

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

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	New AIB member to be identified by September 2021

Disadvantaged pupil performance overview for last academic year (2020/21) 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
Attainment 8	39.62	45.25	-5.63
Percentage of Grade 5+ in English and maths	27%	29%	-2%
Percentage of Grade 4+ in English and maths	55%	68%	- 13%
Average EBacc points	3.07	3.52	- 0.45
Absence rate (Years 7 -11)	12.26%	8.69%	-3.57%
Persistently absent (Years 7 -11)	49.78%	35.29%	-14.49%

Strategy aims for Year 11 disadvantaged pupils

Aim	Targets		Outcomes	
	September 2020	September 2021	September 2020	September 2021
Attainment 8 points	36	40	37	40
Percentage of Grade 5+ in English and maths	22%	30%	23%	27%
Percentage of Grade 4+ in English and maths	38%	50%	51%	55%
Average EBacc Points	3.3	3.5	2.98	3.07

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. Continued provision 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 8. To develop the ICT provision and platform based learning including subsidising the provision of Chromebooks for all PP students
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 ● £20,000 from catch up premium for subsidising provision of Chromebooks <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	<ol style="list-style-type: none"> 1. Core subjects overstaffed to provide additional support to students in maths, English and Science KS4. (Maths, English and Science intervention staff employed). 2. Students provided with Knowledge Organisers in all subjects in KS4

knowledge needed to be successful in exams.	<ol style="list-style-type: none"> 3. Use of regular retrieval embedded in all KS4 lessons 4. Revision guides provided for all students for all subjects in KS4 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 and internal AP support for students who need extra support to fully engage in school 9. Use of the ICT strategy to allow development of successful e-learning and independent study skills 10. Use of Intervention strategies including the National Tutoring Programme to support students to minimise the disruption to learning caused by Covid lockdowns
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 a more positive approach to behaviour management in order to create a culture of positive and consistent behaviour including an emphasis on disruption free learning. 2. Proliferation of 3 school rules to create clarity over how we expect the students to behave 3. Development of a behaviour team consisting of staff from different faculties 4. Development of internal alternative provision structure to support students who are struggling to access mainstream education 5. Targeted pastoral support

	6. Attendance team and a new attendance strategy for 2021/22
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 and resources for practical subjects such as food technology and Art 5. Outreach revision programme for parents and students at feeder primary schools 6. Create a structured enrichment programme to engage more PP students in extra-curricular activities and provide additional opportunities to develop cultural capital. 7. Commissioned 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
Improve the quality of teaching and learning	The use of the T&L DNA has continued to be embedded in the teaching of all subjects and key stages although this is not yet fully developed and remains a school priority. Staff CPD has been specifically based on the use of the school DNA as well as on the use of retrieval practices and knowledge organisers.
Improve students' ability to recall and apply the core knowledge needed to be successful in exams	Retrieval practices and the use of knowledge organisers have been embedded in all subjects and key stages. Retrieval now forms an integral part of the planning for all lessons. Subject specific tutor groups have been created in year 11 giving all students an extra 30 minutes subject retrieval support per day.
Embed a strong culture of behaviour for learning	The school has adopted and implemented the Pivotal approach to behaviour management in order to create a clear, consistent and positive approach to behaviour management. The 3

	school rules of 'Ready, Respectful and Responsible' have been introduced to provide clarity towards behaviour expectations.
Raise aspirations, establish high expectations and develop resilience	A new senior leadership post with a remit of raising standards and aspirations has been created for academic year 2020/21 and the school has continued to develop its aspirational programme through the development of the Gatsby benchmarks for quality careers based provision. Covid disruption means that some of the careers based aspects of this aim are still a school priority.
Ensure that outcomes for disadvantaged students are at least in line with national averages	Although the gap between the number of pupil premium and non-pupil premium students achieving level 4 in English and maths reduced considerably between 2019 and 2020 as a result of focussed interventions in Year 11, this area remains a key school priority.