

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1315
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2021/22 2022/23 2023/24
Date this statement was published	Dec 2023
Date on which it will be reviewed	Dec 2024
Statement authorised by	C Keating Headteacher
Pupil premium lead	H Fox Assistant Headteacher
Governor / Trustee lead	J Waters

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 179,245
Recovery premium funding allocation this academic year	£ 26,220
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 33,284.50
<b>Total budget for this academic year</b>	<b>£ 273,939.50</b>

# 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 our 'Habits for Learning' we will offer a broad and balanced curriculum which is accessible, challenging and supportive. Maximising, not limiting, the possibilities for our young people. Our approach is evidence led, using both in school research and guidance from the Education Endowment Foundation to deploy activities that are appropriate to our setting and backed by high quality research.

A highly conformative environment with quality teaching has a disproportionately positive impact on the outcomes for disadvantaged learners. By having high expectations for all students supported by robust behaviour for learning policies we maintain settled and productive classrooms which are conducive to positive progress for all.

Students eligible for pupil premium funding are not a homogenous group, disadvantage is not uniform and it is vital that the many different barriers or challenges that students might face are considered on a case to case basis. All stakeholders in our school know that the progress of students eligible for pupil premium funding is prioritised, providing extra support and intervention when needed and routinely monitored for impact.

By supporting students eligible for funding to participate in the wide range of enrichment activities available in the school, through sport, the performing arts and by participating in educational visits we aim to mitigate any barriers that prevent young people from enjoying all that our school community has to offer.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Lower attainment and progress for Disadvantaged students classed as having middle or high prior attainment</b></p> <p>Whilst progress and attainment for our KS4 students overall is significantly above the national average (FFT data) - P8 - +0.46, A8 – 5.4 there continues to be a stubborn gap for Disadvantaged students particularly those who have middle or higher prior attainment.</p> <p>Pupil premium gap for 4+ Eng and Maths: – 23%</p> <p>P8 score for FSM: –0.59 and not FSM: +0.53</p> <p>P8 score for Disadvantaged middle prior attainers gap: - 1.19</p> <p>P8 score for Disadvantaged higher prior attainers gap: -0.99</p>
2	<p><b>Disadvantaged students at KS3 have lower literacy levels.</b></p> <p>Literacy tightly linked to cognition allows access to all subjects. Our assessment of reading suggests that at KS3, disadvantaged students in year 7 and 9 have the greatest gap between themselves and non-disadvantaged peers:</p> <p>Y7 students – Non PP 18% of cohort below benchmark. PP – 30% of cohort below benchmark</p> <p>Y8 students – Non PP 33% of cohort below benchmark. PP – 10% of cohort below benchmark</p> <p>Y9 students – Non PP 19% of cohort below benchmark. PP – 49% of cohort below benchmark</p> <p>Qualitative data from across the school suggests that students are less confident with speaking out loud in the classroom setting. Rich oracy and participation from all students allows teachers to monitor and immediately address any misconceptions. Raising oracy levels in our students, particularly those who are disadvantaged can lead to positive progress and attainment in relation to literacy.</p>
3	<p><b>Lower attendance of Disadvantaged students</b></p> <p>Students eligible for PP at Davison historically have lower attendance than the whole school target of 95%.</p> <p>In 2022/23 – the overall attendance for disadvantaged learners was 86.5% compared to the whole school of 91%. Whilst attendance for the whole school</p>

	<p>has been consistent over the last two years, attendance for disadvantaged learners has fallen again this year.</p> <p>Of the 48 students whose absence would be classed as persistently absent, 25% reported challenges that could be defined as related to emotionally based school avoidance. 11% of this group were in year admissions to the school.</p> <p>There is a direct correlation between attendance and attainment. 63% of our students with 95% attendance or more achieved 5 grade 4s or above including Maths and English with a P8 score of –0.45, compared to only 33% of students achieving the same grades and a P8 score of –1.22 with 90% attendance or below</p>
4	<p><b>Increased wellbeing barriers for our Disadvantaged students and their families</b></p> <p>Disadvantaged students are disproportionately represented on our CPT Red list (monitoring students of highest safeguarding concern) with 40% of the monitored students coming from a Disadvantaged background.</p> <p>A significant barrier to achievement in school for many of our Disadvantaged students continues to be poor mental health and emotional wellbeing. With national and local services being under considerable strain we seek to provide support for all of our students through a range of wellbeing provisions including group work, pastoral support, mentoring and counselling. In 2022/23 91 of our Disadvantaged students benefitted from a wellbeing intervention or counselling.</p> <p>Poor mental health and wellbeing has a direct correlation with poor attendance and progress, therefore, this will continue to be a key aspect of our strategy.</p> <p>Some students require targeted intervention from our Educational Support Mentor to manage traits of Emotionally Based School Avoidance – one third of students receiving this support are Disadvantaged Students.</p>
5	<p><b>Increased incidents of challenging behaviour from our Disadvantaged students</b></p> <p>Despite our Disadvantaged students making up around 16% of our school community, they are disproportionately represented in the sanctions applied in line with our behaviour policy.</p> <p>In 2022/23 872 students in our school received at least one negative point.</p> <p>Of this number, 60% of non-disadvantaged students received at least one negative point compared to 80% of Disadvantaged students</p> <p>46 students were sanctioned with a suspension in 2022/23 - 50% of these students are Disadvantaged.</p>

## 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: <ul style="list-style-type: none"> <li>• STAR reading tests</li> <li>• Accelerated Reading Programme – quizzing and engagement</li> <li>• Engagement in reading activities within lessons</li> <li>• Progress recorded and assessed by teachers in a range of appropriate reading skills</li> </ul>
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: <ul style="list-style-type: none"> <li>• student voice</li> <li>• student and parent surveys</li> <li>• staff observations</li> <li>• professional feedback/reflection</li> </ul> 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: £100,133.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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
<p><b>Habits for learning</b> - Teachers to be trained in the 6 habits for learning and a focus on learners as key principles for helping students to succeed:</p> <p><u>Engagement and Challenge</u>  <u>Making Connections</u>  <u>Curiosity</u>  <u>Guided Learning</u>  <u>Key skills</u>  <u>Working environment</u>  <u>Learners</u></p> <p>This will then be monitored through observations, PM and context walks as well as being used with middle leaders as a way of developing departments. This will Improve attainment among disadvantaged students across the curriculum.</p>	<p>Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils</p> <p>Professional development to support implementation of evidence based approaches</p>	1,2 & 5
Dedicated <b>Reading</b> Co-ordinator raises the profile of literacy across the curriculum through work with subject leaders and members of the school improvement group.	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.	1&2
Support the <b>School Improvement Group</b> , made up of staff with dedicated PM targets to improve the use of evidence based	EEF evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of	1&2

teaching strategies for all with a particular focus on Disadvantaged learners.	their learning can be effective. These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content.	
Whole school <b>Oracy</b> CPD encourages teaching staff to build a strong oracy culture in our school. Enhancing opportunities for oracy in every lesson.	<p>The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language (EEF)</p> <p>Research carried out by the English Speaking Union suggests that children with good communication skills are four times as likely to achieve four or more GCSEs at grade 5-9. Interesting research is also emerging in relation to wellbeing and social, emotional skills being enhanced by good oracy.</p>	1, 2, 4 and 5
All departments to complete PP diagnostic activities. <b>Disadvantage to be a priority focus for monitoring of progress</b> for targeted intervention and support.	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
As a result of diagnostic activities agree list of 'Priority PP students'. Each student will have a profiles shared with all staff and monitored	Know and understanding pupils and their influences is key and the number 1 recommendation in The Education	1, 2,3,4 & 5

by HOY, English and Maths departments and Raising attainment coaches. Ensuring the needs of the individual child and any barriers/challenges they may face are understood by all and appropriate support tailored to meet needs	Endowment Foundation Improving Behaviour in schools report	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 99,806

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.	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.	1&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.	1 & 2
Reading support initiatives: <ul style="list-style-type: none"> <li>Purchase reading books for disadvantaged</li> </ul>	Department for Education (DfE) 'Research evidence on reading for	2



<p>students to read at home</p> <ul style="list-style-type: none"> <li>• Immersive supported DEAR time reading</li> <li>• Technology/software to support reading – extend the reach of Lexia Reading programme</li> </ul>	<p>pleasure' May 2012 updated and supported by Ofsted and 'The reading framework' July 2021</p>	
<p>Brilliant Club – Targeted Y9 students involved in a pilot group</p>	<p>DATA from the Higher Education Access Tracker has shown that students involved in the Brilliant Club Scholars Programme have higher GCSE attainment than those with similar KS2 attainment data in the same local authorities. As a pilot project we will monitor the impact for students involved this year.</p>	<p>1</p>
<p>External provision</p>	<p>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.</p>	<p>1,2,3,4 &amp; 5</p>

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

Budgeted cost: £74,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopt principles of good practice set out in Department for Education's (DfE's) <a href="#">Improving School Attendance</a> advice.</p> <p>All stakeholders to understand the link between <b>attendance</b> and attainment, ensuring that robust systems are in place to monitor and intervene where necessary.</p> <p>Pastoral managers to develop 'building resilience' group</p>	<p>The Department for Education (DfE) guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1,2,3,4 &amp; 5</p>

project to support students to attend school regularly.		
<p><b>Wellbeing and engagement</b></p> <p>Education Support Mentor working with disadvantaged students who are persistently absent. Offering emotional support and making reasonable adjustments to improve attendance and attainment.</p> <p>Menu of wellbeing projects and initiatives offered in school for students and their carers/parents to increase self-efficacy for managing emotional wellbeing</p> <p>Pastoral managers and heads of year offer individualised support on a case by case basis to Disadvantaged students and their families to ensure best outcomes and overall engagement as well reducing instances of poor behaviour.</p> <p>Personalised counselling is offered on a needs basis from in house counsellor.</p> <p>Through the 'Thoughtful' school initiative Disadvantaged students are prioritised for CBT intervention.</p>	<p>EEF findings suggest that both targeted interventions and universal approaches have positive overall effects (+ 4 months).</p> <p>There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal.</p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p><u>Cognitive Behavioural Therapy - Youth Endowment Fund</u></p>	1,2,3,4 & 5
<p>Enrichment and engagement</p> <p>Subject Support –initiatives and resources to ensure seamless participation of disadvantaged students.</p> <p>To provide opportunities/experiences for disadvantaged students in line with their peers, to maximise cultural capital.</p> <p>Uniform, transport and other pastoral support.</p>	<p>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</p>	1,2,3,4 & 5

	students' access to 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.	
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**Total budgeted cost: £ 273,950**

## 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 2022-2023 academic year.

	2018/19	2019/20	2020/21	2021/22	2022/23	<b>Nat Average</b>
Progress 8	-0.03	+0.55	-0.11	-0.35	-0.17	-0.57
Ebacc entry	15%	14%	21.95%	12.50%	13%	28%
Attainment 8	44.85	47.16	49.02	44.71	40.58	34.9
Percentage of Grade 5+ in English and Maths	39%	43%	59%	35%	40%	25%

Year on year results for our students eligible for PP are above:

Whilst P8 and A8 figures show improvement from 2021/22 and favourably compare to the National Average, there remains a stubborn gap between educational outcomes for our Disadvantaged students compared to those from non-disadvantaged backgrounds who are performing significantly above the national average. To eliminate this gap remains a focus of our current strategy.

To address this gap we have reviewed and re-designed the support offered by our Raising Attainment Coaches, working more closely with English and Maths TLR post holders and pastoral teams to design highly personalised interventions for our Priority PP students across KS3 and KS4.

Entries for the English Baccalaureate (EBACC) at 13% are below the national average of 28%. As a Voluntary Controlled Church of England School, we stipulate that our students take either Religious Studies or Citizenship to GCSE level. In order to provide a breadth of GCSE options to our students, we do not further stipulate that they take either history or geography. This means that our EBACC entries are affected as neither Religious Studies or Citizenship are currently regarded as Humanities subjects. Unlike a significant number of schools, we do have around 50% of each GCSE cohort studying a Modern Foreign Language to GCSE level.

In line with EEF recommendations the overarching aim of our strategy has been to provide high quality teaching within a broad and balanced curriculum. Our commitment to maintaining

settled classroom environments where all students have the opportunity to learn and succeed has resulted in positive outcomes for those who attend well and are fully engaged.

Our focus on maths teaching and the overstaffing to support this has led to improved results at 5+ with 44% of students achieving this milestone in maths compared to 41% in 2021/22.

Data analysis shows that lower prior attainers and those with SEND respond well to the intervention offered, attaining largely in line with their non-disadvantaged peers. In order to increase progress for our middle and higher prior attainers we will increase monitoring and sharing processes within curriculum areas. Additionally raising the profile of 'Habits for Learning', Oracy and Literacy across the school will maximise progress for our Disadvantaged students.

Nationally we are still seeing the impact of the pandemic on attendance, wellbeing and behaviour. Our offer to support these challenges is well evidenced and comprehensive. Despite many individual successes in 2021/22 there are still students whose progress and attainment is significantly affected by their poor attendance and wellbeing. Early intervention and working in partnership with stakeholders both within and outside of the school will be vital to manage this challenge and will remain a key focus this academic year.

We are committed to our school ethos of creating opportunities for all students to flourish as God intended and are proud of the support we offer for Disadvantaged students to participate in trips and enrichment. In 2022/23 the majority of our disadvantaged students were supported to be involved in at least one trip or opportunity, increasing cultural capital and engagement in life of the school. This year we will develop systems to track and monitor students who do not participate, exploring how to mitigate any barriers that might affect their involvement.

## Further information (optional)