

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	1327
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers	2024/25 2025/26 2026/27
Date this statement was published	Dec 2024
Date on which it will be reviewed	Dec 2025
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 (inc. Ever6)	£ 212,210
Recovery premium funding allocation this academic year (no longer available)	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 30,000
Total budget for this academic year	£ 242,210

Part A: Pupil premium strategy plan

Statement of intent

Davison CE High School for Girls believes that every pupil regardless of background or barrier to learning should have the ability to live life in all its fullness and flourish as God intended. There should be no link between family income and educational progress and attainment and it is the responsibility of all staff in our school at all levels to support this vision.

Closing the attainment gap is one of our main focuses and as such this strategy underpins our school improvement plan for the next three years so that we can be reflective and responsive to the needs of our disadvantaged students.

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>Lower progress for Disadvantaged students, particularly those identified as having higher prior attainment</p> <p>Whilst progress for our KS4 students overall is significantly above the national average (FFT data) - P8 - +0.37 there continues to be a gap for disadvantaged students particularly those who are identified as having higher prior attainment. The gap for middle prior attainers reduced significantly in 2022/2023 and to some extent for high prior attainers, however, this continues to be a focus of our strategy.</p> <p>We are pleased that an increasing number of disadvantaged are reaching key educational outcomes in English and Maths:</p> <p>4+ Including English and Maths – 59.5%</p> <p>5+ Including English and Maths – 45.2%</p> <p>These figures compare very favourably with schools across the county with Davison A8 figures being the second strongest in West Sussex</p> <p>P8 score for PP: -0.27 and not eligible for PP +0.34</p>
2	<p>Disadvantaged students at KS3 have lower literacy levels.</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 have the greatest gap between themselves and non-disadvantaged peers:</p> <p>Y7 students – Non PP 16% of cohort below benchmark. PP – 38% of cohort below benchmark</p> <p>Y8 students – Non PP 16% of cohort below benchmark. PP – 31% of cohort below benchmark</p> <p>Y9 students – Non PP 19% of cohort below benchmark. PP – 30% of cohort below benchmark</p> <p>Comparison data from the end of the academic year 2023/24 to the beginning of 2024/25 suggests that some progress made over the academic year is lost over the summer holidays.</p>
3	<p>Lower attendance of Disadvantaged students, particularly those who transfer to Davison as in year admissions</p> <p>Students eligible for PP at Davison historically have lower attendance than the whole school target of 95%.</p>

	<p>In 2023/24 – the overall attendance for disadvantaged learners was 86.7% compared to the whole school of 93.1%.</p> <p>Whilst the attendance of non-disadvantaged learners improved by 2% since 2022/23 the attendance of those eligible for pupil premium has improved only by 0.1% which means that the gap has increased.</p> <p>44.3% of students eligible for pupil premium are classed as persistently absent with many reporting challenges that could be defined as related to emotionally based school avoidance.</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.</p> <p>In addition 50% of the students eligible for pupil premium who joined as in year admissions were classed as persistently absent with 20% as severely absent</p>
4	<p>Increased wellbeing barriers for our Disadvantaged students and their families</p> <p>Disadvantaged students are disproportionately represented on our CPT Red list (monitoring students of highest safeguarding concern) with 54% of the monitored students coming from a Disadvantaged background (an increase from 2023-24)</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.</p> <p>Whilst student inclusion in these initiatives is high we note that disadvantaged parents and carers are less likely to engage in workshops offered by the school or external agencies</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 – 40% receiving this support are Disadvantaged Students (an increase from 2023-24)</p>
5	<p>Increased incidents of challenging behaviour from our Disadvantaged students</p> <p>Despite our disadvantaged students making up around 15% of our school community, they are disproportionately represented in the sanctions applied in line with our behaviour policy.</p> <p>52% of suspensions were issued to students from disadvantaged backgrounds</p> <p>62% of students receiving repeat suspensions are from disadvantaged backgrounds</p>

	Disadvantaged students are more likely to receive negative points with an average of 14 points for disadvantaged students compared to 8.29 for their non disadvantaged peers.
--	---

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.	<p>Students eligible for pupil premium funding will achieve a positive progress 8 score.</p> <p>Students identified as Higher Prior Attainers will achieve in line with their less disadvantaged peers.</p>
Improved reading outcomes among disadvantaged students – focus across KS3.	<p>Improved outcomes of disadvantaged students and narrowing of the attainment gap, demonstrated by:</p> <ul style="list-style-type: none"> • STAR reading tests • Accelerated Reading Programme – quizzing and engagement • Engagement in reading activities within lessons • Supporting students to maintain reading over the school holidays to mitigate any loss of progress.
Students 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. Ensure students who join as in year admissions are supported to attend regularly.	<p>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.</p> <p>Students who are ‘doubly disadvantaged’ by starting school in mid year are supported to attend in line with students who are not eligible for pupil premium funding.</p>
Promote positive behaviour in lessons and the school community for all with a focus on support for our disadvantaged students to achieve and maintain these expectations.	<p>Good relationships between pupils and staff will ensure that all feel valued and supported, meaning that they are less likely to misbehave. Develop personalised approaches for those students who have high behaviour needs.</p> <p>Evidence by reduced:</p> <ul style="list-style-type: none"> • Negative behaviour points • Suspensions including repeat suspensions

<p>To achieve and sustain improved wellbeing for all students, particularly those who are disadvantaged.</p> <p>Encourage greater opportunities for involvement and belonging.</p>	<p>Sustained high levels of wellbeing demonstrated by qualitative data from:</p> <ul style="list-style-type: none"> • student voice • student and parent surveys • staff observations <p>Places for wellbeing interventions are prioritised for disadvantaged students and carers/parents</p> <p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</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: £67,354

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra staffing in Maths	<p>Specialist subject teachers providing opportunity for smaller ratios to support student learning.</p> <p>The Education Endowment Foundation (EEF) toolkit refer to this as adding 2 months progress to learners.</p>	1
Dedicated Reading 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
Closing the vocabulary Gap. Students to leave school with a word haul of 50,000 words. Increasing staff confidence with using tiered vocabulary and academic language.	Research from SSAT shares how children from disadvantaged families are likely to have on average 2/3 less words in their vocabulary than their less disadvantaged peers.	1&2
Collaborative Learning as a tool for increasing student progress. Focus	EEF research suggests that the impact of collaborative	1 & 2

for one of our school improvement groups. Particular focus on science	approaches on learning is consistently positive, with pupils making an additional 5 months' progress, on average, over the course of an academic year.	
Effective departmental monitoring of disadvantaged students with the development of intervention strategies tailored to individuals and small groups. Particular focus for Higher Prior Attainers and the transition of students from Y6-Y7.	Targeted academic support within the classroom can have a transformative effect on pupil progress. Providing opportunities for teaching staff to know and understand pupils consistently impacts pupil progress (EEF)	1 & 2
As a result of diagnostic activities agree list of 'Priority PP students'. Each student will have profiles shared with all staff and monitored 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	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 & 5

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

Budgeted cost: £92,651

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 35 students with learning gaps through small group extra intervention sessions, coaching and in-class support, across all key stages.	1

<p>Raising Attainment Coach - English</p>	<p>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 35 students, focusing on key language skills, through small group extra intervention sessions, coaching and in-class support, across all key stages.</p>	<p>1&2</p>
<p>Small group subject tutoring via Davison Tutoring Programme (DTP)</p>	<p>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.</p>	<p>1 & 2</p>
<p>Reading support initiatives:</p> <ul style="list-style-type: none"> • Purchase reading books for disadvantaged students to read at home • Immersive supported DEAR time reading • Book vending machine used to incentivise reading for pleasure • Trips to local library • Reading groups 	<p>Department for Education (DfE) 'Research evidence on reading for pleasure' May 2012 updated and supported by Ofsted and 'The reading framework' July 2021</p>	<p>2</p>
<p>Brilliant Club – Targeted Y8 students</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.</p>	<p>1</p>
<p>Tutoring – providing 1:1 Tutoring for those students most likely not to reach educational benchmarks.</p>	<p>Young people who do not reach educational benchmarks are more likely to become NEET which has long term implications for future success, happiness and good physical and mental health. Students who struggle to</p>	<p>1 & 4</p>

	achieve these benchmarks in school often have related poor wellbeing and attendance which leads to further disengagement with school. Evidence from the EEF suggests that short regular tuition sessions result in optimum impact particularly when linked explicitly to normal teaching, adding approximately five additional months of progress.	
--	--	--

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

Budgeted cost: £82,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance</p> <p>Adopt principles of good practice set out in Department for Education's (DfE's) <u>Improving School Attendance</u> advice.</p> <p>All stakeholders to understand the link between attendance and attainment, ensuring that robust systems are in place to monitor and intervene where necessary.</p> <p>Assistant Head of Year role focussed to track attendance and behaviour for disadvantaged students</p> <p>Implement EBSA checklist and support pathway for appropriate students</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>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 & 5</p>

<p>Improve induction process for In Year Admission students to identify progress gaps and support with good attendance.</p>		
<p>Wellbeing Menu of wellbeing projects and initiatives offered in school for students and their carers/parents to increase self-efficacy for managing emotional wellbeing 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. 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>1,2,3,4 & 5</p>
<p>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. Uniform, transport and other pastoral support. Embed process for tracking and monitoring pupil engagement with enrichment opportunities Embed process for tracking and monitoring parental engagement with school</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 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.</p>	<p>1,2,3,4 & 5</p>

<p>Behaviour</p> <p>Know and understand pupils and their influences – use PSP process to support students at risk of suspension</p> <p>Reinforce positive behaviours – research impact of rewards and praise on progress with a view to reviewing current school policy</p> <p>Increase use of restorative approaches to both poor behaviour and attendance.</p> <p>Re-write readmission process following suspension to reduce the number of repeat suspensions</p>	<p>EEF ‘Improving behaviour in schools’ recommends prioritising proactive strategies designed to</p> <p>Know and understand pupils, teach learning behaviours and use simple approaches as part of a regular routine. Both targeted and universal approaches are found to have positive overall effects (+4 months)</p>	<p>1,2,3,4 & 5</p>
---	---	------------------------

Total budgeted cost: £ 242,210

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 2023-2024 academic year.

Key Performance Indicator	Whole School %	Non PP %	PP %	PP Gap %
4+ GCSE (inc Eng & Maths)	73.8%	77.57%	59.50%	-18.07
5+ GCSE (inc Eng & Maths)	56.15%	60.28%	45.2%	-15.08
P8	?	0.34	-0.27	-0.61
Maths 4+	82.03	86.20	62.22	-23.98
Maths 7+	19.62	21.9	8.7	-13.2
English 4+	79	83	60	-23
English 7+	33	28.5	18.6	-9.9

Intended outcome	23/24 Review
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.	This academic year PP students have achieved a P8 score of -0.27. Whilst the gap between students eligible for PP and their non-disadvantaged peers has reduced for key educational outcomes we continue to challenge ourselves to reduce this gap even further with a particular emphasis on our higher prior attainers. This will continue to be a focus of our current strategy.
Improved reading outcomes among disadvantaged students – focus across KS3.	At the start of the academic year 25% of students eligible for PP were identified as being below benchmark for reading. This number was reduced to 20% by the end of the academic year through targeted interventions and opportunities to increase reading for pleasure. Year 7 readers had the most positive impact with 74% of students being at benchmark at the end of the academic year compared to 68% at the start. Reading groups have been found to be particularly impactful with participating students adding 1.45 years to

	<p>their reading age. Early data for 24/25 suggests that some progress has been lost over the summer which will form part of our strategy for this year.</p>
<p>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.</p>	<p>Nationally attendance figures are still struggling to return to pre-pandemic levels and this continues to be a key focus of our current strategy. There is a significant gap of -6.4% in terms of the attendance of students eligible for pupil premium.</p> <p>Despite the obvious difficulties of the last few years; our Attendance Figures for the previous academic year have shown that our students have achieved attendance scores which are significantly above the FFT National Average for Girls in four of our five year groups and above the national average in all of our Year groups. When compared against girls only we are even further above the national average in every year group. The overall attendance figure for 2023-24 shows some very encouraging steps back towards our pre-pandemic average of around 95%.</p> <p>Our analysis, however, suggests that students from disadvantaged backgrounds are more likely to be severely absent and to cite concerns that could be classed as emotionally based school avoidance. Our implementation of the Education Support Centre is designed to provide support in these cases – Numbers on caseload for 22/23 were in line with PP figures in the school. We will prioritise disadvantaged students for this provision in 23/24.</p> <p>Students eligible for Pupil Premium and are in year admissions are particularly likely to be affected by absence with 50% of our PP IYA students classed as persistently absent in 2023-24.</p>
<p>To achieve and sustain improved wellbeing for all students, particularly those who are disadvantaged. And encourage greater opportunities for involvement and belonging.</p>	<p>Our offer for wellbeing and emotional support has been increased again this academic year. Students eligible for Pupil Premium funding are prioritised for this support with 22% of all spaces available on wellbeing interventions assigned to students eligible for PP funding.</p> <p>In 22/23 we developed an approach for tracking student engagement with enrichment opportunities. Our analysis shows no gap between engagement in the range of activities we offer between students eligible for PP and their non disadvantaged peers, in fact in year 9 and 10 students eligible for PP had slightly higher engagement which is an indication of the thought and support put into this focus.</p>

Further information (optional)