

## Pupil Premium Strategy Statement

### School overview

Metric	Data
School name	Davison CE High School for Girls
Pupils in school	1324
Proportion of disadvantaged pupils	15%
Pupil premium allocation this academic year	£184,315
Academic year or years covered by statement	2019/20 – 2020/21
Publish date	Oct 2020
Review date	Oct 2021
Statement authorised by	C Keating
Pupil premium lead	S Binney
Governor lead	J Waters

### Disadvantaged pupil performance overview for last academic year

Progress 8	+0.55
Ebacc entry	14%
Attainment 8	47.16
Percentage of Grade 5+ in English and Maths	43%

### Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To continue to close the in-school gap between the progress made by disadvantaged students and non-disadvantaged students with a focus on improving Maths outcomes and the progress of disadvantaged students with high prior attainment.	Sept 21
Attainment 8	For those disadvantaged students attainment to be in line with the national non-disadvantaged figures.	Sept 21
% Grade 5+ in English and Maths	For the percentage of disadvantaged students securing a grade 5+ in	Sept 21

	English and Maths to be in line with similar schools.	
Other	To improve the attendance of disadvantaged students, in line with non-disadvantaged students and to reduce the rate of fixed term exclusions for disadvantaged students.	Sept 21

### Teaching priorities for current academic year

Measure	Activity
Priority 1	To ensure excellent teaching for learning in all lessons to promote best outcomes for disadvantaged students. Embed in the curriculum and teaching approaches, proven EEF strategies that support and enhance the success of disadvantaged students including: <ul style="list-style-type: none"> <li>• Feedback</li> <li>• Metacognition – learning to learn</li> <li>• Collaborative learning – group tasks</li> <li>• Mastery learning</li> </ul>
Priority 2	As part of the COVID Recovery plan and beyond identify learning gaps and further develop and maximise hard and soft data captures, for enhanced awareness of disadvantaged students, so known by all for improved engagement, understanding and interactions.
Priority 3	To provide all disadvantaged students with resources and equipment needed to seamlessly fully access the curriculum and maximise learning.
Barriers to learning these priorities address	Dedicated Disadvantaged/Pupil Premium FROG staff platform. Priority data tracking and monitoring. Horsforth quadrants analysis. Accurate assessment and moderation. Seating plans – effective use of MINT class for maximum teacher/student interaction. Teacher targeted feedback which ensures highest priority for disadvantaged students. Within Subject departments, a focused awareness of disadvantaged students, recognising their individual strengths and needs, to ensure they are being effectively supported – roll out pupil “Passport2Progress” sharing key information and ‘hooks’ to build relationships. Individual Subject Support – Departments bids for funds for creative support/initiatives to ensure seamless participation of disadvantaged students.
Projected spending	£ 49,148

### Targeted academic support for current academic year

Measure	Activity
Priority 1	Improved attainment in English and Maths of all disadvantaged students and rates of progress across KS4 for high attaining disadvantaged students.
Priority 2	Alternative Education Provision where needed.
Priority 3	To ensure every disadvantaged student has suitable access to technology (device and access to the internet) for their studies.

Priority 4	Maximise the opportunities provided by national schemes to further enhance the outcomes of disadvantaged students.
Barriers to learning these priorities address	<p>Raising Attainment Coaches employed in Maths and English, working with small groups of students, to look to close the progress gap.</p> <p>High Attaining students specifically target for Intervention with a Maths specialist.</p> <p>RA Coach provide additional structured support in LETS. Specifically, for the small number of students unable to attend mainstream provision. Enabling all students to access some form of education.</p> <p>To ensure that disadvantaged students are able to access online resources for home learning and especially in the event of any further imposed school closure.</p> <p>National Tuition Programme to provide additional small group tuition in English and Maths and other identified subjects.</p>
Projected spending	£86,567

#### Wider strategies for current academic year

Measure	Activity
Priority 1	Behaviour and Learning mentor to work with targeted students. This may take the form of emotional support, practical interventions such as reduced timetables and working with the families to ensure best outcomes and improve overall engagement and attendance.
Priority 2	Personalised counselling and wellbeing/emotional support for students on a needs basis.
Priority 3	To provide opportunities/experience for disadvantaged students in line with their peers.
Priority 4	Out of hours learning - breakfast and homework club provided for eligible students on a needs basis.
Priority 5	Uniform, Transport and Pastoral support.
Barriers to learning these priorities address	<p>Mentor widely recognised as student's champion to support staff and address any issues/concerns, to intervene as early as possible and prevent escalation.</p> <p>A designated 'POD' providing a welcoming, safe, nurturing and positive learning environment where disadvantaged students are/feel supported, understood and cared for.</p> <p>Personalised specialist help, support, advice and understand, especially in relation to attachment and trauma.</p> <p>To remove barriers to learning/improve attendance.</p>
Projected spending	£48,600

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensure time is given over for prioritising support of disadvantaged students, development of recognised classroom strategies and learning tools and time to progress initiatives.	Subject Leader focus. Department meetings key agenda item. Training – new staff intake. FROG staff platform.
Targeted support	Timetabling constraints. Recognition and buy in to benefits of intervention to bridge the gap by both staff and students.	Blocks of booster sessions to encourage increased engagement. In-class support to develop relationships with RA Coaches. Subject leader support.
Wider strategies	Supporting and engaging students and families facing the most challenges.	Impact of lockdown on re-establishing routines, engagement and wellbeing.

## Review: last year's aims and outcomes

Given the unprecedented circumstances of 2020, many of the 2019-2020 Pupil Premium Strategy priorities were impacted and could not be fully fulfilled. The majority of the priorities have been carried forward and adjusted appropriately in the current climate. There will be an additional focus on supporting the bridging the attainment gap by maximising any opportunities provided by national schemes and ensuring disadvantaged students are able to access online resources for home learning and especially in the event of any further imposed school closure.

2019/20 PP progress data:

	2018/19	2019/20
Progress 8	-0.03	+0.55
Ebacc entry	15%	14%
Attainment 8	44.85	47.16
Percentage of Grade 5+ in English and Maths	39%	43%