

Pupil Premium Planned Expenditure 2016/17

Total number of pupils eligible for PP = 193

Predicted funding = FSM, LAC £129,120 and Service Children £17,400. Total Predicted funding = £146,520

Barriers to future attainment for pupils eligible for pupil premium funding in 2016-17	
A	Poor attendance rates of a small number of pupil premium students
B	Low self esteem and low aspirations of some students
C	Poor literacy and numeracy of some students
D	Attitudes to learning of some students need to be raised

Outcomes and success criteria for summer 2017	
A	yr11 to diminish the gaps between those pupils deemed to be disadvantaged and non disadvantaged by 7% (see targets on web page for further details)
B	Improve overall attendance by 2% and reduce persistent absenteeism by 8%
C	In each year group -To improve the engagement, attitudes to learning and outcomes of boys with uncompromising ambition to raising achievement - 80% Expected Progress, 35% More than expected progress. To diminish boys Progress 8 score for disadvantaged v non disadvantaged by 50%
D	To improve the attainment and progress of our most able students so all achieve expected progress and 35% exceed it. Including close monitoring of pathways and IAG for next stage and beyond.

Quality of teaching for all:							
Desired Outcome	Chosen Approach/strategy	Year group	Evidence or rationale to support action	How will you ensure it is implemented well?	Staff lead	R A G	Actual impact: What did the action or activity actually achieve? Lessons learned and whether we 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	All	EEF Metacognition and self regulation +8months All staff need to feel accountable for raising attainment and progress of this cohort	Tracking progress carefully at progress check points Performance development reviews. Lesson observations	GM/TH /HODs	A	Autumn term: SLT summary of lesson ob findings available with areas of strength and developments - MP used in all lessons. Every teacher and dept has a DA focus. PP passports in place.
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	All	EEF Feedback +8 months	Work scrutinies. tracking progress carefully at progress check points	HODs	A	Autumn term: SLT work trawl.... Data summarised in 4 matrix for all to access.

				Assessment opportunities taken in line with dept feedback policy followed.			
All students up to date and on track	Early identification of students who may be liable to under-achieve and support plans implemented quickly	ALL	In order to enable students to achieve their potential it is important that students who may have missed work or have fallen behind catch up asap to ensure learning progresses.	Department moderation meetings. Dept monitoring and Evaluation calendar progress checks	HODs	A	Interventions for underachieving/areas of concern by teachers,HODs and DOLs ensure vast majority are back on track as ap.
Maths intervention programme in order to raise achievement and progress	LSA for numeracy Increased staffing allows for smaller teaching groups in yr11.	ALL yr11	2016 results saw a dip in progress EEF Small group tuition +4 months	Improvement of boys achievement in maths monitored at each progress check and interventions in place where necessary. Department moderation meetings	JMS	A	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.PC1, PC2 and mock data shows boys LEP % higher than girls, however the gap has narrowed between PC1 and PC2. Staff are all aware of issue with boys achievement. Support classes are primarily male dominated with 11/14 being male.
cost						Total budget	£40,000

Targeted support							
Desired Outcome	Chosen Approach/strategy	Year group	Evidence or rationale to support action	How will this activity be monitored, when and by whom? Impact measures	Staff lead	R A G	Actual impact: What did the action or activity actually achieve? Lessons learned and whether we 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.	yr9,10,11	EEF Reading comprehension strategies +5 months EEF Small group tuition + 4 Months To facilitate delivery of a range of additional targeted 1:1 and small group intervention strategies to accelerate learning. Facilitate smaller teaching groups and extend opportunities for increased intervention and support with accessing GCSE requirements.	Reading tests at beginning and end of year 9. yr9 Catch up - Regular assessment of progress. LSA literacy intervention logs Progress checks Intervention logs	NH/KD MA/ST	A	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). PC1 report indicates that there is a gap between DA and non-DA although (46% EP+MEP compared to non-DA as 65%; 4% MEP compared to 13% non-DA) we now need PC2 information to see if an impact has been had since baseline tests and initial assessments. 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.
Improve the engagement, attitudes to learning and outcomes of boys thereby raising achievement	To be an area of focus on all department action plans.	ALL	Outcomes for 2016 indicate that the achievement of boys is an area for improvement.	Progress checks - attainment and attitudes to learning including a specific focus on low ability boys	HODs/ DfM	A	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

	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.			Student voice Alt Edu work placements CIAG termly Pastoral mentor	DfM/D OLs		Behaviour panels proved successful for raising concerns and monitoring and reshaping AtL for vast majority involved. IEU continues to work with some students.
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	ALL	More able students are performing well however a small number could benefit from further stretch and challenge to exceed expectations.	Progress check points lesson observations work scrutinies CIAG interventions Access to Uni days and further enrichment	DfM/H ODs/D OLs HODs	A	MA are performing well. Attendance is a concern for some and strategies are in place to improve this.
Total budget cost							£55,000

Other approaches							
Desired Outcome	Chosen Approach/strategy	Year group	Evidence or rationale to support action	How will this activity be monitored, when and by whom? Impact measures	Staff lead	R A G	Actual impact: What did the action or activity actually achieve? Lessons learned and whether we will continue with this approach
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	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.	yr9,10 &11 ALL yr11	Journal of Education and Work research suggests that better informed teenagers are likely to make more advantageous career choices. EEF Arts participation +2 months Sports participation +2 months	Engagement Improved Attitudes to learning and achievement Improvement in attendance if appropriate. Option choices and destinations at the end of KS4&KS5 Pastoral interventions	DOLs HODs DOLs	A	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.
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.	Key worker supporting individual students all round experience in school through the journey of meet with students at least 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	ALL	The Teaching community research states that students need a strong relationship with a trustworthy adult in order to succeed. Through the introduction of our key worker approach we hope to provide that extra support and help to reduce any barriers to learning they may have. EEF social and emotional learning +4 months	key worker intervention log kept at each meeting.	DfM/D OLs	A	New strategy introduced this year. Some excellent practice resulting in improved access to meet needs. Good practice needs and importance of role needs shared to improve consistency.
Smooth transition of 3 year groups from middle school to secondary school	Working group across link schools focusing on actions to ensure a supportive transition.	yr6,7& 8	EEF Parental Involvement +3 Months.	Students and Parental voice	DM/Df M/NH	A	Working group meets at least ½ termly to focus on transition. Student voice in middle

	Parental involvement						schools has identified areas of concern for students.				
Increased attendance rates Focus FSME6	First day response provision. parental involvement. Pastoral Mentors/DOLs/Tutors to 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.	All	To improve attainment we need students in school learning. EEF Parental involvement +3 months	First day phone calls and follow up calls if absence persists. Half termly full attendance meetings.	APR/ DOLS/ EWO	R / A	term	1	2	3	overall
							9	91.7 9			
							10	88.9 4			
							11	86.8			
							over all	89.4 7			
cost							Total budget		£40,000		

Extra funding will be made available for developing needs during the year /individual requests/pupils moving/leaving DCHS.

We are aware that our cohort can change and we need to be able to fund support for additional pupils.

Ensuring progress development from the individual child's starting point will mean that strategies employed may be adapted or changed on a regular basis to fulfil the distinct needs of the pupil.