

The Duchess's Community High School: 2017-2018 Pupil Premium Strategy Statement

1. Summary information		
Number of pupils eligible for pupil premium funding: 237 FSM/E6, LAC, Adopted from Care 88 Services children 26 % of students are also on the SEND register		26% of total on roll yr7-11 receive pupil premium funding
Date of most recent PP Review: Ofsted 18th May 2017		
Total pupil premium budget:	£291,695	Amount per pupil: Years 7 to 11 FSM/E6 = £935 Services children=£300 LAC & Adopted from Care=£1,900
Dates of internal review: January 2018		

2. End of Key Stage 4 (Year 11) 2017 progress KS2 to KS4 and attainment. Context statement:- of the 38 disadvantaged students -4 joined the school during KS4 and 1 student was a non attender. The second row of disadvantaged data shows the data with these students outcomes removed from the overall disadvantaged outcomes. National other data will be added when available.

		Cohort	Progress 8	Attainment 8	% English and maths grade 4 or above	% strong pass in English Baccalaureate
2017 Unvalidated	All pupils	250	-0.13	47.24	71%	19%
	Disadvantaged	38 incl in P8 score	-0.72	32.73	37%	5%
	- non attenders and late on roll	34	-0.62	34.74	38%	6%
	National other					
	GAP					

3. Barriers to future attainment for students eligible for pupil premium funding in 2017-2018.

A.	Differentiation to meet individual needs with in lessons needs to be more consistent including adding stretch and challenge for high attaining students.
B.	Literacy and numeracy skills of some students need to be improved to bring them in line with age related expectations.
C.	Attitudes to learning of some students need to be raised
D.	Poor attendance rates for some pupil premium students. This reduces their school hours and causes them to fall behind on average.
E.	Low self esteem and low aspirations of some students

5. Outcomes and success criteria for summer 2018.	
A.	Teaching & Learning: Consistent application of school feedback, Magenta Principles, alongside pupil passports will be used effectively to support learning and progress thereby giving increased differentiation to meet individual needs. Improve the impact of “catch up and stay up” interventions for pupil premium students so that outcomes B & C are achieved.
B.	To significantly improve the attainment and progress of our pupil premium students. End of KS3: the gaps in progress and attainment in maths reading and writing between the school’s disadvantaged pupils and others nationally are substantially reduced - including those who are classed as higher attaining. End of KS4 : our disadvantaged children achieve positive Attainment 8, Progress 8 , English and maths scores -including those who are classed as higher attaining.
C.	To improve the engagement, attitudes to learning and outcomes of boys with uncompromising ambition to raise achievement. 80% expected progress with 35% more than expected progress.
D.	To reduce levels of persistent absence. A core of disadvantaged pupils have significantly higher levels of PA – tackling this through engagement with parents and the use of formal methods to track and action poor attendance. The attendance rate of pupil premium students to improve from 89.25% to at least 92.5% by July 2018. The persistent absence (10%) rate of pupil premium students to improve from 31.97% to below 20% by July 2018.
E.	To provide a programme of engagement opportunities for PP students, including those who are higher attaining. Participation in activities; improved levels of engagement in enrichment opportunities; positive pupil voice.

6. Planned expenditure 2017-2018					
i. Strengthen the quality of teaching and learning.					
Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact review
A,B & C: Improved attainment for PP students in each year group	Cluster group training focusing on Magenta Principles linked to professional development. Shared planning; peer/triad coaching to improve teaching and learning – specific focus on progress of PP, boys and higher attaining students	Making teachers more accountable for the progress of key groups/ individuals; sense of priority for PP pupils’ attainment	Evidence from learning walks Pupil voice Analysis of progress data – HoD/ SLT link meetings – records Rigorous Appraisal at PCs	HODs HOS Progress PP Co	A8 Data following progress checks
A, B & C: Improved attainment for Yr11 PP students	Provision of exam related materials for all PP, IT and paper based resources. IT resources allocated where appropriate to remove barriers to access.	PP students don’t always communicate a lack of IT at home or other issues with access to materials; provision of all resources to remove barriers to success.	Use of HoS to work with individuals in cohort to assess and overcome barriers to learning. Positive P8 scores; reduction in gap between PP and non PP attainment	HODs HOS Progress KS4 PP Co	

B: Improve attainment in English and Maths for those students who struggle and stretch and challenge for high attainers	Small group sessions in maths and English for students who need extra support for literacy and numeracy. Extra stretch and challenge for higher attaining students. Combine some aspirational interventions such as external visits, speakers.	Provide extra support to bring students up to at least age related expectations. Provide stretch and challenge to ensure high attainment.	Track data in English and Maths at each progress check.	Head of English and maths	
Total budgeted cost					£100,000

ii. Targeted support for pupil premium students.					
Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact review
A: Improved attainment for Yr11 PP students (including those who are higher attaining)	Reorganising GCSE subjects for identified pupils	Some students struggle with the demands of a full time table or within a specific subject and benefit from a reassessment of their learning experience and potential outcomes. Success of results in Oak 2017	New timetables issued; tracking of pupil progress	HOS Progress KS4	
C: Improve attitudes to learning and engagement of boys	Identify and target for specific interventions for identified students .	EEF toolkit suggests that targeted interventions matched to specific student with particular needs or behavioural issues can be effective, especially for older students	Ensure identification of students is fair, transparent and properly recorded. Monitor attitude to learning and also monitor whether improvements in behaviour translate into improved attainment. Achievement points to be focus for all staff, through a focus month of positive praise through form tutors.	HOS, Ass Head leading on Boys, PP Coordinator	
A,B,C & D: Provide an all round support system to achieve a positive school experience and life chances.	Identify students in year 10 & 11 who will benefit from having an Assertive Mentor allocated to them from the Senior leadership team or Heads of Standards. 1:1 10 min conversation encouraging the learner to reflect and consider progress in each subject as well as all round school experience. Success and challenges discussed with agreed actions to support improvement	EEF toolkit suggest that mentoring and 1:1 sessions can significantly impact on achievement. Parental involvement will also be crucial with this strategy and can also be beneficial to the outcomes for the student	Meeting will take place after each progress check and/or is other concerns arise and support needed. Tracking of P8 A8 score; pupil voice regarding experience of programme Targets will be reviewed and impact measured.	SLT HOS KS4	Progress checks - Assertive Mentor team feedback

D: To increase attendance rates and reduce levels of persistent absence	Monitoring of attendance of all pupils below 95%. Attendance interviews, tutor monitoring, challenges and rewards, peer ad pastoral mentors, actions plans and engagement with parents to improve attendance rates.	Attendance figures state that whilst overall attendance rates have improved, PP attendance remains lower than the school figure. Whole school attendance May 2017 -----% PP attendance -May 2017: -----%	Pastoral team:- Tutors, HOS, mentors Evidence from attendance figures. Form tutors regularly updated by pastoral attendance team re priorities.	Tutors, HOS pastoral PP Coordinat or	Improved levels of attendance for PP students ; sharing success stories. Each set of attendance figures published
Total budgeted cost					£100,695
iii. Other approaches to raise the attainment and progress of pupil premium students.					
Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact Review
E: To provide a programme of engagement opportunities for PP students, including those who are higher attaining.	Provision of a varied programme of careers guidance and enrichment including trips and visits. Subject days – University visits; Careers talks and fairs Further careers interviews for PP students who are unsure of career options Offer trips/ visits to PP students – target individual according to need/ interests/ opportunity/ support for learning Pupil voice states that students value these opportunities – they remember them in their learning.	Low student engagement with school by some students. Pupil voice referred to need for more careers and P16 options guidance. Pupils benefit from listening to outside voices. Pupils from less affluent families have less access and opportunity to provide such experiences. Careers interviews with yr9 & 10 give indications of next steps needed to move this outcome forward	Programme of careers and P16 options events coordinated by Ass Head of ICAG and HOS for Progress. Opportunities targeted towards PP students. PP careers evaluation forms completed	MA, HOS Progress, HODs	Participation in activities Improved levels of engagement in enrichment opportunities Positive student voice
C,D,E: To support pupils' emotional health and wellbeing through access to peer and learning mentors	Employment of learning mentors. Training and introduction of peer mentor programme Pupil referrals made by specific referral structure for each path. Liaison with Safeguarding lead where cases overlap.	Knowledge of individual pupils and their low self-esteem. Some pupils come from very challenging home circumstances where there is little or no support for the pupil and school. Some pupils struggle with anxiety related to examinations; increased numbers of PP accessing the service as pupils move further up the school. Peer mentors to offer support and guidance on a range of issues, in line with guidance given.	Regular updates of pupils via inclusion meetings – referrals made to HOS Peer mentor duty team will carefully M&E the programme. Liaising with pastoral teams regularly	HOS Pastoral PP coordinat or	Y7 ___% of PP seen Y8 ___% of PP seen Y9 ___% of PP seen Y10 ___% of PP seen Y11 ___% of PP seen
Total budgeted cost					£91,000

7. Review of expenditure		Total pupil premium budget = FSM, E6, CLA & AfC £129,120 and Service Children £17,400. TOTAL: £146,520	
Previous Academic Year		2016-2017	
i. Quality of teaching for all: to improve the percentage of good and outstanding teaching. Total cost = £40,000			
Desired outcome	Actions	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)
Improve progress for all students: focus on more able students and boys	Ensure CPD on developing outstanding classroom practice - Magenta Principles (MP), is timely and appropriate. All teachers have a performance development target linked to DA outcomes. Rigorous monitoring of quality of teaching, learning and assessment to improve outcomes. All PP students have a pupil passport to support individual needs	<i>Mixed:</i> Not fully met but approach shows promise. T&L CPD on Magenta Principles has informed approach to focus on what students are doing with the information. Lesson observations show that this is impacting on engagement and independence in own learning as well as increased depth of understanding. Every teacher and dept has a DA focus in their CPD or action plans. This shows a greater knowledge of the students and their individual needs. PP passports in place and were actively used in lesson are personalised to the learner. All staff are aware of PP inc Higher attaining students in their classes; marked on seating plans. Progress 8 data shows that not all PP students made expected progress.	<ul style="list-style-type: none"> Teachers are positive about the training and we will continue to build on our MP work through CPD again this year - moving it on the the next level. Next year HOD's will monitor and evaluate the progress of individuals and intervene at the earliest opportunity. A flow chart has been created to support the conversations between Senior links and HOD's. Focus on attainment to be continues as PP performance remains a priority; still some instances of HA students not being given challenging tasks/work in lessons - seen in work scrutinies. Boys also remain a focus area. Re-focus of DoLs to Heads of Standards for progress time to focus on students achievement in PP achievement; shift of focus from behaviour to attainment. Differentiation needs a sharper focus in T&L including that of setting challenging work for the most able.
Quality of marking and feedback to impact strongly on the attainment and progress of students	All departments have a target for feedback and marking in their action plans Mark targeted students books first	<i>Mixed:</i> where feedback is good and time for DIT is given there is a clear impact on students learning and therefore attainment. There has been a clear improvement however there is still some inconsistency across dept/school.	<ul style="list-style-type: none"> Further training on feedback and marking lead to tweaking of the departmental feedback policies in the summer term. Rigorous monitoring and evaluation and further sharing of good practice needed across school to ensure consistency if created.
All students up to date and on track	Early identification of students who may be liable to under-achieve and support plans implemented quickly	<i>Mixed:</i> Interventions for underachieving/areas of concern by teachers, HODs and DOLs ensure vast majority are back on track asap to ensure learning progresses. Where students had persistent absenteeism it was difficult to plug the gaps in their learning. An array of strategies took place to improve this.	<ul style="list-style-type: none"> This seemed to be most effective when the class teacher was able to build a relationship with parents/carers to support the catch up and progress of the student. Next year we will investigate how we can improve communications with home as well as look at internal mechanisms to enable students to catch up and progress. Dept intervention sheets will record concerns and actions taken following process checks. HOD/HOS will monitor and intervene where necessary.
Maths intervention programme in order to raise achievement and progress	LSA for numeracy Increased staffing allows for smaller teaching groups in yr11.	<i>Medium/Low impact:</i> Close monitoring of key groups including boys after each PC and mock. Interventions in place to improve progress. Male vs female data compared to ensure boys achievement matches girls. PC and mock data shows	<ul style="list-style-type: none"> There are some success stories however further work is needed to drill down into individuals progress in more detail. Develop strategies for measuring impact of interventions from starting points.

		boys LEP % higher than girls, however the gap has narrowed between PC1 and Progress checks Staff are all aware of issue with boys achievement. Support classes are primarily male dominated with 11/14 being male.	<ul style="list-style-type: none"> • Next year we need to identify students which fall into categories which did not make progress last year. List of students will be circulated to staff early November. • Department intervention tracking after PC gave DA a big focus - next year an outcome column will be added so a review of the intervention can take place.
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ii. Targeted support for pupil premium students.	Total cost = £55,000
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Desired outcome	Actions	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)
Improved literacy	Literacy programme in Year 9 and follow up activities in yr10. Increase in English staffing to generate smaller teaching groups and increase intervention opportunities at GCSE to accelerate learning.	<i>Medium/Low impact:</i> Literacy lessons completed weekly and homework booklets designed to reinforce this. Current year 10s have a stronger understanding of SPAG than previous year groups (indicating effectiveness from last year). PC report indicates that there is a gap between DA and non-DA Student panel of DA students shows satisfaction with evidence that differentiation is personal to their own needs. Books indicate work in line with non-DA students	<ul style="list-style-type: none"> • Progress has been made this year however further work is needed to drill down into individuals progress. • A greater focus is needed to measure impact from starting points of interventions.
Improve the engagement, attitudes to learning and outcomes of boys thereby raising achievement	To be an area of focus on all department action plans. Target specific boys each year group to work with to increase outcomes. Intervention strategies to be employed on a bespoke basis to meet individual needs. A selection of boys worked with a Youth worker on team building and confidence.	<i>Medium impact:</i> Variety of interventions/strategies are being employed with this group of students. 1:1 mentoring, small group work show improvement in AtL for vast majority. yr10 Behaviour panels proved successful for raising concerns and monitoring and reshaping AtL for vast majority involved. IEU continues to work with some students. Students did improve in confidence and enjoyed the lessons.	<ul style="list-style-type: none"> • Continue with this next year and include progress mentoring and contact home by LMS or form tutor. • We would have liked to continue with the youth worker but the funding is not available from County any longer and the Youth worker now works for NCS. Other avenues will need to be explored.
All most able students meet or exceed expected progress	plan a programme of enrichment opportunities. Identify MA on seating plans - giving more opportunities for stretch and challenge. More able to be tracked separately as a focus group Continued focus into Post 16 so that strong progression continues.	<i>Mixed:</i> Some MA are performing well. Attendance is a concern for some and strategies are in place to improve this. This years yr11 consisted of 5 MA students - 2 of whom gained a + P8 score. The other 3 students had significant interventions.	<ul style="list-style-type: none"> • With a larger number of MA DA in next years yr10 & 11 cohorts this group of students needs to have a higher focus with more rigorous monitoring and where necessary intervention to ensure progress. • HOD's will report on this at each progress check to HOS for progress and strategies employed as necessary.

iii Other approaches to improve the attainment and progress of pupil premium students.	Total cost = £40,000
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Desired outcome	Actions	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)																									
<p>Raise individual aspirations. Access to a range of experiences and opportunities to achieve potential Pupils supported to make informed decision on next steps. High quality information, advice and guidance at key transition points</p>	<p>Deliver a half termly programme of events . Range of strategies and activities in subject areas to broaden experiences and horizons - including visits, trips, supplying materials, resources. Careers advice and guidance Working with independent advisor 1:1 interviews with leadership mentor in yr11 to inform option choices, with follow up meetings once choices have been made.</p>	<p>Variety of strategies for different year groups e.g.1:1 SLT interviews identified areas for support for students and lead to revision techniques workshop for yr11 -60% said they would attend another session as had found it useful. Yr11 maths and English revision sessions Mocks before and after showed an increase in marks achieved and student voice indicated a gain in confidence. 13x yr10 MA students for a day visit to Durham university. Vast majority of yr10 DA students had a careers interview with an external provider in the summer term</p>	<ul style="list-style-type: none"> ● This was a new strategy for this year and a times was reactive to particular needs. An element of this will need to continue to be so next year in order to focus on bespoke support and circumstances. ● with the introduction of year7 & 8 we will build on this programme to include some yearly events, building progression of experience through the year groups. 																									
<p>Increased self esteem and social confidence. Students are in school, attitudes to learning are good Students feel supported and that their needs are being met. They are encouraged and engaged in further enrichment opportunities.</p>	<p>Key worker supporting individual students all round experience in school meet with students at once a ½ term. Journey of expectation to be discussed and students encouraged to explore opportunities available to them. Also support social and emotional learning and development - this could be further supported via pastoral mentors/DOLs and where appropriate outside agencies</p>	<p><i>Mixed impact:</i> New strategy introduced this year. Some excellent practice resulting in improved access to meet needs. Good practice and importance of role needs shared to improve consistency</p>	<ul style="list-style-type: none"> ● Mix in approach of colleagues lead to inconsistency in students experiences. Where key workers met regularly with students this had great impact in overall school experiences and improved contact with home. ● Next year clear guidelines and expectations for colleagues are needed, as well as a more rigorous monitoring system. 																									
<p>Smooth transition of 3 year groups from middle school to secondary school</p>	<p>Working group across link schools focusing on actions to ensure a supportive transition. Parental involvement</p>	<p><i>High impact:</i> Working group meets at least ½ termly to focus on transition. Student voice in middle schools has identified areas of concern for students. Extra visits arranged for vulnerable students to build confidence in the transition. Transition booklet created and shared for all students Parent voice was massive in praise of this</p>	<ul style="list-style-type: none"> ● Very positive experiences this year on which we will build on for the new experiences of working with our first schools for year 6 transition into year 7 next Sept 																									
<p>Increased attendance rates Focus FSM/E6</p>	<p>First day response provision. parental involvement. Pastoral Mentors/DOLs/Tutors monitor students and follow up on concerns. Jan 17:- Time allocated to member of staff to focus on PA - working with students and parents to remove barriers and improve attendance via 1:1, buddys, workshops, rewards/incentives.</p>	<p><i>Mixed/Low impact:</i></p> <table border="1" data-bbox="927 1082 1429 1401"> <thead> <tr> <th>term</th> <th>Aut</th> <th>Spr</th> <th>Summer</th> <th>Overall</th> </tr> </thead> <tbody> <tr> <td>Y9</td> <td>91.79</td> <td>92.93</td> <td>90.56</td> <td>91.32</td> </tr> <tr> <td>Y10</td> <td>88.94</td> <td>87.06</td> <td>84.99</td> <td>86.20</td> </tr> <tr> <td>Y11</td> <td>86.8</td> <td>88.05</td> <td>100</td> <td>89.94</td> </tr> <tr> <td>overa ll</td> <td>89.47</td> <td>89.7</td> <td>91.44</td> <td>89.25</td> </tr> </tbody> </table>	term	Aut	Spr	Summer	Overall	Y9	91.79	92.93	90.56	91.32	Y10	88.94	87.06	84.99	86.20	Y11	86.8	88.05	100	89.94	overa ll	89.47	89.7	91.44	89.25	<ul style="list-style-type: none"> ● A wide variety of strategies were employed this year and they did have impact however not will all students. ● This work has to continue ● Earlier identification and intervention is needed as well as greater contact with home and involvement and support from parents/careers.
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Y9	91.79	92.93	90.56	91.32																								
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		Spring term: persistent absenteeism is decreasing significantly within the DA cohort across year groups.. There has been a significant amount of focused work with individuals and in many cases this has improved attendance and reduced persistent absenteeism. However there remains a core of PA that is difficult to shift.	
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8. Additional detail

For additional information and evidence relating to this strategy statement please see our pupil premium policy, information leaflet for parents and our School Development Plan for 2017-2018.