which remained consistent until the school year end.</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>KS4 - Year 11 - 88 PP students in a cohort of 265. 48 of these had School Led Tuition in Year 10. Not enough impact resulting from lateness and patchy attendance.</p> <p><u>Year 11 Attendance Focus group</u> created to monitor/track 35 Key PP and LAC students who were underachieving by a grade or more. Liaison with parents and attendance office regarding punctuality and attendance plans.</p> <p><u>PP Mock Analysis Mock 1</u> not achieving in Eng/ Maths - 34 PP students identified and targeted via specific teacher interaction action and Booster Groups.</p> <p><u>PP Mock Analysis Mock 2</u>. 48 Grade 3/3+ students in Core subjects identified. Bespoke Booster Groups for English, Maths and Science created in Form time. Just over half of these students achieved a Grade 4 or more.</p> <p>16 Students in English 6/16 4+  16 Students in Maths 9/16 4+  16 Students in Science 9/16 4+  82/88 (93%) PP students were given targeted support in the year.</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).	Ensures students with particular challenges remain in education and secure post 16 provision	71% 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, digital media, 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.
Enrichment/support for visits (including funding the Brilliant Club and instrumental lessons)	Raising aspirations for all, raising attainment and broadening student experiences	92% 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 written communication by 22% over the course of 6 weeks.  56% of students achieved a 2.1 or 1st mark on their final assignment which is marked a Key Stage above their current stage. 96% of our students submitted their final assignment compared to the national average of 81%.  After the course 100% students stated they knew they could attend any university of their choice if they worked hard. This completes the objective of exposing students to the opportunity of higher education.
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, aiding the development of the recovery curriculum in maths and english.
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.
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.
Staff CPD	Ensures all staff stay abreast of recent research regarding teaching and	Training provided over the academic year included the implementation of a recovery curriculum. A concentration on subject

	learning to ensure maximum outcomes for students	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.. 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 training opportunities for staff with over 43 different courses chosen.
Careers (Positive Steps career guidance, university trips, workplace 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. Destination figures - 10 NEET (3.7%) students, 3 of which were NEET due to illness and 1 who was awaiting a start. 267 students completed a week work experience programme and 41 % PP students completed the programme
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.
TA resourcing, training and support for Read, Write, Inc	Maximises outcomes for students by supporting the development of literacy skills	67% of the Pupil who accessed RWI last year were PP students
Primary Engagement / Transition (LEP, summer school)	Ensures a positive start to secondary school for students, building confidence and resilience.	DCC Summer School saw 79 year 6 students attend a week-long transition programme with NTP tuition in English, maths & science. This was also supported by Odd Arts and college staff, giving students an exposure of team building activities and transition sessions. A 98% retention rate was seen. Of these, 26 % of students were PP and 24% had SEND. 100% of the students said they enjoyed the week and learnt something new. 100% 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	Total of 3685 pods watched or accessed 203 hours of revision. Increase of 27% 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  Overall 835760 positive points were awarded in 2022-23 and 26818 negative points. Of these 300086 positive points were awarded to PP students and 14371 negative points were awarded to PP students.
Breakfast Club	Ensures all students start the day with a good breakfast, promotes punctuality and good attendance and ensures students are ready to learn	17% of the school cohort are accessing breakfast provision on a <b>daily basis</b> , with 45% of PP student cohort receiving additional breakfast provisions on a daily basis . During Year 11 STEP 2 exam week daily breakfast provision increased to 26% breakfast club provision.

## 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 Safe Start
CLA tutoring	Specialist tutor Tutor Trust Right Angle counselling

## Priorities to adopt in 2023-2024

**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 2022/23.**