

## Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Dean Trust Rose Bridge
Number of pupils in school	668
Proportion (%) of pupil premium eligible pupils	49.3%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020/2021 to 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	L Cropper Headteacher
Pupil premium lead	A Cundle
Governor / Trustee lead	Ms Carol Snape

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£318,970.00
Recovery premium funding allocation this academic year	£46,690 .00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 8,000.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 373,660.00

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or challenges they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to achieve that goal, including progress for those who are already high attainers.

A three-year approach has been implemented in order to maximise the use of the Pupil Premium Grant aligned to the School Improvement Plan. This enables the school to implement a blend of short, medium- and long-term interventions, align pupil premium use with wider school improvements and improve readiness to learn. School recognises that disadvantaged pupils are not a homogeneous group and although the barriers identified apply to a wide range of pupils, one-size-fits-all interventions are not always the most cost effective. Our strategy is also integral to wider school plans for education recovery, with support from the National School Tutoring Programme and additional Recovery Funding.

The school's pupil premium strategy therefore derives from a range of sources:

- Dean Trust Rose Bridge school's priorities
- Dean Trust Rose Bridge pupil barriers
- Reflections on impact of previous years' spending
- The new Ofsted framework (2019) and wider research including the Education Endowment Foundation (EEF)

School have identified 5 main barriers for PP pupils:

- Covid, and numerous self-isolations have had detrimental effect on the progress of many pupils
- Attendance of disadvantaged pupils
- Curriculum Intent, Implementation and Impact (with a specific focus on HAP and SEND)
- Gaps in vocabulary and reading and numeracy skills
- Opportunities to enhance the holistic personal development of pupils to give them the knowledge and cultural capital they need to succeed in life

We have an ethos of raising the culture of aspiration at Dean Trust Rose Bridge and we believe that by using robust diagnostic assessment, carefully adapting such evidence to our specific context and use of funding to address common challenges and additional needs, we can support all pupils -with a particular emphasis upon those that are eligible - in narrowing the gap in attainment.

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 for the previous academic year.

Our school's priorities support the 5 identified barriers. These are driven via the school and department improvement plans.

#### **Our school's priorities:**

Priority 1 – Enhancement of Teaching and Learning pedagogy including the development of Curriculum Intent and Implementation to support better learning  
 Priority 2 – Literacy and Numeracy - 100% of pupils are reading at an age appropriate level  
 Priority 3 - Outcomes for pupils  
 Priority 4 – Continue to improve standards of behaviour and attitudes  
 Priority 5 – Continued leadership development for staff and pupils

To meet these 5 priorities and address the 5 identified pupil premium barriers, we have adopted a tiered approach to PPG spending, as recommended by the Education Endowment Fund (EEF) 2019, to ensure spending is both balanced and focussed.

## Challenges

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

Challenge number	Detail of challenge
1	Covid, and numerous self-isolations have provided an unprecedented effect on the progress of many disadvantaged pupils and the gap has widened across many areas.
2	Attendance of disadvantaged pupils  Over the last 3-years PP attendance has been below PP National average attendance of 91.8% for secondary schools in the UK and for all schools 93.1%. This had adversely been affected by Government guidance around Covid C codes during lockdowns as many of our vulnerable pupils are also our PP pupils too.  PP attendance for the academic year 2020/21 was: 87.98% which was a reduction on 2019/20 which was 90.16%.  Attendance will continue to be a school priority.
3	Curriculum intent and implementation to address gaps in learning and provide challenge with a specific focus on HAPs and SEND  Our observations show that not all medium term plans are robust and accelerate the progress of SEND and HAPs
4	Gaps in vocabulary and reading and numeracy skills  Our data demonstrates that not all pupils are reading at an age appropriate level  Not all KS3 pupils have a numeracy age either within one year or above their chronological numeracy age
5	Opportunities to enhance the holistic personal development of pupils to give them the knowledge and cultural capital they need to succeed in life  During the pandemic the pupils missed out on some key opportunities due to national restrictions.

## 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
Raise attainment and increase rates of progress of Disadvantaged pupils at KS4 to match Non Disadvantaged pupils	<ul style="list-style-type: none"> <li>● Increase in % of pupils achieving 5 standard passes including En/Ma</li> <li>● Pupils to make at least expected progress within all Ebacc Bucket subjects</li> <li>● All pupils make the same rate of progress across all subjects regardless of being disadvantaged or not</li> </ul>
Closing the gap between PP pupils and non PP pupils	<ul style="list-style-type: none"> <li>● 100% of PP pupils are reading at an age appropriate level by the end of 2021/2022</li> <li>● 100% teachers know and use QF teaching strategies for SEND Medium term plans are robust and accelerate the progress of SEND and HAPs</li> <li>● All pupils make the same rate of progress across all subjects regardless of being disadvantaged or not</li> </ul>
Improving the attendance of PP pupils	<ul style="list-style-type: none"> <li>● PP attendance improves and the number of C3s, FTEs and permanent exclusions reduces for PP pupils</li> </ul>
Curriculum Intent and Implementation meets the needs of all pupils	<ul style="list-style-type: none"> <li>● Progress and attainment of SEND and HAP pupils increase</li> <li>● Medium term plans are robust and accelerate the progress of SEND and HAPs</li> </ul>
Curriculum Intent & Implementation ensures 100% of pupils are reading at an age appropriate level	<ul style="list-style-type: none"> <li>● 100% of pupils are reading at an age appropriate level by the end of 2021/2022</li> <li>● 100% of KS3 pupils have a numeracy age either within one year or above their chronological numeracy age</li> </ul>
Enhance personal development opportunities for PP pupils	<ul style="list-style-type: none"> <li>● 100% of PP pupils have access to a broad and balanced Personal Development Curriculum</li> <li>● 100% of curriculum intent documentation features how subject areas support and promote the personal development of pupils</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £186,830.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To support the recruitment and retention of quality leaders.</p> <p>Use of funding for additional staff and leadership positions at all levels.</p> <p>Enhancement of the curriculum offer, including the schools graduated response.</p>	<p>At DTRB we firmly believe that our curriculum is the tool that will stretch our most able and ensure all students are progressing.</p> <p>Our research is based on Adam Robbins research around 'Middle Leadership Mastery' and key guidance from the Ofsted Inspection Handbook</p>	1,2,3,4 +5
<p>Developing HAP and SEND pedagogy through an ongoing and robust CPD programme for all staff</p>	<p>Robust SEND and HAP pedagogy to accelerate the progress of these cohorts.</p> <p>School will develop SEND and HAP pedagogy based on tried and tested high impact strategies shared by the Education Endowment Fund.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	1,3,4
<p>Improve literacy in all subject areas in line with recommendations in the EEF 'Improving Literacy in Secondary Schools' guidance</p> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit/primary/primary-literacy/primary-literacy-racy-poster">EEF_KS3_KS4_LITE_RACY_POSTER.pdf</a></p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p> <p>Schools' approach will consider high impact strategies as recommended by the EEF.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-and-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	1,3,4

<a href="https://d2tic4wvo1iusb.cloudfront.net">d2tic4wvo1iusb.cloudfront.net</a>		
<p>Enhancement of Teaching and Learning pedagogy.</p> <p>This also includes the funding of CPD for example: teacher release time to access TIP support and resources as well as targeted CPD</p>	<p>At DTRB we firmly believe that middle leaders sit at the heart of school improvement and play a vital role in turning leadership strategy into action, through curriculum design, teaching and learning or staff development. Middle leadership is vital in driving the connection between wider leadership vision and strategy and what happens in the classroom. For this reason we are committed to supporting the professional development of staff.</p> <p>Our research is based on Adam Robbins research around 'Middle Leadership Mastery'</p> <p>Embedding Cognitive Science:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/cognitive-science-approaches-in-the-classroom</a></p> <p>Improving Metacognition and Self regulation:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/metacognition-and-self-regulation</a></p> <p>Providing Effective Feedback:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/written-marking">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/written-marking</a></p>	1,3,4

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

Budgeted cost: £93,415.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor Trust programme for English	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind both one to one and in small groups.</p> <p>EEF toolkit evidences this:  <a href="https://educationendowmentfoundation.org.uk/teaching-and-learning-toolkit">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p>	1, 3 +4
Yip Yap Maths tutoring programme		1, 3 +4
Engaging with the National Tutoring programme to provide a blend of tuition and mentoring programmes for those most impacted by the pandemic. A significant number of		1, 3 +4

those pupils who receive tutoring will be disadvantaged, including those who are high attainers	The school-led tutoring grant (£40,702.50) will be used for an additional Maths and English tutor. These positions will be supplemented with PP/Recovery funding	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £93,415.00

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Engaging with the Manchester United Foundation 'Believe FC' Programme	The termly evaluation from the Manchester United Foundation has demonstrated significant impact across many areas. 'Believe FC' impact reports can be located on the school website and illustrate the positive influence the programme has on the holistic personal development of the pupils as well as working to remove any barriers to their learning.	1,2,3 + 5
Enhancement of the schools Inclusion offer with the introduction of an on site counsellor, wellbeing centre, enhanced inclusion and enhanced support from the local authority via the TESS graduated response.	Based on experience we know that an enhanced inclusion offer can provide bespoke support to pupils to enhance well-being, reduce fixed term exclusions, remove barriers to learning and support pupil progress	1,2,3,4 + 5
Funding to promote Culture Capital experiences alongside a high quality Personal Development offer which includes enrichment and extracurricular activities	Enriching school life boosts well being, attendance, behaviour and aspirations which helps to equip pupils with the knowledge and Culture Capital they need to succeed in life.	1,3,+ 5
Removing barriers to ensure smooth transitions across key stages so that no pupil is disadvantaged	There are occasions when school needs to support a child to remove barriers personal to them	1,2 +5
Removing barriers to attending school	Pupil Premium attendance is below national average	1, 2, 3, 4 ,5

## Total budgeted cost: £373,660.00

Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

2020/21 Pupil Premium allocation was: £319,108.00

Year 1 review:

Leadership and management has been significantly strengthened across the school at all levels using PP funding. The Inclusion domain including the pastoral team was strengthened with the introduction of a lead PSM and PSM support for each year group. Establishing HOF as well as TLRs for the development of subjects such as English, Maths, MFL, Science, Art and Geography has supported the recruitment and retention of quality staffing these key positions across the school as well as supporting the development of high quality curriculum intent documentation. The Senior Leadership team has been strengthened with a KS3 AST KS3 position (50% of salary).

Literacy intervention was effective with the target cohorts for Year 7 and 8 making progress despite the backdrop of the global pandemic, however the Year 9 cohort regressed. Literacy remains a school improvement priority.

The specialist assessments provided by TESS offer a variety of teaching strategies and recommendations to support pupils even further as well as providing an in-depth understanding of need. TESS recommendations are shared with staff via pupil passports and therefore supports quality first teaching of SEND for 100% of the cohort. The service also helps school in the identification of SEND where there is a cause for concern in order for the SENDCo to provide an accurate assessment of need.

Yip Yap 2-day maths and English specialist for small group work demonstrated improvements in PP attainment headline data.

The funding of Peripatetic lessons resulted in 100% of KS4 Music pupils having access to supplementary instrumental lessons from Easter. 100% of the PP cohort either met their target grade or exceeded it

Over the last 3-years PP attendance has been below PP National average attendance of 91.8% for secondary schools in the UK and for all schools 93.1%. This had adversely been affected by Government guidance around Covid C codes during lockdowns as many of our vulnerable pupils are also our PP pupils too. PP attendance for the academic year 2020/21 was: 87.98% This area will continue to be a priority focus.

The purchase of the Everlearner package for GCSE Physical Education noted 100% of the 2020/21 cohort fully utilising this online learning platform  
75% of PP pupils have made expected progress. All 3 pupils who were borderline grade 3/4 at the start of the year secured a grade 4 in the TAG process as a result of this platform. 70% of pupils in KS3 accessed home learning Via the Everlearner during the pandemic.

The purchase of key equipment for Technology subjects such as pasta makers, art and food technology materials resulted in a demonstrable improved SPI across many subject areas as pupils had access to achieving the higher grades.

Y10 HAP Brilliant club with a stem focus. When surveyed, 100% of the pupils had also improved their metacognitive, motivation and self-efficiency skills.

100% of Y10 and 11 completed Shakespeare Workshops which closed the gaps in Y10 and raised attainment in Y11.

The funding of combined and triple scientist work books, answer books and flashcards resulted in 50% of pupils given resources exceeding their target in Science.

Ensuring that all five-year groups have a non-teaching Pupil Support Manager (PSM) that is accessible at all times to support pupils, as well as the enhancement of the graduated response has noted a demonstrable reduction in fixed term exclusions and improved climate and attitudes to learning.

The Manchester United Foundation 'Believe FC' programme ensured that 100% of pupils had access to and were supported throughout the pandemic with regard to their wellbeing, personal development and targeted intervention. MU Foundation Impact reports are located on our website, here: <https://www.deantrustrosebridge.co.uk/curriculum-2/extra-curricular/>

Supporting the development of teaching and learning pedagogy has resulted in enhanced curriculum documentation, the development of cognitive science, pupil feedback, metacognition and self regulation strategies.

Although there were demonstrable positives from the use of targeted funding, Covid 19 still had an impact on the progress of disadvantaged pupils with the PP gap widening from -0.09 (2020 CAG) to -0.35 (2021 TAG).

A more detailed analysis of the strategies is available from the Pupil Premium Lead in school.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Maths	Yip Yap
English	Yip Yap