

**Pupil Premium Funding Strategy (Academic Year 2019-2020)**

Dean Trust Rose Bridge serves the local community of Ince, working with 28 feeder primary schools across the local authority. Within the borough, Dean Trust Rose Bridge has the second largest number of secondary school pupils eligible for the Pupil Premium (PP) grant and we are fourth in the borough in terms of the percentage of our pupil population eligible. As a borough, Wigan has 27.4% of secondary age pupils eligible for the Pupil Premium grant which is just below the national average (27.9%) and below the average for the North West of England (30.5%). At 52.2%, Dean Trust Rose Bridge has a significantly higher population of pupils eligible for the PP grant than local authority and national averages (Department for Education Statistics, March 2019).

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| **Pupils on Roll** | 688 |  | **Year 7** | 73 |
| **PP Pupils on Roll** | 359 (52.2%) |  | **Year 8** | 78 |
|  |  |  | **Year 9** | 72 |
| **PP Funding Allocation 2019/2020** | £335,665. |  | **Year 10** | 81 |
|  | **Year 11** | 76 |

We have an ethos of raising the culture of aspiration at Dean Trust Rose Bridge and will use the allocated Pupil Premium funding to achieve this. We believe that by using this funding to support all pupils, with a particular emphasis upon those that are eligible, we can and will narrow the gap in attainment.

The Pupil Premium strategy identified on the following pages is rooted in our whole-school ethos and we work hard to utilise an evidence-based approach as our starting point, before carefully adapting such evidence to our specific context. Our approach is tiered, focussing primarily on quality-first teaching, before targeted academic support and then the implementation of wider strategies. **The effectiveness of this spending is reviewed each term and a summary report produced and accessible via our website at the end of each academic year.**

**Pupil Premium Grant Strategy 2019/2020**

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|  | **Awareness** | **Action(s)** | **SIP/Supporting Research** | **Achievement of success** | **Staff** |
| Quality of Education | PP pupils have lower reading ages than NPP pupils. | **Whole-school literacy focus becomes more prevalent.**  **ReadingPlus Literacy intervention** (for 299 pupils) | *Ensure further rapid improvement in reading ages across the school. (SIP)* | All pupils who use R+ have RA in line with actual age.  Literacy errors reduced in pupil work/limited instance of reoccurrence. | **SM/ST/NA/RK/KW**  **EG/Lead Practitioners** |
| Some staff are unaware of the specific needs of Pupil Premium pupils other than their social disadvantage. | **CAT Assessments for Year 7**  **Staff CPD for use of CAT Assessment Data (and triangulation with KS2/Reading Ages)**  **HPA focus within T+L QA**   * appropriate use of challenge; * successful use of homework (ClassCharts) | *Increase the number of pupils making good and rapid progress from KS2 to KS4. (SIP)* | Recognised in lesson observations that teachers understand the needs of all learners in their class. | **SW/SL/EG/RK**  **EG/LW** |
| 53 pupils are not secondary ready in Maths/Reading. 24 of these pupils are PP. | **Utilise capacity within English/Maths curriculum model and timetable to support these PP pupils.**  **Develop Numeracy strategy to embed across whole-school with emphasis upon PP pupils.** | *Increase the number of pupils making good and rapid progress from KS2 to KS4. (SIP)* | All Year 7 pupils able to access Year 7 curriculum by end of year in English and Maths. | **SM/KL/RK**  **EG/Num Lead** |
| There is a significant gap between the outcomes achieved by our NPP pupils and their PP counterparts. | **Re-evaluate curriculum offering to support development of ‘open bucket’ provision.**  **Maths intervention programme for underperforming PP pupils only.**  **Specific intervention programme developed within English with primary focus to support progress of PP pupils.** | *Increase the number of pupils making good and rapid progress from KS2 to KS4. (SIP)* | Reduction in the attainment gap at GCSE between PP/NPP. | **SJ/LC**  **KL**  **SM** |
| **Leadership and Management** | PP needs to be a part of all communication within all aspects of leadership of the school. How are we ensuring the attainment gap is narrowed between our PP/NPP pupils? | **Develop PP Strategy that transcends all aspects of school and SIP.**  **Evaluation and QA at all levels features PP as a key group.**  **Regular PP Updates for all staff** | *“Senior leaders in more successful schools [where the PP/NPP gap is narrower than national average] ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils’ progress.” DfE, 2019* | Staff are confident to use SISRA and other sources in identifying underperforming PP pupils.  Staff are able to coordinate provision to support enhanced attainment of PP Pupils.  PP Pupils achieve higher than previous years. | **All staff** |
| **Personal Development** | PP Pupils do not participate in as many extra-curricular enrichment opportunities as NPP pupils. | **Whole-school enrichment opportunities provided**   * Enrichment TLR * Staff rewarded for facilitating enrichment activities   **Enhanced use of Man Utd foundation to support development of PP pupils.** | *“A successful enrichment programme will promote the life-skills needed for everyday life, develop “soft skills” that employers and universities look for, while also giving students the opportunity to find out more about their interests and passions.” Jones, 2016* | Enrichment opportunities are available from all Cas and published via website/newsletter/social media.  Attendance of these opportunities is tracked and measured and 50% of attendees are PP pupils. | **SW/Enrichment TLR**  **DE** |
| Support Pupil Premium pupils to develop self-confidence and understanding of wider societal issues. | **PDC** is remodelled inline with DT Threshold concepts to support holistic development of pupils.  **Residential opportunity explored and investigated to develop pupils’ resilience**  **Development of Student Leadership as bedrock of pupils experience at DTRB: Prefect Team and Pupil Parliament** | *“Disadvantaged children and young people often struggle with underachievement, lack of confidence, they find learning challenging and develop differently. Underlying factors or needs, whether that is cognitive, physical, emotional or social can result in a fundamental lack of progress when compared to their peers.” Tirraro, 2017* | Pupil voice indicates that they have enjoyed PDC sessions and found the content challenging.  HOY/PSMs comment on improvement in PP pupils’ resilience and self-confidence. Reduction in amount of mentoring support required for these pupils. | **EG**  **LV/PSMs/HOY**  **SW/Enrichment TLR** |
| **Behaviour and Attitudes** | PP Pupils have lower attendance than NPP pupils. | **EWO targets PP pupils’ low attendance via range of engagements strategies (parents/pupils/sanctioning).**  **Opportunities offered to encourage pupils to increase attendance.**  **Provision of free school uniform and PE kit for all pupils to remove barrier to entry.**  **Provision of free breakfast for all PP pupils.** | “Regular school attendance and educational attainment are inextricably linked…improving [disadvantaged pupils’] chances of employment in the longer term, thereby improving their socioeconomic status and reducing intergenerational poverty.” DfE, 2013 | PP Pupils have an overall attendance of 95% in line with whole-school target. | **LV/PSMs/DF**  **Enrichment TLR** |
| PP Pupils are involved in more instances of negative behaviour than NPP pupils (53% of pupils impacted are PP – 2018/19). | **Pupil Support Managers** (money used to support INTEX and On Call rota so that PSM team have more time to support pupils (with focus upon PP pupils)  **CLA LSA** | *Decrease the numbers of disadvantaged pupils buddied from lessons or excluded (SIP)* | Reduce FTE and buddy numbers of PP pupils from previous years. | **LV/PSMs/KJ** |

**Summary of Funding Allocation**

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| **Strategy Spend** | **Tier of Support** | **Funding Allocation** |
| Staffing   * AHT Parent and Pupil Engagement * Lead Practitioners * Curriculum Lead TLRs * Enrichment Co-ordinator TLR * Capacity in Maths/English * Numeracy Lead * Attendance Support (Local Authority) * TES Support * Pupil Support Managers | Teaching  Teaching  Teaching  Teaching  Teaching  Teaching  Wider Strategies  Wider Strategies  Wider Strategies | £251,749 |
| Specific Pupil-Level Support | Wider Strategies | £2,000 |
| LA ‘Buy-In’ Programmes | Wider Strategies | £15,000 |
| Literacy Intervention Programme (Reading Plus) | Targeted academic support | £3,100 |
| CAT Assessments | Targeted academic support | £1,600 |
| Maths Intervention Programme | Targeted academic support | £1,950 |
| Manchester Utd Hub Officer | Wider Strategies | £25,000 |
| Provision of free uniform for all | Wider Strategies | £14,000 |
| Class Charts Buy-In | Teaching | £2,266 |
| Breakfast Provision for all PP pupils | Wider Strategies | £1,000 |
| Pupil Premium Curriculum Bids | Targeted academic support | £34,000 |

**Evaluation of 2018/2019 Pupil Premium Strategy**

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| **Barrier** | **Strategy** | **Evidence** |
| Teacher awareness of the precise nature of ‘the gap’. | All staff are aware of the different nature of the ‘gap’ and faculties plan with precision to narrow the gap. Whole school T & L policies and practice are consistently implemented in order to be effective. | Increased CPD/INSET has supported consistency of T+L policies (as evidenced by QA). |
| Memory | Teaching methods that are proven to improve memory are deployed  across the whole school. | Recall 5 an entrenched part of all learning as evidenced in learning walks/QAs. Built into all SOLs. |
| Appropriate HPA Challenge throughout the school curriculum. | HPA pupils are identified across the whole school and within each class (every class has a relative HPA). LPs ensure the challenge across the curriculum is consistent and appropriate. | HP has been key group of focus in QA and throughout the year. |
| Learning resilience as the difficulty increases. | A culture that failure is a key component to being successful is fostered in all classrooms. Taking on challenge is celebrated and ‘grappling’ to find solutions/answers is a key strategy in order for pupils to hit and move beyond targets. | ACE Questioning and Challenge Me questions have become part of the culture of classroom learning (QA). |
| Independent learning – homework, revision | Homework’s and revision are planned to enable success within key pieces. Independent learning is developed as a positive tool in the eyes of the pupil – not a negative. | Use of knowledge organisers are integral to homework use. |
| Literacy and Numeracy ability | Identification of pupils below Expected Standard in Y7 and placed on the appropriate Catch-Up programme. Those in Y8 and Y9 are identified to receive extra support/intervention to enable them to access GCSE level work by the end of Y9. | Literacy has been focus of staff CPD and increased competence this year.  Evidence of improved reading ages from pupils is abounding and consistent across all those who have been supported in programme - need specific PP numbers here though. |
| Deeper knowledge of the wider curriculum on entry and through KS3. | Non-Core subjects develop KS SOWs that ensure all pupils have the necessary knowledge in order to progress through the curriculum – gaps from KS2 are identified and awe and wonder to enhance engagement is planned for. | Joint INSET with AOM/DT to support with developing threshold concepts and curriculum maps.  Use of QLA to improve Maths Recall 5. |
| Psychological demands of high stakes final exams. | Pupils are prepared for the demands of the new GCSEs in terms of  productivity, length of exams, content and performance under exam conditions.  Specific pupils who may need extra support/alternative arrangements are identified and supported accordingly. | Invigilators // end of year exams procedures  Increased understanding of exam arrangements; more pupils have AA. |

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| Attendance | Increase PP overall attendance and lower PP P.A.  Attendance Officer, Form Tutors, HoYs identify pupils in order to improve attendance and overcome the barriers towards attending. | Monthly attendance reports published in staff room *(haven’t always been updated though)* |
| Social Responsibility | Pupils are aware of their responsibility with regards their social  responsibility in terms of school citizenship. More PP engage with extra-curricular (also linked to SLs). | Developed PDC curriculum and linked to assemblies that focus on standards/expectations and morality. |
| PP pupils receive more negative sanctions | Close monitoring of sanctions received per cohort per month.  Reduction of the amount of sanctions received due to identified pupils receiving the necessary mentoring/intervention. | LV sanction reports each week.  Plans in place for further development of sanctions (ICE/C3) |
| PP pupil’s self-esteem and confidence in academic ability  *(Vulnerable PP along with PP that display challenging behaviours often have anxieties regarding academic performance.)* | HoYs work closely with these groups to overcome the perceived barriers and broker the appropriate support. | Academic progress of the identified groups  improve between data points. |

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| Progress of HPA PP Pupils | HPA PP in KS4 are tracked as an identified group and all staff are aware of this group via SIMS/Seating Plans.    SLs ensure HPA are in the appropriate ability groups (where applicable).  Y9 HPA are identified to ensure they start KS4 in the appropriate groups.  HPA engagement in extra-curricular and revision, plus the promotion of independent learning, is increased.  Designated LPs ensure there is consistent challenge for HPA across the curriculum for identified pupils and that this is met with consistent and appropriate pupil response. |  |
| Average A8 points for MPA PP Pupils. | Targets are clear and planning is applied with precision to ensure more Grade 5’s are secured for pupils who are MPA. |  |
| Pupils enter KS4 at the necessary level in order to achieve end of KS4 targets. | Y9 is a gateway to success at KS4. Pupils are competent across the key skills  within literacy, numeracy and communication in order to access GCSE work at the appropriate level.  Non-core subjects ensure the key knowledge is secured by the second term of Y9 and mastered by the final term of Y9. |  |