Pupil premium strategy statement

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	Davison CE High School for Girls
Number of pupils in school	1309
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2021/22 2022/23 2023/24
Date this statement was published	Dec 2021
Date on which it will be reviewed	July 2022
Statement authorised by	C Keating
Pupil premium lead	S Binney
Governor / Trustee lead	J Waters

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£200,635
Recovery premium funding allocation this academic year	£27,695
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7,000
Total budget for this academic year	£235,330

Part A: Pupil premium strategy plan

Statement of intent

As a school we are committed to supporting our students to achieve their best possible outcomes no matter what their background. The Davison core values underpin our Pupil Premium Strategy to help and inspire students to thrive, flourish and achieve.

We believe that all our children should have opportunities to succeed no matter what challenges they may face and strive to do all we reasonably can to ensure that they leave us as successful and well-rounded young people; having been supported and guided to develop the skills, confidence and self-belief to reach their full potential.

By encouraging positive attendance and providing high quality teaching and learning through 'Excellence every lesson', we will offer a wide and varied curriculum which is accessible, challenging and supportive. Maximising, not limiting, the possibilities for our young people.

Through regular assessment and monitoring of progress, appreciating and understanding the individual needs of the student, we will tailor our support and intervention as detailed below, for the most effective impact on closing the disadvantage attainment gap.

The Davison Tutoring Programme for students whose education has been worst affected as a result of school closures, including non-disadvantaged pupils, is integral to our whole school education recovery.

Our aim is to embed a committed approach, that is understood and adopted by all,

Pupil **P**remium Funding = **P**riority **P**upil

- **P**riority for **P**roviding

- **P**riority for **P**articipation

- **P**riority for **P**rogress

Challenges

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

Challenge number	Detail of challenge
1	The maths attainment of disadvantaged students is generally lower than that of their peers. KS3 end of year age expectation data highlighted that significantly more disadvantaged students 'did not meet' age related expectations than their peers. 38% of Yr7 disadvantaged students moving into Yr8 'did not meet' age related expectations, compared to 9% of non-disadvantaged cohort. Disadvantaged students did not then go on to perform as well as the peers in KS4 – disadvantaged students Maths subject P8 score 0.02 vs 0.65 for their non-disadvantaged peers. And for those high attaining students, 47.06% of students eligible for PP achieved grade 7+ vs 73.87% of their peers.
2	STAR reading data and teacher assessment for KS3 students indicates that the progress of disadvantaged children is generally lower than their peers. This impacts their progress in all subjects. 30% of Yr7 disadvantaged students moving into Yr8 had a STAR reading age below 10 years, compared to 12% of the non-disadvantaged cohort. For students joining Davison in September 2021, the average Mean CAT score for non-disadvantaged students was 105.5 and for students eligible for PP, 96.9, highlighting the learning and literacy gap.
3	Students eligible for PP at Davison historically have lower attendance than the whole school target of 95.5%. In 2018/19, the last year 'regular' school year, disadvantaged student attendance stood at 92.88%. Whilst this represented an increase of 1.07% from 91.81%, which was a significantly higher increase than students not eligible for PP and the last national average for FSM students reported of 90.8%, it was still below the whole school target. There is a direct correlation between attendance and attainment. 72% of our students with 95% attendance or more achieved grade 4 or above in Maths and English, compared to only 55% of students achieving the same grades with 90% attendance or below. Whilst COVID disproportionately impacted disadvantaged and vulnerable students' overall %attendance, our assessments and observations highlight that absenteeism is a significant factor that negatively impacts disadvantaged students' progress.
4	The wellbeing of our students (and families) has been significantly impacted by COVID and school closures, with many being affected by social and emotional issues, such as anxiety, depression (diagnosed by medical professionals), low mood and self-esteem. Students have struggled to adjust and return to school,

expressing feelings of being overwhelmed by the pressures of recouping lost learning and the prospect of exams. Disadvantaged students have been particularly affected.

Increased wellbeing provision is being provided, especially by our pastoral team, with students accessing more mentoring support, POD time and wellbeing clubs. 75 students have already been referred for counselling (20 of whom are disadvantaged) – a marked increase from previous years.

Many more students have needed reintegration timetables to support their return to school and in extreme cases, students are accessing alternative learning provisions.

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
Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on Maths and the outcomes for our high attaining disadvantaged students.	Students eligible for pupil premium funding will achieve a positive progress 8 score.
Improved reading outcomes among disadvantaged students – focus across KS3.	Improved outcomes of disadvantaged students and narrowing of the attainment gap, demonstrated by: • STAR reading tests • Accelerated Reading Programme – quizzing and engagement • Engagement in reading activities within lessons • Progress recorded and assessed by teachers in a range of appropriate reading skills
Student eligible for PP to attend regularly and to target the persistent absence gap among our disadvantaged students to achieve and sustain improved attendance for all.	To reduce the number of persistent absentees among students eligible for PP and the attendance gap between disadvantaged students and their non-disadvantaged peers to 3%, with the aim that this narrows/tapers to 1% over the next 3 years. Maintaining an overall % attendance above the national average for disadvantaged students.
To achieve and sustain improved wellbeing for all students, particularly those who are disadvantaged. And encourage greater opportunities for involvement and belonging.	Sustained high levels of wellbeing demonstrated by qualitative data from: • student voice • student and parent surveys • staff observations • professional feedback/reflection A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

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: £87,597

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra staffing in Maths	Specialist subject teachers providing opportunity for smaller ratios to support student learning. The Education Endowment Foundation (EEF) toolkit refer to this as adding 2 months progress to learners.	1
Review our Teaching and Learning policy for 'Excellence every lesson' and develop a specific Reading policy. Key reading principles will be embedded as explicit strategies to use in the classroom to improve literacy, reduce the vocabulary/word gap and improve student outcomes and attainment. Support the School Improvement Group, made up of staff with dedicated PM targets to improve literacy and reading, across a range of disciplines with training and release time. Reading sharing walks to evaluate use of the following strategies: • Atos – Accelerated reading scheme • Context – (Capital Culture)	Improving reading and literacy in all subject areas in line with recommendations in the Department for Education (DfE), Reading: The Next Steps, 2015 and Moving English Forward. Updated DfE Research - English review series awaited.	2 & 1

• Vocabulary – (Matthew Effect) • Prediction		
All departments to complete PP diagnostic activities and develop a departmental plan 'through the lens of a disadvantage student'. Disadvantage to be a priority focus for monitoring of progress for targeted intervention and support. Development of the curriculum; mapping and sequencing and 'inclusion' through opportunities for cultural capital.	Diagnostic activities can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction, with a particular emphasis on the impact for our disadvantaged students.	1 & 2
The employment of key teaching and learning strategies which especially support disadvantaged learners by increasing staff training opportunities to explore pedagogy that is impactful through CPD and the in-house Coaching Pathways programme; in line with The Education Endowment Foundation EEF toolkit. In-house FROG dedicated pages to share reading, information and strategies to support disadvantaged students.	Teaching metacognitive strategies to students can help students become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment. In line with The Education Endowment Foundation EEF toolkit the following classroom strategies add significant progress especially: • Feedback +6 months • Metacognitive and self-regulation skills +7 months	
Development of student profiles/provision maps – to ensure the needs of the individual child and any barriers/challenges they may face are understood by all and appropriate support tailored to meet needs – SEND and disadvantaged students as a priority.	Know and understanding pupils and their influences is key and the number 1 recommendation in The Education Endowment Foundation Improving Behaviour in schools report	1, 2, 3 & 4

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

Budgeted cost: £79,562

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising Attainment Coach - Maths	In line with The Education Endowment Foundation (EEF) toolkit, small group tuition has an average impact of four months' additional progress over the course of a year. Our full time Maths Raising Attainment Coach supports students with learning gaps through small group extra intervention sessions and in-class support, across all key stages. Also providing additional structured support to students in their 'Study Plus' sessions.	1
Raising Attainment Coach - English	In line with The Education Endowment Foundation (EEF) toolkit, small group tuition has an average impact of four months' additional progress over the course of a year. Our full time English Raising Attainment Coach supports students, focusing on key language skills, through small group extra intervention sessions and in-class support, across all key stages. Also providing additional structured support to students in their 'Study Plus' sessions.	2
Small group subject tutoring via Davison Tutoring Programme (DTP)	Our DTP recovery initiative provides tutoring across a range of subjects, where a trained older ex pupil is paired with a small group of younger students. This peer tutoring is evidenced as having a positive impact (4/5 months), especially for students from a disadvantaged background, also promoting social and personal development and boosting self-confidence and motivation for learning.	1 & 2
Reading support initiatives: • Davison Tutoring Programme (DTP) – targeted reading	Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when	2

scheme for 6/8 weeks, supporting students, including non-disadvantaged, who need additional help to comprehend texts and address the vocabulary gap • Purchase reading books for disadvantaged students to read at home • Immersive supported DEARtime reading • Technology/software to support reading – extend the reach of Lexia Reading programme • Parent/carer workshops for increased engagement and understanding of how to support reading	interventions are delivered over a shorter timespan: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF Department for Education (DfE) 'Research evidence on reading for pleasure' May 2012 updated and supported by Ofsted and 'The reading framework' July 2021	
External provision	Alternative Education Provisions are provided/supported where needed for the small number of students unable to attend mainstream provision. Enabling all students to access education.	1 & 2 and 3 & 4

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

Budgeted cost: £68,171

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopt principles of good practice set out in Department for Education's (DfE's) Improving School Attendance advice. Pupil Premium team to work in collaboration with pastoral and attendance	The Department for Education (DfE) guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	3 & 4 and 1 & 2

colleagues to monitor and target any disadvantaged student absent. Drive attendance initiatives, interventions, links with home and rewards. Utilise designated POD areas to support students.		
Wellbeing and engagement Designated Behaviour and Learning mentor working with identified disadvantaged students. Offering emotional support, practical interventions such as reduced timetables and working with the families to ensure best outcomes and improve overall engagement and attendance as well as reducing internal and fixed term exclusions. Also including personalised counselling and wellbeing/emotional support for students on a needs basis from in-house and external sources.	Whilst research and evidence is limited and shows only a moderate impact on attainment, Maslow's Hierarchy of Needs states that we must establish the physiological and emotional requirements before we can develop the self-actualisation and esteem. Our observations and student voice indicate that value is added in promoting a positivity towards school, which encourages greater engagement in learning. Students benefit from a positive role model and relationship with a trusted adult, which builds confidence and develops resilience and self-esteem, or raises aspirations. The links between school and home are also strengthened.	4 & 3 and 1 & 2
Cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund	
Enrichment and engagement Subject Support – initiatives and resources to ensure seamless participation of disadvantaged students. To provide opportunities/experiences for disadvantaged students in line with their peers, to maximise cultural capital.	It is our intended aim to support our students to become well-rounded young people, whatever their background or the challenges they may face and to prioritise their participation and provide where required. Funded resources for curriculum involvement i.e. art materials, food tech ingredients and trips and music lessons for wider benefits. Funded uniform and academic equipment and resources, can also remove barriers and maximise a students' access to	4 & 3 and 1 & 2

| Uniform, transport and other pastoral support. | learning. The Education Endowment Foundation (EEF) toolkit findings state that learners can make 3 months progress through participating in arts which can have a positive impact on academic outcomes in other areas of the curriculum. | |

Total budgeted cost: £ 235,330

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 2020 to 2021 academic year.

Year on year results for our students eligible for PP are details below:

	2018/19	2019/20	2020/21
Progress 8	-0.03	+0.55	-0.11
Ebacc entry	15%	14%	21.95%
Attainment 8	44.85	47.16	49.02
Percentage of Grade 5+ in English and Maths	39%	43%	59%

Despite the positive progress made in 2019/20, the attainment gap compared to those more affluent students increased in 2020/21. Life events impacted significantly on the ability of six disadvantaged students to fully engage and achieve the outcomes their KS2 scores may have indicated that they were capable of and KS4 attainment. All completed their high school education and took some GCSEs. The revised P8 score for students eligible for PP would have been 0.36 which compares very favourably with their non-disadvantaged peers score of 0.39.

Covid-19 impact disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged students and they were not able to benefit from our pupil premium funded interventions and initiatives as planned.

We maximised online learning opportunities, ensuring students could access remote learning – distributing devices and home internet connection where required. Together with remote learning co-ordinator, we liaised with teachers to maintain engagement and progress.

Overall attendance in 2020/21 was lower than in the previous years at 88.43% vs whole school 94.02%, 36% of students eligible for PP were C-coded throughout the year – double the whole school %.

Supporting the attendance of our disadvantaged students is a focus of our current plan.

Whilst we maintained personal contact throughout lockdown with many of our disadvantaged students, wellbeing and mental health were significantly impacted last year. The subsequent return to school has also been affected and has been particularly acute for disadvantaged students. We used pupil premium funding to provide wellbeing support and will continue this in our new plan.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is **not being funded by pupil premium or recovery premium.** That will include:

- ensuring students are not digitally disadvantaged - by device and home connection
- signposting for wellbeing support for students with mental health and wellbeing issues to external agencies, many of whom are disadvantaged
- Careers Leader ensures priority for personal careers advice and guidance and access to post 16 option choices
- designated Sapphire POD to provide a safe space, where students receive the time and support they need and feel looked after and cared for.

Planning, implementation, and evaluation

In response of the new statutory requirements and documentation we are undertaking a thorough review of our Pupil Premium Strategy to ensure a consistent and robust whole school approach to supporting our disadvantaged students.

In planning our new Pupil Premium Strategy, we:

- Reviewed and evaluated data, including student voice
- Key stakeholders attended training and research group seminars which *addressed* the effective use of pupil premium and how to *address* challenges to learning presented by socio-economic disadvantage
- We considered the impact of the pandemic on disadvantaged students in the context of our school setting
- Studied research evidence to support our approaches/activities
- Discussed our Pupil Premium Strategy as a Senior Leadership team to implement a whole school approach to ensuring our strategies are adopted 'through the lens of the disadvantaged student'
- We used The Education Endowment Foundation's (EEF's) implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities