



# DIDSBURY

HIGH SCHOOL

## **Pupil Premium Three-Year Strategic Plan**

Updated September 2019

## The Pupil Premium

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying differences between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. The Education Funding Agency has set the following Pupil Premium rates for the 2019 – 2020 academic year:

- Pupils in years 7 to 11 recorded as Ever 6 FSM £935
- Looked-after children £2300 (Via the relevant virtual school head (VSH))
- Children who have ceased to be looked after by a local authority £2300
- Pupils recorded as 'Ever 6 Service Child' £300

For the 2019-2020 academic year Didsbury High School are estimating the following Pupil Premium funding:

£53,295

This is based on 57 students (as of September 2019) being eligible.

## Pupil Premium Plus

The 2019-20 conditions of grant for the Pupil Premium state that:

*'The LAC premium must be managed by the designated virtual school head (VSH) in the local authority that looks after the child, and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan.'*

The Pupil Premium Plus Grant for 2019-20 is £2300. Given that we may deal with a number of different Local Authorities concerning our *Looked After Children*, it is becoming increasingly clear that policy and procedures for accounting for this spend will differ. Furthermore, we will not, in some cases, receive the full amount. Therefore, although all LAC will benefit from the interventions outlined in this budget, we may need to adjust our budget figures depending on the amount released by each Local Authority. Interventions will be decided during the completion of the PEP and will be based on the individual needs of each LAC. This money is to be used on top of, rather than an extension of, our universal provision. Whilst each LEA is working with slightly different core principals, the following are most commonly quoted in each relevant policy document:

The Pupil Premium Plus will be used to improve education outcomes for looked after children in the following areas:

- Academic achievement and attainment
- Developing skills via the broader curriculum (e.g. participating in skill stretching programmes)
- Attendance – including difficulties leaving a parent/carer in the morning and school refusal.
- Inclusion [by reducing internal and external exclusion]

- Transition between Key Stages or from school-to-school during placement changes
- Providing mental health support where this affects learning and behaviour, for example, overcoming the effects of attainment and developmental trauma. This may manifest as anxiety, self-regulation and support during unstructured times of the school day.

The impact of this spend will be detailed in each PEP (throughout 2019/20). We intend to use the same evidence, detailed in the following pages, when working with relevant authorities to decide on each PEP.

## Deciding on our 2019-2020 Budgeted Pupil Premium Spend

At Didsbury High School, we are very much aware of an ever-growing body of evidence documenting 'best practice' surrounding the use of Pupil Premium. We have also developed our own approach to the Pupil Premium using the work of our sister schools from across the Laurus Trust. There is a growing body of evidence both within our own community and the wider education world on the use of the Pupil Premium. Therefore, for 2019-2020, we have reviewed and revised the ways in which we are planning, budgeting, reviewing and then measuring the impact of our allocation.

Firstly, for instance we continue to access the growing body of evidence provided by the EEF:

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Secondly, we have accessed and reviewed documents from the DfE and OFSTED:

- *'The Pupil Premium, how schools are spending the funding successfully to maximise achievement.'* OFSTED (2013).
- *'The Pupil Premium, how schools are using the Pupil Premium to raise achievement for disadvantaged pupils.'* OFSTED (2012).
- *'Evaluation of Pupil Premium Research Report', Department for Education, (July 2013).*
- *'A guide to Effective Pupil Premium Reviews by the Teaching School Council.'* (2018)
- *'The EEF guide to the pupil premium'. (2019)*

This evidence base has allowed us to formulate a set of principles to guide our use of the Pupil Premium:

- We will ensure that Pupil Premium funding is spent on the target group.
- We are aware that within our target group there are a diverse range of needs – both existing and emerging.
- We will maintain high expectations of the target group.
- We will thoroughly analyse which pupils are under-achieving and endeavour to work out why.
- We will use evidence to allocate funding to big-impact strategies.
- We will be relentless in our pursuit of high-quality teaching, not interventions to compensate for poor teaching.

- We will use achievement data to check interventions are effective and adjust where necessary.
- We will have a senior leader with oversight of how PP funding is being spent.
- We will ensure that teachers know which pupils are eligible for Pupil Premium.
- We will endeavour to demonstrate impact.
- We will have a named governor who will oversee and challenge our use of the Pupil Premium.

In a relentless drive to deliver and highlight impact we have thorough checking procedures. The budget and review process operate through a thorough checking and analysis process that involves a Senior Leader and a named governor with responsibility for Pupil Premium. Through a series of '*challenge*' meetings we have identified local needs and put these against the known '*best practice*' outlined in those documents and sources mentioned above.

## Local context and barriers

Didsbury High School serves a very polarised area. Our catchment covers a wide spectrum of deprivation. We serve some of the most deprived areas (when compared against national data) and some of the most affluent areas in the South Manchester area. With this in mind we analyse, in detail, our Pupil Premium cohort in an attempt to identify common barriers and any local issues. The polarised nature of our cohort means that we cannot assume anything and are not always dealing with obvious or common local barriers. Therefore, a significant proportion of our work centres around monitoring the progress of our cohort and our ability to act quickly and address emerging needs. We recognise that our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our brightest and most talented students form part of our Pupil Premium Cohort. We have increased our capacity to identify and react on a daily basis. Our staffing is a key area of our intervention strategy. Identified staff are tasked with identifying barriers and reviewing progress through our data check points and supplementing with anecdotal observations. We rely heavily on our Heads of Year, Head of Progress, Head of Pastoral Care and classroom teachers to identify emerging needs and deliver interventions. We also do a lot of work with our feeder Primary schools to understand the history of our Pupil Premium students.

As a new school we are still gathering evidence to best understand our cohort but we have evidence that points us towards four broad barriers in the South Manchester area:

- (A) Family history of reduced engagement with school life such as attendance at parent consultation evenings
- (B) No family history of tertiary education and with this a lack of aspiration towards attending leading universities
- (C) Relatively recent family migration to the area resulting in family language barriers and a lack of understanding of the school system
- (D) Sudden loss of family income resulting in non-engagement with educational visits and sudden reduced ability to purchase school equipment.

All of our strategies can be linked to these local issues. We have carried out research into the location of the homes of our cohort. We think that this is important given the polarised nature of our intake and our catchment area. By using freely available software to map the geography of our Pupil Premium cohort we can carry out a full analysis of progress and attainment on

exit. We will continue to monitor the geography of our cohort and continue to unpick the barriers to their academic success.

## Core Targets for the next three years

At the heart of everything we do is quality first teaching and learning. We do not want our interventions to be required to make up for anything less than quality teaching and learning. Therefore, a significant amount of our budget is aimed at improving the quality of our teaching and learning. We also invest heavily in our recruitment and retention as well as supporting early career teachers.

By continuing our relentless drive to maintain and improve the quality of teaching and learning we expect to further improve the outcomes of all the students at DHS. We aim to identify skills and knowledge gaps and address them as early as possible. Therefore, during the academic year we will ensure there is provision and interventions (when needed) at Key Stage 3. We have also identified the following additional targets that we endeavour to improve through use of the Pupil Premium Grant.

When comparing our Pupil Premium and Non-Pupil Premium cohort our intent is that there will be:

1. No significant differences in progress measures. \*
2. No significant differences in attainment measures. \*
3. Ensure that there is no difference in the engagement of PP and non-PP students in House activities at Key Stage 3.
4. Ensure that no child is prevented from accessing opportunities due to their financial background.

**Significance:** Significance tests will be performed on the data using a 95% confidence interval. The disadvantaged values will be tested against the whole school figures for each measure. No calculation will result in a value that lies -1.96 standard deviations from the mean and will therefore be considered to have positive or no statistical significance.

## Detailed Strategy

<b>Intent</b>	<b>Implementation strategy</b>	<b>Reason for intervention</b>	<b>Explanation</b>
All PP students meet or exceed targets as a result of quality first teaching.	Focus on Feedback as part of quality first teaching and learning (ARC, CPD and SDP).	Best Practice (EEF +8 months)	Relentless push for quality first teaching and learning. Ensure that CPD and SDP focuses on quality first teaching and learning. Development of ARC and further CPD to focus on the quality of feedback as part of quality teaching across the school.
All PP students meet or exceed targets.	Focus on Metacognition and self-regulation.	Best Practice (EEF+7 months)	Teaching staff will be supported (through our CPD model) to learn and understand metacognition and self-regulation approaches. These strategies will also form part of the content delivered to parents through support evenings and will form the core themes of intervention provided.
All staff are fully aware and equipped to meet the emerging needs of PP students. Emerging differences are identified quickly.	Pupil Premium Champion on Leadership Team	Best Practice	Champion the cause of PP students, challenge the strategic direction of the school (with PP in mind), track progress and act fast to close any emerging differences. Lead other champions (when in post). Link with the governing body concerning the spending of the Pupil Premium. Ensure that every child is known by every member of staff.
There is no difference between the attendance of PP students and other students.	Non-Teaching member of staff with focus on FSM attendance. Review and purchase of new rewards.  Increased engagement with parents.	Best Practice and Local Barrier	Track and act fast to close any emerging differences in the attendance of PP students when compared with non-PP students. Set high expectations. Increase parental contact. Non-Teaching Heads of Year will make initial contact. Review of data tracked and actions put in place. Specific intensive intervention where attendance takes a 3% hit or is below 94%.

There will be no difference in participation rates of PP students when compared to other students.	Head of Progress with focus on progress and attainment.	Best Practice and Local Barrier	Ensure that every PP student is known and that their progress is tracked. Tackle any emerging needs. Increase the number of PP students who participate in House activities. Set a model of high expectation.
Destination outcomes of PP students will be aspirational. There will be a broad range of destinations that challenges stereotypes.	Entheos and Dream Believe Achieve.	Best Practice	Increase the aspirations of all students and ensure that PP students have the independent careers advice that they need. Increase exposure to people from different careers and routes. Ensure students have financial education.
All PP students will be fully equipped to achieve the basic qualifications of English and Maths.	Staffing levels within English, Maths and Science increased to allow focus class across all Key Stages	Best Practice (EEF +4 months)	Core subject staffing to ensure that students are with the right teachers for their individual needs. Building capacity to have extra intervention (outside of normal class time) if and when needed. Also, allow staff to engage in peer tutoring scheme. A member of staff to focus on form time numeracy.
All PP students will develop excellent behaviours for learning.	Launch of Preparation Practice and Retrieval policy with support through the use of the library for PP&R	Best Practice (EEF +5 months)	Target PP students to build habits of practice and perseverance. Also allows for smaller specialist tuition where and when needed and in response to progress checks. Provision both before and after school (with access to IT and teacher support) is made available in a central location.
Destination outcomes of PP students will be aspirational. There will be a broad range of	Optimates	Best Practice and Local Barrier	Use of Optimates programme to engage PP students in aspirational futures. Careers events will also show the range of options available to them.

destinations that challenges stereotypes. Aspirations will not be limited by financial background.			
No child will be disadvantaged because of their background.	Personal Equipment.	Best Practice	(1) Specialist IT equipment. (2) Personal Text Books and revision materials. (3) Calculators. (4) PE equipment. (5) House Team kit. (6) Food Technology equipment and ingredients. (7) Lockers.
All staff are fully aware and equipped to meet the emerging needs of PP students. Emerging differences are identified quickly.	PP specific meetings	Best Practice	Staff should be aware of the PP students in their classrooms. Where appropriate they can use LSA support to help their classroom work.
No child will be disadvantaged because of their background.	Range of elective take up	Best Practice and Local Barrier (EEF +5 months)	Data from electives registers used to increase the number of PP students involved in Performing Arts, sporting activities and wider opportunities.
No child will be disadvantaged because of their background.	Study Visits.	Best Practice and Local Barrier	Pupil Premium funding will be available to help students take part in educational trips and visits.
No child will be disadvantaged because of their background.	Breakfast Club.	Best Practice	Free breakfast for PP students.

## Review and tracking process

We fully appreciate that no single intervention provides a complete solution to the complex educational issues in any school and it is therefore important that we operate a multi-faceted approach. We feel that this offers the best opportunity for pupils to succeed. However, we do believe that one key to the narrowing of any difference in attainment is the careful and thorough monitoring and tracking of individual pupils. At Didsbury High School this is done on a daily basis by our teaching staff. Daily tracking enables teaching staff to report progress and

attainment through our process of 'progress checks' which in turn allows middle and senior leaders to make informed choices. We have a relentless drive to continually improve and enhance the quality of our teaching and learning.

	<b>Short term</b>	<b>Medium Term</b>	<b>Longer Term</b>
<b>Staff and/or positions involved:</b>	<p>HOP meets on a weekly basis with AH to review and plan interventions.</p> <p>HOP link with departments and HOY to track and review interventions.</p> <p>Reports made to HoS and rest of SLT at weekly SLT meetings.</p> <p>SIMS used to report attendance and behaviour issues. Staff track on a daily basis and report to HOPC and HOY through relevant link.</p> <p>HOY and HOPC intervene with set procedures concerning attendance.</p>	<p>Progress Checks are collected across the school in line with the assessment calendar. These are reviewed at all levels from class teacher through to HoS.</p> <p>AH (FSM) specifically looks at PP. All subjects receive reports and progress and attainment of PP students.</p> <p>HOD report to HoS and Ah on matters concerning staffing.</p> <ul style="list-style-type: none"> <li>• PM and appraisal process.</li> <li>• 'Fireside' meetings.</li> <li>• Progress Meetings.</li> </ul>	<p>AH draw up plans from shared strategic vision with HoS.</p> <p>SLT track and monitor national trends and developments to measure and inform interventions at DHS.</p> <p>SDP informs department which then, in turn, inform budget plans and proposed interventions.</p> <p>Full review of data carried out with and by the AH who reports to departments.</p> <p>Whole school data tracked back to interventions.</p>
<b>Notes:</b>	<p>Some interventions (usually ad hoc) take place outside of this process. These are tracked by the AH who links with the relevant member of staff.</p>	<p>Pupil Premium reports and spending previews are presented to the Governors Monitoring Committee who then report to the full governing body.</p>	<p>Annual Report provided to the governors and published on the school website.</p>

At a strategic level our Pupil Premium spending and impact are monitored and challenged by a named governor. We have adopted a set procedure for carrying out these checks. The reports of these checks and amendments are reported to the governing body. Progress checks form the basis of many of our conversations surrounding the impact of our Pupil Premium

spending. As a minimum, however, we operate on the following assumptions, when monitoring and tracking the impact of our Pupil Premium spending: