



DEAN TRUST Rose Bridge

Pupil Premium Funding Strategy Impact Review (Academic Year 2019-2020)

Pupils on Roll	688
PP Pupils on Roll	359 (52.2%)

PP Funding Allocation 2019/2020	£335,665.
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Year 7	73
Year 8	78
Year 9	72
Year 10	81
Year 11	76

The Pupil Premium spending strategy adopted in Academic Year 19/20 held holistic pupil improvement and targeted spending at its core. Funding was used across the entire cohort to raise pupil attainment by removing the barriers in place for learning. 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 impact review on the following pages shows our dedication to diminishing the gaps present between PP and NPP pupils, rooted in a systematic evidence-based contextualised approach. This 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 has been continually reviewed over the academic year and this report is an overall review of the impact garnered.**

Awareness	Strategy	Impact Tools	Impact	Staff
Quality of Education				
<p>Some staff are unaware of the specific needs of Pupil Premium pupils other than their social disadvantage.</p>	<p>CAT Assessments for Year 7</p> <p>Staff CPD to support triangulation of understanding</p> <p>Year Team/SENCo develop learning passports for key pupils</p> <p>HPA focus within Teaching & Learning Strategy</p>	<p>Learning Walks with evidence of CPD and T&L strategy 'in action' and improving pupil progress</p> <p>Attainment of Pupils: pupils move towards their targets.</p> <p>Student Voice: pupils note positive relationships with teachers and 'responsive teaching'</p>	<p>2020 CAG Outcomes</p> <p>A8: 37.9 PP: 35.3 NPP: 41.5</p> <p>P8: -0.42 PP: -0.46 NPP: -0.37</p> <p>9-5 Eng & Maths: 24.6% PP: 20.3% NPP: 30.8%</p> <p>9-4 Eng & Maths: 48.4% PP: 36.5% NPP: 65.4%</p> <p>Significant improvements in KS4 progress outcomes identifies staff with increased understanding of individual pupil needs through CPD, LSA deployment and improved T&L. Standard of T&L has significantly improved through whole-school focus and evidenced in outcomes of all pupils. Pupil feedback also replicates this.</p>	<p>SLT</p> <p>Year Teams</p> <p>CLs</p>

<p>53 pupils are not secondary ready in Maths/Reading. 24 of these pupils are PP.</p>	<p>Additional intervention in English & Maths focussed on the needs of PP pupils</p> <ul style="list-style-type: none"> • Form Time Mentoring • Period 7 Focus • Core PE rotation (Year 11) <p>Develop Numeracy and Literacy strategy to embed across whole-school.</p>	<p>Attainment of Pupils: pupils move towards their targets.</p> <p>Increased confidence of pupils in reading and numerical problem solving.</p> <p>Pupils improve so as to not be significantly behind their peers.</p>	<p>There has been a significant improvement in the number of pupils at chronological age for their reading and a noted increase in confidence with problem solving. Literacy and numeracy have increased in whole-school focus and focussed intervention programmes are the norm in English and Maths.</p>	<p>CLs SENCo Lit Co Num Co</p>
<p>There is a significant gap between the outcomes achieved by our NPP pupils and their PP counterparts.</p>	<p>Re-evaluate curriculum offering to support development of 'open bucket' provision. Maths intervention programme for underperforming PP pupils.</p> <p>Specific intervention programme developed within English with primary focus to support progress of PP pupils (immersive experiences).</p> <p>Reading interventions to ensure pupils can access texts that may inhibit academic progress.</p>	<p>Homework reports show increased use of homework as an aid for attainment and progress.</p> <p>Pupils' engagement with open bucket subjects increases</p> <p>Attainment of Pupils: pupils move towards their targets.</p> <p>Attendance of pupils at intervention programmes is 90%-plus.</p>	<p>There is still a gap in the outcomes of PP and NPP pupils but this has significantly diminished from 2020 CAG analysis. The gap in progress 8 (using 2019 calculations) is 0.09 in 2020 and was 0.2 in 2019.</p> <p>A whole-school focus upon the completion of homework has benefitted outcomes in all years too. Whole-school homework submission is 81%. PP pupils average 78% homework completion.</p>	<p>SLT CLs</p>

Leadership & Management				
<p>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?</p>	<p>Develop PP Strategy that transcends all aspects of school and SIP.</p> <p>Evaluation and QA at all levels features PP as a key group.</p> <p>Regular PP Updates for all staff</p> <p>Involvement of all staff in shaping PP strategy and allocation of funds</p> <p>CPD for staff in evaluating the impact of their own PP strategies</p>	<p>MLs actively engage in discourse about the needs of PP learners.</p> <p>MLs are confident in using PP funds to break down barriers to pupils' achievement.</p> <p>All staff can designed high-quality resources and intervention programmes to meet the needs of PP learners.</p>	<p>All CLs have made curriculum bids to access PP funds and produced supporting impact reports. As a result, there has been a systematic improvement of PP pupils who were in receipt of this specific intervention/support. PP has increased in focus for all Curriculum Leaders and teaching staff.</p>	<p>All staff</p>
Personal Development				
<p>PP Pupils do not participate in as many extra-curricular enrichment opportunities as NPP pupils.</p>	<p>Whole-school enrichment opportunities provided (incl. DoE)</p> <p>Enhanced use of Man Utd Foundation to support development of PP pupils.</p>	<p>Every CA offers at least one enrichment activity.</p> <p>Attendance at enrichment opportunities mirrors whole-school context (at least 52% PP).</p> <p>MU Foundation activities actively seek to benefit PP pupils in line with school context.</p>	<p>Each CA has offered at least two enrichment opportunities to support and expand pupil opportunities. Attendance has been good, but is slightly below our school PP context at 45% of attendees are PP.</p>	<p>SW CLs DE</p>

<p>Support Pupil Premium pupils to develop self-confidence and understanding of wider societal issues.</p>	<p>Remodelled Personal Development Curriculum to address the needs and holistic development of pupils.</p> <p>Residential/outdoor education opportunities utilised to enhance pupils' resilience.</p> <p>Development of Student Leadership as bedrock of pupils experience at DTRB: Prefect Team and Pupil Parliament</p>	<p>Pupils participate in leadership opportunities (applications and leadership)</p> <p>Student voice for remodelled PDC opportunities</p> <p>Pupils feel their voices are heard and listened to</p> <p>Residential opportunities and outdoor education are made available for all.</p>	<p>Pupil voice indicates that all pupils have enjoyed PDC sessions and found the content challenging. Anecdotally, the resilience of PP pupils has increased at KS3 too. At KS4, increased use of mentoring and pastoral support has been evident which has in turn increased their confidence. Pupil Voice has indicated other topics that pupils would find beneficial and these will be included in line with revised Personal Development Curriculum for 20/21.</p>	<p>SLT Year Teams</p>
<p>Behaviour and Attitudes</p>				
<p>PP Pupils have lower attendance than NPP pupils.</p>	<p>EWO targets PP pupils' low attendance via range of engagements strategies (parents/pupils/sanctioning).</p> <p>Opportunities offered to encourage pupils to increase attendance.</p> <p>Provision of free school uniform and PE kit for all pupils to remove barrier to entry.</p>	<p>Attainment of Pupils: pupils move towards their targets.</p> <p>Increase in attendance of PP pupils (gap with NPP pupils diminishes)</p> <p>Increase in the punctuality of PP pupils (gap with NPP pupils diminishes)</p> <p>Instances of sanctions for incorrect</p>	<p>Prior to impact of Covid-19, attendance of PP pupils was improved on previous years and gap with NPP also closing. Following Covid closures, figures are as follows:</p> <ul style="list-style-type: none"> • 2.3% lates across school (2.8% for PP pupils) • 81.9% attendance (81.2% for PP pupils) 	<p>SLT Attendance Year Teams Inclusion</p>

	Provision of free breakfast for all PP pupils.	equipment/uniform decrease across the school.	<ul style="list-style-type: none"> 101 Persistent Absentees (68 PP) 	
PP Pupils are involved in more instances of negative behaviour than NPP pupils (53% of pupils impacted are PP – 2018/19).	Pupil Support Managers develop high quality pastoral care procedures to support all pupils.	Close monitoring of On-Call system/FTE for PP pupils and 'early-help' work done to ensure decrease in repeat incidents.	<p>9487 instances of C3 or greater during academic year (65% of these are for PP pupils).</p> <p>6 Permanent Exclusions – 4 of which were PP pupils (66%).</p> <p>86 FTE. 58 of which were for PP pupils (67%).</p>	SLT Pastoral Team

Summary of Funding Allocation

Strategy Spend	Tier of Support	Funding Allocation
Staffing <ul style="list-style-type: none"> • AHT Parent and Pupil Engagement • Curriculum Lead TLRs • Numeracy & Literacy Leads • Pastoral Manager • Pupil Support Managers (11% of salaries) 	Teaching/Wider Strategies Teaching Targeted academic support Wider Strategies Wider Strategies	£251,749
Specific Pupil-Level Support	Wider Strategies	£2,000
Attendance Buy In (TES)	Wider Strategies	£8,000
Literacy Intervention Programme (Reading Plus)	Targeted academic support	£3,100
CAT Assessments	Targeted academic support	£1,600
Core Subject Support	Targeted academic support	£12,000
Manchester Utd Hub Officer	Wider Strategies	£25,000
Provision of free uniform	Wider Strategies	£10,000
Class Charts Buy-In	Teaching	£2,266
Pupil Premium Curriculum Bids	Targeted academic support	£20,000