

Duke's Secondary School: Pupil Premium Strategy and Impact Statement 2018-2021 (Revised February 2020)

School overview

Metric	Data
Pupils in school	834, plus 115 in sixth form
Proportion of disadvantaged pupils	52% (436) FSM & Ever 6=429 (£935 for each pupil) Pupil Premium Plus= 7 (£2,300 for each pupil) Year 7=112 of 196 Year 8=91 of 179 Year 9=79 of 155 Year 10=83 of 162 Year 11= 71 of 140
Pupil premium allocation this academic year	£410,000 In addition to the pupil premium grant the school is planning to use some of their "One Vision" funding to help improve the progress and attainment of their disadvantaged learners.
Academic year or years covered by statement	2018-21
Publish date	January 2020
Review date	Half termly progress checks and full annual reviews in September 2020 and September 2021.
Statement authorised by	R Atkinson (Principal) and A Hardie (Chief Executive Officer) or Academy Improvement Board
Pupil premium lead	B Line (Vice Principal)
Governor lead	AIB member to be identified by March 2020

Disadvantaged pupil performance overview for last academic year (2018/19) compared to pupils not eligible for pupil premium funding.

PP = Pupils not eligible for pupil premium funding NAO= National average for pupils not eligible for PP funding.

Measure	PP	Not PP	In school gap	NAO 2019	Attainment gap when compared to NAO
Progress 8	-1.16	-0.74	- 0.42	+0.13	-1.29
Attainment 8	30.51	41.41	-10.9	50.15	-19.64
Percentage of Grade 5+ in English and maths	10.77%	25.32%	-14.55%	50%	-39.23%
Percentage of Grade 4+ in English and maths	25.8%	57.0%	- 31.2%	72%	-46.2%
EBacc entry	47.69%	78.48%	-30.79%	44%	+3.69%
EBacc percentage of Grade 5 +	2%	1%	+1%	20%	-18%
EBacc percentage of Grade 4+	3%	6%	-3%	29%	-26%

Average EBacc points	2.53	3.65	- 1.12	4.42	1.89
Absence rate (Years 7 -11)	10.04%	7.01%	3.03% higher	5% Non-FSM 2017/18	5.04% higher
Persistently absent (Years 7 -11)	37.53%	20.89%	16.64% higher	11.2% Non-FSM 2017/18	26.33% higher

Strategy aims for Year 11 disadvantaged pupils

Aim	September 2020 targets	September 2021	Milestones OTA = Ontrack to achieve	
	Current Year 11	Current Year 10	February 2020 (OTA)	April 2020 (OTA)
Progress 8 score	At least - 0.75	At least -0.5	-1.4	
Attainment 8 points	36	40	32.7	
Percentage of Grade 5+ in English and maths	22%	30%	11%	
Percentage of Grade 4+ in English and maths	38%	50%	30%	
Average EBacc Points	3.3	3.5	2.7	

Teaching priorities for current academic year

Measure	Actions
Improve the quality of teaching and learning	<ol style="list-style-type: none"> 1. To achieve teaching excellence in all lessons by fully embedding the T & L DNA into all lessons in every subject area 2. Assessment in maths and English take the form past papers and specific targets are set for the students based on the outcomes of these papers 3. Employment of a reading intervention teacher with the specific role of raising standards in reading and comprehension of KS3 students 4. Tailored voluntary CPD programme to meet the specific development needs of individual teachers 5. External support in the development of our curriculums and KS3 and KS4 6. Subject specific support strategies for PP students. (See subject barriers to learning document). 7. Restructuring of the KS3 assessment cycle to give students and parents a clearer indication on the specific strengths and weaknesses
Barriers to learning these priorities address	Some teaching does not yet impact well on the progress and attainment of disadvantaged pupils.
Projected spending	<p>£58,500 from Pupil premium grant, (£5,500 from 'One Vision' funding)</p> <ul style="list-style-type: none"> • £56,000 salaries for reading intervention teacher* • £2,500: CPD to support PP strategies • £5,500: Accelerated reader <p>*All salary costs include "on-costs" to the school</p>

Targeted academic support for current academic year

Measure	Activity
Improve students' ability to recall and apply the core knowledge needed to be successful in exams.	<ol style="list-style-type: none"> 1. Core subjects overstaffed to provide additional support to students in maths, English and Science KS4. (Maths and English intervention staff employed). 2. Students provided with Knowledge organisers in all subjects in KS4 3. Use of regular retrieval embedded in all KS4 lessons 4. Revision guides provided for all students for all subjects in KS4

	<ol style="list-style-type: none"> 5. Targeted after school study sessions; each exam subject has a 45 minute revision and retrieval session each week. 6. Introduction of subject specific tutor groups to provide daily academic interventions for students in the subjects where they require most support. 7. Bespoke CPD programme targeted at improving teacher's ability to embed retrieval into their practice 8. External AP support for students who need extra support to fully engage in school
Barriers to learning these priorities address.	<ol style="list-style-type: none"> 1. Pupils do not take ownership of their learning and therefore do not strive to achieve the highest possible outcomes. 2. Lack of confidence caused by poor literacy and numeracy levels.
Projected spending	<p>£210,000 from pupil premium grant. £110,000 from "One Vision" funding</p> <ul style="list-style-type: none"> ● £120,000: Salary support for extra maths, Science and English teachers* ● £96,000: Salaries of maths and English intervention teachers* ● £9,000: Revision guides for all students in KS4 subjects ● £5,000: Provision of knowledge organisers to all students ● £99,500: Alternative provision funding <p>*All salary costs include "on-costs" to the school</p>

Wider strategies for current academic year

Measure	Activity
Embed a strong culture of behaviour for learning	<ol style="list-style-type: none"> 1. Adopted the pivotal approach to behaviour management in order to create a culture of positive and consistent behaviour management. 2. Proliferation of 3 school rules to create clarity over how we expect the students to behave 3. Development of pivotal champions in each faculty area and weekly pivotal tips. 4. Targeted pastoral support 5. Attendance team and a new attendance strategy for 2019/20
Raise aspirations, establish high expectations and develop resilience	<ol style="list-style-type: none"> 1. Initiate an intervention programme with external support aimed at raising aspirations and developing resilience 2. A specific next steps programme in the form of a career and aspiration activities 3. Development of a specific role within school with responsibility for developing resilience and raising aspirations 4. Subsidised KS3 music lessons

	<ol style="list-style-type: none"> 5. Outreach revision programme for parents and students at feeder primary schools 6. Structured house system to provide students with a sense of belonging and pride 7. Commission a poverty proofing audit with the aim of ensuring we eradicate negative bias towards less well off students 8. B Line PP lead undertaking a project with the EEF involving collaborating with other schools as a means to improving our PP strategy
Barriers to learning these priorities address.	<ol style="list-style-type: none"> 1. Poor standards of behaviour from a minority of disadvantaged students which has a seriously detrimental effect on the progress of these students and that of other students 2. Poor attendance and the persistent absence of a significant number of disadvantaged pupils. 3. Low self-esteem and confidence in their own abilities. 4. Some parents do not engage with the school or encourage their children to do home learning and have high aspirations.
Projected spending	<p>£141,500 from pupil premium grant (£10,200 from 'One Vision' funding)</p> <ul style="list-style-type: none"> ● £94,000: Salaries for extra Pastoral support staff in KS3 and KS4* ● £7,200: Pivotal training and support ● £12,000: Educational visits and students rewards ● £3,500: Careers and Aspiration Programme ● £32,000: Subsidised Music lessons ● £3,000: Outreach revision programme <p>*All salary costs include "on-costs" to the school</p>

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Effective monitoring of T & L to ensure that we are able to develop effective strategies to improve the provision that students receive	Development of an impactful CPD programme which addresses the particular needs of our staff and students. And subsequently giving staff sufficient time to implement new ideas into their practice

Targeted support	Ensuring that students are able to effectively use the revision resources provided to impact on their ability to work independently and henceforth improve their outcomes	<ol style="list-style-type: none"> 1. Train students in individual subject areas and as a whole year group on how to effectively use the resources provided 2. Make the revision resources central to the teaching that year 11 students receive throughout the academic year
Wider strategies	Students seeing the benefit of buying into the strategies in place to support their behaviour and engagement, and the link between this and their future success	<ol style="list-style-type: none"> 1. Positively support students to make the right choice through a variety of targeted pastoral support 2. Make curriculum links between academic study and the world of work that is relevant to the students

Review: last year's aims and outcomes

Aims	Outcomes
Develop the role of faculty PP champions	A8 score for PP students increased by 3 points. All subjects have specific strategies tailored to the needs of the students in their faculty area, however further development of the role needed to have more impact on the outcomes of students
Embed teaching and learning DNA into all lessons in all subject areas	Evidence from learning walks and observations shows that the DNA is present in the vast majority of lessons seen. Each head of faculty has tailored their learning walk proforma to match the DNA
Ensure that outcomes for disadvantaged students are at least in line with national averages	Not achieved, remains a priority for the schools. Outcomes of disadvantaged students did not rise enough to meet all the targets stated, however there was an increase in the percentage of PP students gaining 9-4 in E & M
Improve the parental engagement of PP students	Attendance at parents evening of PP students and their parents increased in 2018/19
Decrease absence rates and PA rates of pupil premium students	Not achieved, remains a priority for the schools. Attendance rates for PP students remain largely in line with that of the previous academic year