

Pupil premium strategy statement - Review of outcomes 2020-2021

1. Summary information					
School	Debenham High School				
Academic Year	2020-21	Total PP budget (incl CIC)	£109,849	Date of most recent PP Review	Sept 2021

i. Review of expenditure				
Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To raise pupil attainment across KS3 and 4 especially in Maths and English.	<p>1)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 for class bubbles in COVID situation</p> <p>2)Improvement of whole school literacy – foci on whole school reading initiatives; disciplinary literacy; widening targeted vocabulary and reading strategically.</p>	<p>GCSE Examination results were excellent – 94% Grade 4+ in both English and Maths; 83% Grade 5+. English attained 94% Grade 4+ and 87% Grade 5+; Maths attained 93% Grade 4+ and 87% Grade 5+</p> <p>Limited impact – COVID issues meant that planned INSET in January 2021 did not happen. Where faculties had begun</p>	<p>Having six groups helps all student to attain – small groups in the lower sets allow slower pace and greater level of intervention; having larger, more able sets higher up allows stretch and challenge for the higher grades.</p> <p>Maths mixed ability at KS3 caused problems for some student learning where needed for lessening student movement. Reinforcing the importance of six sets. The same was true in English in Year 9.</p> <p>Still seen as an important way to develop student literacy, parental engagement and build cultural capital so remains a priority on the 2021-24 SDP</p>	£95,976

	<p>NB Linking this to supporting parental engagement to build bridges for any possible future online learning</p> <p>3)Additional literacy sessions for students in Sets 4-6 focusing on Tier 2 vocabulary and phonics</p>	<p>embedding this in their Programmes of Study, this was delivered.</p> <p>Given COVID teaching arrangements, all students received a Vocabulary lesson. Impact on writing and reading has not yet been assessed – can look at in November 2021 in English Learning Review</p>	<p>Remains a key part of the English faculty provision – with the relaxation of COVID rules, this will revert to specific timetabled lessons for Sets 4-6 at KS3 and built into the programme of study for Sets 1-3 allowing them access to literacy and a second language</p>	<p>Included in the figure above</p>
	<p>To monitor student progress across KS3 and KS4</p>	<p>Progress Tracking and Case Studies established for vulnerable students 3 x 20 hours of time for Assistant Headteacher in a year</p> <p>Additional capacity built through the appointment of Assistant Head of Year (KS3)</p>	<p>Completed – able to inform intervention and suggest areas of support eg in Year 10 an system of informal mentoring has begun focused on the most vulnerable in Autumn 2021; helped identify Year 11 mentees in Autumn 2021</p> <p>Given the demands of online teaching; the requirement for Assistant Headteacher (Pastoral</p>	<p>£7,240</p>

			care) to oversee Welfare Calls, this was not delegated as planned	
	To provide equality of opportunity for all students in terms of revision and study at KS4	<p>Curriculum review over 2017-20 has increased time for GCSE English, Maths and Science; 2019-20 for Option subjects so revision is possible in lessons for Years 10 and 11. One less option subjects – all doing GCSE Full Course RE to meet SIAMs recommendation and capitalise on curriculum time; moving PSHE to allow Year Team delivery.</p> <p>Additional revision sessions to be co-ordinated through Academic and Pastoral Board – checks for equity of provision by SLT.</p>	<p>A very positive curriculum review as demonstrated by GCSE results and the positivity of students about PSHE.</p> <p>PSHE expertise to be developed further 2021-22 through CPD offer, also to react to the Sexual Violence and Sexual Harassment Ofsted findings.</p> <p>Given the nature of the year with COVID restrictions, this has yet to begin</p>	

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To raise the attainment of pupils that enter the school without functional literacy and numeracy	Catch Up Literacy & Numeracy sessions for identified students in Years 8-11. Also Beat Dyslexia and other interventions – to begin as safe.	Three students having intervention in 2020-21 were eligible for PP out of 10. JS up one year in Reading Accuracy; two years in Comprehension; SM made four months improvement in Reading Accuracy and two years in Reading Comprehension; MN made nearly four years of improvement in Reading Accuracy and two years in comprehension.	Specific intervention around literacy using Catch Up Reading and Beat Dyslexia has a high level of impact and must be continued	£ 4,651
	Intensive support identified for Maths and English where the focus is on literacy and numeracy skills as much as NC - in the short term at KS4 only; KS3 in bubbles so SEN students clustered and supported by TA/GI in the classroom	When not provided, this was missed. Maths in particular struggled to break the numeracy tasks down to help lower ability students.	Given the mixed ability classes in KS3 there were issues around not providing the intensive support. NB as already noted student performance at GCSE is enhanced by smaller groups at the bottom.	Costed in previous section see above

iii. Other Approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Students develop their resilience to both school and social circumstances.	<p>1) Running a KS3 & KS4 Homework Club four nights a week for all pupils, including a particular focus on vulnerable group eg FSM, CiC. Provision of snack time to allow informal atmosphere at KS3 (As soon as is safe)</p> <p>2) Safe Place To Be in the mornings 8.30 – 9.05 for invited pupils – FSM; LAC are criteria (As soon as is safe)</p> <p>3) Alternative provision is provided for individuals as needed - ASDAN course in Years 9,</p>	<p>COVID restrictions meant this was interrupted – KS3 was run online with a GI to support; KS4 ran when it was safe to do so</p> <p>COVID restrictions meant not running – the class bubbles made the KS3 classes more nurturing and supportive so not needed, also that students went</p>	<p>In terms of KS4 little impact given the nature of assessment 2020-21; KS3 – the fact staff set less homework and allowed students time off the computer for the sake of their wellbeing, it is unsure whether it was/was not missed.</p> <p>To support students who find independent work hard at home, KS3 and KS4 to be set up in 2021-22. KS4 probably the more important</p> <p>The removal of Safe Place To Be had little effect when the class bubbles were in place, including attached TAs. The fact students are now going straight to form rooms may affect the need for this – to be reviewed 2021-22</p>	£1, 439

	<p>10 and 11 as an alternative for identified pupils to focus on social and independent learning skills.</p> <p>4) Funding of ELSA in school to support home with social and emotional needs</p> <p>5) Use of PP to pay for extra- curricular activities both inside and outside of school.</p> <p>6) Talk Therapist funded to support students who have anxiety and social skills issues</p>	<p>straight into their classes so no build up of crowds in school</p> <p>ASDAN ran at KS4 successfully – all Year 11 students passed with their expected level. Three of five students were eligible for PP – they benefitted from the activities and break in their timetable. Year 10 made a positive start</p> <p>ELSA has been very successful and continues to grow as a way to offer early help support for these students. With the exception of one student who is now accessing alternative provision, ELSA support has aided transition</p>	<p>KS3 ASDAN did not run which has impacted on numbers opting at KS4. Positively three of the four students in Year 10 are eligible for PP. There is a good sized group in Year 9 – as a school the commitment to provide alternative ways of learning to benefit vulnerable students – whether through ability or social background remains firm</p> <p>Looking forward this is a provision we should seek to fund further to allow more students access to this level of support</p>	<p>£4, 848</p> <p>£ 2,545</p>
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		<p>especially with AfC and CiC students – CH and KF. Mainly Autumn Term and from Half Term in the summer</p> <p>In 2020-21 Music lessons were funded but few other additional events as field trips did not happen</p> <p>Bespoke commitments via PEP plans continue eg AB horseriding</p> <p>When safe SH came into school – she continues to work with many of our more vulnerable students successfully.</p>	<p>To continue to fulfil a commitment to building cultural capital in this group of students, funding will be made available</p> <p>Continuing to provide this level of support remains a key part of the Early Help offer at school</p>	£ 1,620
Supporting high levels of attendance for all pupils	<p>Fund an EWO</p> <p>Work with external agencies to promote full attendance/support those outside of school through illness, school refusal</p> <p>Monitor attendance and punctuality weekly</p>	PP students had attendance of 88.7%	Attendance remains a key issue for those students who are most vulnerable – greater time needed to aim to engage those who are persistent non-attendeers. The figures are affected by a significant minority	£1, 855

