Pupil Premium Strategy Statement

This statement details our school's use of student premium (and recovery premium for the 2021 to 2023 academic year) funding to help improve the attainment of our disadvantaged students. It outlines our student premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of student premium had within our school.

School overview

Detail	Data
School	Debden Park High School
Number of students in school	1058
Proportion (%) of student premium eligible students	211 / (19.94 %)
Academic year/years that our current student premium strategy plan covers	2021-2023
Date this statement was published	First Publication September 2021
Review Dates	First review: Sept 2022 Latest review: Sept 2023
Statement authorised by	Helen Gascoyne, *Head of School* Gemma Haycock, *Deputy Head*
Pupil Premium lead	Lutchmi Vellai, *Assistant Head*
Governor / Trustee lead	James Lillingston

Funding overview

Detail	Amount
LAE Stab Number	8814001
Student premium funding allocation this academic year	£192,075
Student premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Program	£34,182
Total budget for this academic year If your school is a School in a trust that pools this funding, state the amount available to your school this academic year	£192,075 excl. NTP funding

Part A: Pupil Premium strategy plan

Statement of Intent

Our intention is that all students, irrespective of their background or challenges they face, develop as confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse, truly fair, and equal community. It is particularly important to us that disadvantaged students make good progress and achieve high attainment across all areas of the curriculum, particularly in Maths and English.

The focus of our student premium strategy is to support our disadvantaged students to be fully active in school life and to ensure that they make accelerated academic progress. We will also focus on other vulnerable groups including students on the child protection register and students with a mental health need that is preventing them from fully accessing the school curriculum.

Our strategy is broken down into three strands that are rooted in research from the Education Endowment Foundation.

- **Strand 1** – Quality first teaching and learning. High quality teaching is at the very heart of closing the attainment gap.
- **Strand 2** – Education Recovery, supporting students whose education has been worse affected throughout the pandemic, including non-disadvantaged students.
- **Strand 3** – The whole child, understanding "Maslow's five-tier hierarchy of needs and the need to meet lower-level needs (food, warmth, security, etc) and emotional needs (like friendship that provide a sense of belonging) before focusing on the next set of needs -esteem and a feeling of accomplishment, which are, of course, the prerequisite to self-actualisation when we can fulfil our potential.

By using robust data, not assumptions about disadvantaged students, we are responding to the individual needs of our disadvantaged students, our strategy strands complement each other and are most effective by staff working together and responding quickly and effectively to ensure that:

- Disadvantaged students have high quality teaching across all areas of the curriculum.
- Targeted academic support that links classroom teaching to structured academic tutoring has a positive impact on student progress.
- Whole child challenges that negatively impact upon a student's academic progress and attainment is tackled quickly and effectively.

Challenges

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

Challenge number	Detail of challenge
1	**Attainment gap** ● The English and Maths attainment of our disadvantaged students is generally lower than their peers. ● For example, in our current year 11 cohort (2022/23), only about 16% of PP students are predicted to get 4+ English and Maths in comparison to the rest of the peers. This is a trend that continues in all year groups as well. ● The lower attaining SEND disadvantaged student's attainment is also generally lower attainment than their peers. ● As a result of Covid, the Year 7 (2021/22) and Year 8 (2020/21) data was not very secure when students entered in Year 7, as a result all students had GL and CATs tests. A significant number of disadvantaged students have not met expected standards in Reading and Maths and their Teacher Assessed SATs Grades were significantly below their peers.
2	**Targeted Reading Programme- Accelerated Reader Scheme** ● It is well documented that there is a direct correlation between success in reading and success in all subjects across the curriculum. Our reading assessments indicate that disadvantaged students are more likely to be making below expected progress and have a lower reading age than their peers. In the current Year 8 cohort (2022/23), 25 of all disadvantaged students have a reading age below 11 years old. ● In the current Year 9 cohort (2022/23), 13 of all disadvantaged students have a reading age below 11 years old. ● In the current Year 10 cohort (2022/23), 11 of all disadvantaged students have a reading age below 12 years old. ● In the current Year 11 cohort (2022/23), 16 of all disadvantaged students have a reading age below 12 years old.
3	**Oracy skills development** ● Students' speaking and listening skills have been identified across the school as an area that needs to be focused on. The habits and behaviours associated with effective speaking and listening require a more consistent approach from teaching staff to ensure all students, particularly disadvantaged, are developing the social skills that are intrinsic to their post-16 successes.
4	**Pedagogy - Effective learning strategies- What works best for me!** ● Our observations, student feedback and analysis of data indicate that several lower attaining disadvantaged students lack metacognitive/self- regulation strategies when faced with challenging tasks, notably when asked to apply factual knowledge to a related topic question or solve a problem. This is a barrier to our disadvantaged students aiming to reach high grades.
5	**Pedagogy - Marking and feedback- Team Reflections** ● Research, our observations alongside student surveys have highlighted the importance of quality feedback and diagnostic marking to improve disadvantaged understanding of how to improve their work.
6	**Pedagogy - Assessment** ● Our observations, student feedback and analysis of summative assessment indicate that disadvantaged students do not spend sufficient time working on revision activities or home learning. This reduces their ability to perform effectively during summative assessment.

Challenge number	Detail of challenge
7	**Cultural Capital** ● Our observations suggest that many of our lower attaining disadvantaged students often lack a reference point to pin their learning to, notably in History, Geography, Science and Modern Foreign Languages. This is particulary evident when comparing baseline assessments in key stage 3 and from student conversations.
8	**Social, emotional, and mental health needs** ● Our surveys, observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety, depression, and low self-esteem. This is partly driven by concern about catching up lost learning and exams/prospects for the future and the lack of enrichment opportunities due to the pandemic and its impact. These challenges particularly affect disadvantaged students, including their attainment. For example, during the pandemic we were very limited in the number of clubs we could offer due to zones and year group bubbles. This provision was significantly increased in 2021/2022 and continues to increase in 2022/23. ● It was noted that upon returning post pandemic, referrals for support across all avenues of inclusion markedly increased.
9	**Attendance** ● Our attendance data over the last 3 years indicates that attendance among disadvantaged students has been between 3.6 to 4% lower than their peers. ● 21% of disadvantaged students have been 'persistently absent' compared to 11% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress. In some instances, this remains a trend going into 2022/23.
10	**Parental Engagement** There are some parents of disadvantaged students who are not fully engaged with the school or do not fully know the most effective methods to support their children in their learning. Attendance at parents' evenings is lower for disadvantaged students in comparison to their 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
Key stage 4 Attainment gap ● Improved attainment for disadvantaged students in Maths and English. ● Improved progress levels for disadvantaged students across all areas of the curriculum.	● By the end of our current plan in 2022/23 KS4 outcomes demonstrate that disadvantaged students. ● At least 60% of disadvantaged students, achieve a grade 4+ in English and Maths.
Targeted Reading Programme ● Improved reading comprehension among disadvantaged students in Year 7 - Year 10 to have a positive impact on the ability to access the curriculum.	● Students' reading ages increase in line with their peers. A smaller disparity is evident between disadvantaged students and their peers. ● Students are able to identify strategies to support their reading development, using their personalised reading profiles ● Students regularly access a range of texts through the LRC borrowing, SORA digital library, Debden Park Podcasts ● Students take part in targeted reading interventions where necessary to develop their reading skills ● Reading Weeks expose students to a wide range of texts and genres ● Disadvantaged students are given access to reading at home, through SORA. ● Ambition Leads monitor reading ages of students and encourage reading as part of their mentoring programme
Oracy skills development	● Introduction of speaking and listening as a focus of the teacher's in-class practice will make this a focus for all staff. ● Lesson observations, learning walks, "Better Together" days, external reviews will demonstrate improvement to students speaking and listening habits and behaviours. This is not, by any means, a challenge that is confined to disadvantaged students but there will be a reduction in the disparity between those disadvantaged students who do need to develop these skills and those who are more confident and articulate speakers and effective listeners. ● Disadvantaged students are able to articulate their learning journey and next steps with an improved level of confidence

Intended outcome	Success criteria
Pedagogy - Effective learning strategies ● Improved metacognitive and academic independence among disadvantaged students across all subjects.	● Teacher reports and class observations suggest disadvantaged students are better able to monitor and regulate their own learning. ● Teaching is judged to be at least good and above, across the school on a consistent basis with strategies specifically in place to support disadvantaged students judged to be at least good. ● Teacher pledges and strategies are shared with staff on a regular basis with the explicit aim of sharing good practice and promoting the PP agenda
Cultural Capital Disadvantaged students participate in a wide variety of enrichment opportunities that the school has to offer to develop cultural capital, improving their worldly experiences and opportunities for social mobility as they move through life.	● A reduction in the disparity of disadvantaged students participating in extracurricular opportunities both in the school and outside. ● Increased think tank attendance ● Breakfast club attendance ● Student surveys, student lunches and case studies used as a measure of access to the involvement in cultural capital activities. ● Final destinations information used to analyse changes in ongoing destinations, NEETs figures etc. Using the Gatsby benchmark, a higher proportion of disadvantaged students assessing level 5+ ● qualifications.
Pedagogy - Marking and feedback- Team Reflections ● The quality of student feedback both verbally and written is improved leading to improved GCSE outcomes.	● Progress reviews, learning walks and ongoing monitoring show consistency in the quality of feedback to disadvantaged students. ● SLT and governors judge the progress disadvantaged students are making is at least good, with data to back this progress. ● Teachers are able to use PP data trackers to ensure that key students are targeted for intervention
Pedagogy - Assessment ● Improved access, guidance and support with revision materials leading to improved GCSE outcomes.	● By the end of our current plan in 2022/2023, KS4 outcomes demonstrate that disadvantaged students achieve at least 60%+ English and Maths Grade 4+ and above. ● SMART target setting in place to ensure that teachers are able to direct students with the explicit aim for raising attainment in tests

Social, emotional, and mental health needs
● To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.
	● Sustained high levels of wellbeing from 2022/2023 demonstrated by:
	  ○ Qualitative data from student voice, student and parent surveys/ questionnaires and teacher observations.
	  ○ A significant increase in participation in enrichment activities, particularly among disadvantaged students.

Attendance	• Sustained high attendance from 2022/2023
• To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	demonstrated by:
	○ The overall absence rate for all students being no more than 5% and the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced to under 2%.
	○ The percentage of all students who are persistently absent being below 20% and the figure among disadvantaged students being no more than 8% lower than their peers.
Parental Engagement	• Targeted underperforming disadvantaged students have at least three parental/carer meetings over the academic year with 90% attendance.
	• Parent information evenings to include handouts and ways for parents to support their child at home to make the desired progress

Activities planned for this academic year:

The following pages contains details on how we intend to spend our student premium **this academic year** to address the challenges listed above.

Strand 1 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £142, 075

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development structure. Developing skilled staff from ECT through to Middle leaders to SLT. Ensuring that SCITT have the necessary tools to support disadvantaged students in their classes. *Understanding the needs of disadvantaged students as an ongoing theme throughout this training structure.*	A clear and highly organised plan for assessment periods, motivates and supports disadvantaged students to participate more effectively in independent learning through PREP and effective study techniques. This will have a positive impact on performance. Metacognition and self-regulation	Toolkit Strand	Education Endowment Foundation	EEF https://www. greatteaching. com/. EEF effective professional development-Guidance report.	1, 4, 5, 6, 7
Continued Professional development for all staff (especially teaching staff) focussed on the application of the science of learning to improve student learning.	Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation	Toolkit Strand	Education Endowment Foundation	EEF https://www. greatteaching. com/ EEF effective professional development-Guidance report.	1, 4, 5, 6, 7
Professional development for teaching staff focussed on the effective use of questioning, pace and challenge and equally if not more important student elaboration.	Metacognition and self-regulation	Toolkit Strand	Education Endowment Foundation	EEF https://www. greatteaching. com/ EEF effective professional development-Guidance report. **How Learning Happens** - Seminal works in Educational Psychology and what they Mean in Practice.	1, 4, 5, 6, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
Professional development for staff with a focus on effective marking and feedback.	EEF toolkit - Guidance report -Teacher feedback to improve student learning, States. "*All teachers understand the importance of providing meaningful feedback. Done well it supports student progress, building learning, addressing misunderstandings, and thereby closing the gap between where a student is and where the teacher wants them to be*". EEF effective professional development- Guidance report.	1, 4, 5, 6, 7
Professional development for staff with a focus on effective assessment cycles that include clear revision guidance, support, and materials.	Developing effective study skills while not in the care and guidance of the school staff is vital to promote life-long learning. Metacognition and self-regulation	Toolkit Strand	Education Endowment Foundation	EEF EEF effective professional development- Guidance report. Make It Stick: The Science of Successful Learning. P. Brown, L Roediger. Rosineshines Principles in Action. T. Sherrington.	1, 4, 5, 6, 7
Professional development for staff focussed on tracking progress and intervention	Understanding how to use SISRA/ Edulink is essential to support student progress, through rigorous data tracking. Time will be provided to understand the full extent of the SISRA system to drive student progress forward, especially for middle leaders, the pastoral and attendance teams and senior leaders.	1, 4, 5, 6, 7
Active overstaffing in Maths/Science/English to provide additional support within lessons and to ensure when cover is required subject specialists can support. *TKAT SCITT programme that supports the school to always be fully staffed with specialists.*	Ensuring high quality teachers are in front of students is essential. The school has made the decision to employ trainees and quality staff where and when appropriate even when that could mean overstaffing. *The EEF Student Premium Guidance report states that 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should be a top priority.*	1, 4, 5, 6, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our teaching and curriculum planning across the whole school, in line with DfE KS3/4/5 and EEF guidance. *For example, funding teacher release time to embed key elements of the guidance in school, and to access for example, Maths (NCETM) and English Hub resources and CPD offers (including Teaching for Mastery training).*	For example, the DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV. UK (www. gov. uk) To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models: KS2_KS3_Maths_Guidance_2017. pdf (educationendowmentfoundation. org. uk)	1, 4, 5, 6, 7
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. Curriculum Reading will look to place high quality academic texts at the centre of the curriculum across the school. Targeted Reading Programme- Accelerated Reader will ensure that focussed and continued improvement happens	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English: word-gap. pdf (oup. com. cn) Covid-19 and the Literacy 'Matthew Effect' academic vocabulary and schema building, which is complemented by a better and broader blog by Tom Sherrington on schema building. curriculum development is a teacher development challenge. For instance, teachers need to know about reading challenges that mediate the curriculum, and so on. Ruth Ashbee has written a thoughtful blog linking literacy (or language) and curriculum.	1, 2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy skills development	The benefits of making students respond verbally in full sentences 'The Class Ceiling: Why it Pays to be Privileged' by Sam Friedman and Dan Laurison Our vision for confident and articulate students at FGCS Some Videos To Go With My 'Podogogy' Interview Teaching the art of listening in the age of me, me 'Quick wins' #16 – SLANT – Building habits in the classroom.	1,2, 7, 8, 9
Improving provision and attainment for SEND lower attaining disadvantaged students across the school.	Special Educational Needs in Mainstream https://d2tic4wvo1iusb. cloudfront. net/guidance-reports/send/EEF_SEND_Evidence_Review. pdf Teaching Assistant Interventions https://educationendowmentfoundation. org. uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,2

Strand 2 Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 30,000 plus NTP funding for 1-1 tutoring

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted Reading Programme- Accelerated Reader	<u>Improving Literacy in Secondary Schools</u> "High quality teaching across the curriculum will reduce the need for extra literacy support. Nevertheless, it is likely that a small number of students will require additional support—in the form of high quality, structured, targeted interventions—to make progress." "Students who start secondary school with low levels of literacy are a group in particular need of support. In 2018, 25% of students began secondary school without having reached the 'expected standard' in their Year 6 SATs reading assessment. The trajectory of similar students in previous cohorts is stark; in 2018, fewer than 1 in 5 of the students who had not reached the expected level in reading at primary school went on to achieve a 4 or above in GCSE English. Crucially however, the consequences of their low literacy are highly likely to be felt across the curriculum. "	1,2
Provide a targeted tutoring programme for key disadvantaged students in every year group that have been most impacted by the pandemic, including use of Ambition Tutors	EEF teacher toolkit "On average one to one tuition is very effective at improving student outcomes. One to one tuition might be an effective strategy for providing targeted support for students that are identified as having low prior attainment or are struggling in specific areas. Small group tuition - moderate impact for low cost on moderate evidence Use of 1-1 tutoring with Pearson's for raising attainment.	1,2

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a cognitive behavioural therapy (CBT) intervention for specific students who require support with regulating their behaviour and emotions. Also built throughout the curriculum. This includes training for school staff, collaboration with the Mental health school teams and the school wellbeing service	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation (eif. org. uk)	1, 7, 8 1, 7, 8
Students' wellbeing and engagement remain high and academic progress is at least good because of wider support strategies. Providing support for student mental health through outreach work.	Research from Mind suggests that returning to school post pandemic has had a significant mental health impact on children. Group/ individual support and treatment. Surveys post pandemic would agree. https://www. gov. uk/government/publications/better-mental- health-jsna-toolkit/5-children-and-young-people suggest risk factors and ACES which would support student Wellbeing. https://www. unmc. edu/bhecn/_documents/ace-handout-ne-specific. pdf - link ACEs to engagement and PON.	1, 7, 8, 9
Embedding principles of good practice set out in DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. https://www. gov. uk/government/publications/school-	1, 7, 8, 9

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance team will target key students, creating individual plans to improve attendance and attainment.	attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities https://www. centreforsocialjustice. org. uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT. pdf	
Contingency fund for individual specialist concerns/ key demographic worries locally	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified for individual students and to target demographic concerns through the experience of outside agencies.	1,3,7,8,9,10

Total budgeted cost: £192, 075
Incl. £34, 182 for NTP

Part B: Review of outcomes

Student Premium Strategy Outcomes
(Reviewed Sept 2021)

This details the impact that our student premium activity had on students in the 2020 to 2021 academic year.

For the academic year 2020/2021 our internal data indicates that the performance of our disadvantaged students was lower than in the academic year 2019/2020. Despite being on track to achieve our targets in 2018/2019, it was clear that despite our best efforts, the Covid-19 particularly impacted on our students from disadvantaged backgrounds.

Whilst we adapted quickly and had high-quality on-line teaching provision for our students, all our data, observations and feedback suggest that disadvantaged students were the group least likely to engage with this type of provision and as a result found themselves significantly behind after periods of 'lock down'. From analysing all our data, it also suggests that our disadvantaged students were less motivated when returning to our School and needed a lot of additional support to meet the expectations expected within a school environment. As a result, our 2020/21 cohort didn't have the time needed to completely access the academic curriculum due to the extent of work needed to support them to 'Be ready to learn'. We used pupil premium money last year to provide wellbeing support predominately for our disadvantaged students. We are further building on this approach this academic year.

Although attendance in 2020/2021, was not below the national average. We are concerned with the overall absence rate of disadvantaged students in previous years and following two years of major disruption due to the Covid-19 pandemic, as a result it remains a key focus of our current plan.

We are acutely aware of the impact on our student's wellbeing and mental health due to the pandemic and this particularly prevalent amongst our disadvantaged students. We used pupil premium funding to provide both academic and wellbeing support for targeted students, which is heavily weighted towards support for our disadvantaged cohort. We are building upon this approach in our current plan.

Review 2:
Student Premium Strategy Outcomes
(Reviewed Sept 2022)

This details the impact that our student premium activity had on students in the 2021 to 2022 academic year.

This is the first year that our students in Ks4 have sat a formal exam since the disruption of the Covid-19 pandemic. For the academic year 2021/2022 our internal data indicates that the performance of our

disadvantaged students was definitely slightly higher than in the academic year 2019/2020 and in line with 2021/2022. Whilst it is clear that an improvement, albeit small has occurred with all year groups, the impact of the disruptions from the pandemic on our students from disadvantaged backgrounds still remains and more work is needed to bridge the gap.

The role of the Ambition Leads in mentoring our disadvantaged students has had a massive impact and continues to grow as we continue to build on our provision in this area. Be Successful meetings in this regard has ensured that all students have received the necessary equipment, trip and uniform support where necessary. Student lunches have been pivotal in gaining feedback on how to improve our provision in this area. It has been noted that more students have enrolled for free peripatetic lessons in music last year than any other year, which has had a positive impact in the number of disadvantaged students now taking music at Ks4 level.

Pearson's 1-1 tutoring which has been part of our NTP provision, has had a positive impact on results both at Ks3 and Ks4 last year, with more students now achieving higher grades in Eng and Maths as compared to previous years.

In addition, we have used our funding to promote motivation and wellbeing of all our students. To this end, a group of our year 9 students were chosen to attend the YES partnership re-launch motivation conference at the Marriot in Waltham Abbey. Our students were able to learn a variety of social and oracy skills, including confidence building and self-esteem. Our students found this workshop extremely useful.

Although attendance in 2021/2022, was not below the national average and was an improvement from the previous academic year, we remained concerned with the overall absence rate of disadvantaged students. This remains a key focus of our current plan, with academic catch up in place for students on long absences.