

Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	Debenham High School
Number of pupils in school	683
Proportion (%) of pupil premium eligible pupils	13.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2021-July 2024
Date this statement was published	5 October 2021
Date on which it will be reviewed	Review Annually
Statement authorised by	Full Governing Body
Pupil premium lead	Louise Ramsay
Governor / Trustee lead	Sheila Janson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,230 (includes Children in Care funding)
Recovery premium funding allocation this academic year	£11,310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

Our intention is twofold. Firstly, we aim to develop the confident young people with the self assurance and resilience to thrive in the world outside of school, and secondly, we aim to ensure that all pupils, irrespective of their background or the challenges they face, make good academic progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality learning and 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. Along with high quality teaching, there will be a focus on the holistic development of the whole person through an ambitious, broad and balanced curriculum and an extensive enrichment offer.

Our strategy is also integral to wider school 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. 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

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students generally have low numeracy and literacy scores upon entry
2	Disadvantaged students generally have low levels of vocabulary and general knowledge which impact on “unseen” work and their level of resilience when meeting new and/or challenging work
3	Students at KS3 and KS4 find taking ownership of their learning difficult so lack resilience. Students need to develop independent learning strategies, metacognitive skills and self-regulation
4	Social and emotional issues for some students makes progress more difficult, in the case of disadvantaged students in care, adopted or with a social worker, this can be informed by trauma, including the impact of the COVID pandemic
5	Persistent absenteeism and lower levels of attendance for disadvantaged students Attendance figures over the last three years show the following gaps – this particularly affects those students on FSM and those open to social services but not in care or adopted. 2021-2022 Whole school attendance at 92.5% and Disadvantaged including SEND at 89%
6	Learning gaps, especially around examination preparation, literacy and numeracy as a result of the pandemic and home learning, which disproportionately affected the disadvantaged students
7	Low levels of aspiration for those who are disadvantaged and experience of the world so affecting social confidence

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. To improve the literacy and numeracy skills of those without functional ages. Ultimately to a) raise pupil attainment across KS3 and KS4 especially in Maths	Literacy interventions raise both reading and spelling ages as shown in bi-annual testing.

and English; b) build life skills for those sub GCSE through the literacy and numeracy taught	<p>Additional literacy sessions for Sets 4-6 in English to actively promote higher levels of Tier Two Vocabulary.</p> <p>Student attainment in Literacy based subjects improves across KS3 & 4, which will be measured by interim tracking and external examination results.</p> <p>Students who enter school with lower than average scores make better than expected progress allowing them to access desired pathways.</p> <p>Disadvantaged students achieve in line with rest of cohort for key progress measures.</p>
2. Students develop independent learning skills as part of their learning, all students access the curriculum with confidence and are resilient learners.	<p>Disadvantaged students make expected or better progress.</p> <p>Faculty/subject reviews show an improvement in learning behaviour; ability to acquire and deploy new vocabulary and general knowledge.</p> <p>Strategies to explicitly improve students' metacognitive skills are evident in Year and Faculty Reviews</p> <p>Students demonstrate greater ownership over their own learning measured through staff feedback; student PPIs</p> <p>Good use of Homework Clubs to scaffold independence with home learning when allowed; support with online learning for those students if no Homework Club</p>
3. Students make expected progress throughout 2022-3 despite interruption to learning during the global pandemic	<p>Disadvantaged students make expected progress in key GCSE subjects and/or basic literacy/numeracy</p> <p>Disadvantaged students actively engage in opportunities taken to help them catch up their learning including external tuition where identified</p>
4. Students set themselves ambitious goals in terms of their learning and their future plans	<p>Tracking of student's Learning Behaviour and academic attainment by AHT via Case Studies.</p> <p>Appropriate planned pathways are in place post 16</p>
5. Disadvantaged students have higher rates of attendance, take part in the wider life of the school and are engaged in their learning	<p>PP students achieve key progress measures, including comparable attendance rates.</p> <p>School Attendance at 92.5% compared to 90%</p>

	Students communicate their engagement in school through PPIs; involvement in leadership positions and extracurricular activities
6. Disadvantaged students are targeted to build their cultural and world knowledge through access to enrichment activities and experiences	<p>Disadvantaged students achieve their expected grades through a better world knowledge as relied upon in “unseen” subjects such as English.</p> <p>Also building and using general vocabulary and references in all academic subjects.</p> <p>PP to have greater confidence to access higher levels of learning and aspiration post 16 due to an increased exposure to different experiences</p> <p>PP students are able to participate in trips and visits to build their cultural capital.</p>

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: £422

Activity	Evidence that supports this approach	Challenge number(s) addressed
To train staff so that they a) better understand the challenges facing disadvantaged students; b) review and adapt teaching and learning strategies/intervention to better meet the needs of these students and so aid academic progress and personal development for these young people.	<p>As shown in EEF research on how best to spend PP, CPD is an important way to raise awareness, share strategies and develop approaches that support and challenge all students. Methods of delivery are supported in the following site by EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>High quality CPD centred on teaching and learning and understanding the SEMH needs of students will impact on practice in the classroom and form rooms so supporting these students.</p> <p>Specific CPD around supporting the vulnerable students at the start of each academic year aims to empower staff</p>	3

<p>Time provided in the CPD Offer to specifically focus on Building Aspiration where social mobility may be a barrier to success and strategies to meet the needs of these young people – both in the classroom and holistically.</p> <p>Funding preparation time and delivery of three working groups – three x three hours for both AHT and DH</p>	<p>and given them confidence to work with our most disadvantaged</p> <p>High quality of outcomes for CiC and AfC students suggest this works effectively – evidence from progress data; attendance data and PEPs for CiC</p> <p>Further focus for staff to choose in the in the Spring and Summer Term CPD offer -available to all staff; Working Group can feed into school improvement</p>	
<p>Developing independent learning skills in all students especially focusing on metacognitive and self-regulation skills.</p> <p>Funding CPD for all staff and opportunities for sharing peer teaching/learning</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £115,496

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of 6 teaching groups in English and Maths across KS4 to allow smaller teaching groups.</p> <p>Capacity for 6 groups at KS3 and additional TA/GI support</p>	<p>Excellent attainment in previous years suggests this is a good use of PP money on PP students and the whole cohort for KS4</p>	1

for class bubbles in COVID situation	Given the issues with purely mixed ability teaching at KS3, there is greater commitment to continue with 6 sets from September 2021	
<p>Focus on whole school literacy – i.e. reading initiatives; disciplinary literacy; widening targeted vocabulary and reading strategically.</p> <p>NB Linking this to supporting parental engagement to build bridges for any possible future online learning</p>	<p>Importance of literacy across the curriculum to build confidence in learners; focus on reading to try and limit the Matthew Effect. Importance of lifelong skills.</p> <p>Urged to focus on reading and vocabulary acquisition through research and Ofsted Framework Focus. Use of Educational Endowment Foundation suggested strategies – building on and embedding training from 2019</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>Also to build on positive relationships with parents/carers following COVID outbreak for the whole school</p>	1, 2
Additional literacy sessions for students in Sets 4-6 focusing on Tier 2 vocabulary and phonics	<p>Continuation of a vocabulary programme at KS3. Head of English has organised these with the English Team and SENCo to promote a richness of vocabulary so trying to minimise gaps between students. All students have access i.e. Sets 1-3 to the vocabulary but Sets 1-3 are implemented through set English lessons</p> <p>NB All English team followed Phonics training as part of the CPD Offer 2021</p>	1, 2
Catch Up Literacy & Numeracy sessions for identified students in Years 7-11. Also Beat Dyslexia and other interventions – to begin as safe.	Without literacy and numeracy skills there can be no access to the curriculum; future education or training. This leaves students vulnerable and in a vicious cycle of not achieving; having children; further non-achievement	1

<p>Intensive support identified for Maths and English where the focus is on literacy and numeracy skills. Engagement with the National Tutoring Programme to provide a blend of tuition, mentoring and school – led tutoring for students who have had their education affected by the pandemic. A significant proportion of those who receive tutoring will be disadvantaged, including high attainers</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	6
<p>Appointment of Catch Up and Intervention post holders to co-ordinate meaningful intervention for all, with particular attention to the most vulnerable</p>	<p>Funded from Catch Up funding – specific intervention to support most vulnerable around both academic gaps and development of learning behaviours. To be assessed through Case Studies and reporting cycles – looking for improved progress and Learning Behaviour grades</p>	6
<p>Specific events are planned to aid revision and study skills eg targeted at Year 11 – Maximise; Revision PSHE sessions; timetable of revision sessions</p>	<p>Building good habits in a secure environment so not expecting home to lead on this; positive discrimination of showing these young people matter; capturing students when they do not work outside of school. Building on a can do attitude and also providing practical examples on how to improve.</p>	3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Progress Tracking and Case Studies established for vulnerable students 3 x 20 hours of time for Assistant Headteacher in a year.</p>	<p>Important to monitor and then re-evaluate school intervention and their effectiveness along with student's learning behaviour</p>	3

Identified students are assigned a mentor from the SLT or senior teaching staff - Minimal additional internal cost	Having one key worker helps build security – the sense of having an advocate in school. Also, a key link between school and home. Links to all research on attachment theory by Louise Bombier – https://semh.co.uk/social-emotional-and-mental-health-semh/opinion/key-adult/	4
Whole school approach to IAG – Funding a Careers advisor in school; support in visiting colleges and making applications for Year 11; work experience Year 10. Liaison with LA for potential NEETs	Provision of independent advice to support student decision making – especially important in homes unlikely to organise trips to Open Evenings or value further education. Also running through PSHE curriculum from Year 7. Based on EEF Careers Education Summary	7
Targeted disadvantaged students are offered enrichment activities and opportunities to build up their cultural capital. Students are deliberately chosen for experiences within school To build their experiences and cultural capital eg for payment for field trips; opportunities to visit colleges and universities are arranged; funding of music lessons and graded exams	As with literacy, the lack of exposure to experiences due to their home life can hinder their access to subject content; unseen texts in English and general world understanding and social communication Also wider life experiences such as learning a musical instrument	7
Timely and rigorous support for persistent absentees and those with low levels of attendance, embedding principles of good practice set out in DfE's Improving School Attendance . Weekly monitoring of attendance by Student Support Co-Ordinator, AHT and HoY; payment of EWO to support with high level disadvantaged cases	DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Links with high aspiration as students who attend school attain more highly and are more likely to have high levels of aspiration so a key aim of the school	5, 7
Help students develop their resilience to both school and social circumstances :		4

<p>a) Run a KS3 & KS4 Homework Club four nights a week for all pupils, including a particular focus on vulnerable group eg FSM, CiC.</p> <p>b) Safe Place To Be in the mornings 8.30 – 9.05 for invited pupils – FSM; LAC are criteria</p> <p>c) Alternative provision is provided for individuals as needed - ASDAN course in Years 9, 10 and 11 as an alternative for identified pupils to focus on social and independent learning skills.</p> <p>d) PSHE + running to support Year 7 with transition until Christmas 2021</p> <p>e) Funding of ELSA in school to support home with social and emotional needs</p> <p>f) Talk Therapist funded to support students who have anxiety and social skills issues/ use of School Nurse. Both CBT informed</p>	<p>Students struggle to have support re homework; can cause tension with parents so having specialist support in school can help - provision of support and setting high expectations in completion supported by the EEF study on Homework</p> <p>Attendance and punctuality was a problem as vulnerable students avoided being in school for a busy start of the day but this reduced with the introduction of safe Place to Be</p> <p>Need for relevant sessions that are practical, based on development of social skills. Engagement is higher as a result when in school; students are developing a pathway through vocational experience</p> <p>Development of nurture group to help those needing support with their social skills</p> <p>To provide the skills to cope with school and society – led by Student Support Assistant so also provides contact with a key person in school</p> <p>Allows access to additional support within school – these cases often do not escalate showing successful early help intervention. There is much research on the positive outcomes of CBT on adolescent mental health: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	
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Total budgeted cost: £144,548

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Targeted intervention in KS4 English for Year 11, including providing seven groups to mitigate time lost due to pandemic, appears to have positively affected the GCSE success of all students. There is not a discernible gap between the performance of the disadvantaged and non-disadvantaged with the disadvantaged having a score of 1.12 and the non-disadvantaged 1.15 for English Language. While in Maths there was a larger gap, this is still relatively small at 1.08 for non-disadvantaged and 0.91 for disadvantaged. (ALPS)

The intervention delivered by the SEND team did not have a consistent impact on Reading Accuracy and Spelling which would suggest this needs further review, including the use of small set teaching in English to target spelling and reading accuracy work. This is part of the Equalities Action Plan for 2022-23 and will impact all students.

Intervention from the National Tuition Programme has had a positive impact on the students, of whom the majority were disadvantage, as shown by the report produced by C Schmidt in June 2021, although most effective in perception of self and confidence than in academic outcome.

Staff evaluation of the CPD programme has been very positive, the quality of Faculty Review and Year Review observations suggest impact on practice. While a gap exists between disadvantaged and non-disadvantaged of 0.14 – this is relatively small and suggests disadvantaged students did make progress with a QI score in ALPS of 0.98 (in line with all pupils nationally).

Although overall attendance in 2021/22 was lower than in the preceding years at 92.5%, it was higher than the national average. Of our Persistently Absent students, 31% are disadvantaged. As the academic year progressed, a more robust approach was taken to tracking and following up attendance. However, a small number of cases were affected by the return to school following COVID and increased levels of anxiety. Increasing School Nurse referrals and funding an additional morning from the Talk therapist, along with using Chaplains who volunteer their time is intended to improve this in 2022-23.

Students have accessed support around their social, mental and emotional health – while this has been informally monitored, from April 2022 a more robust entry – exit questionnaire approach has been taken to better monitor impact with the Talk Therapist.

In terms of aspiration, all Year 11 students have been interviewed by the Careers Advisor and 99% have a clear Post 16 pathway as of August 2022.

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 identify which ones are popular in England

Programme	Provider
Face to Face English and Maths tuition	Connexus Education

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.