

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Denbigh School
Number of pupils in school	1297
Proportion (%) of pupil premium eligible pupils	15.21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Dr Andrea Frame, Headteacher
Pupil premium lead	Mr Jerome Waters
Governor / Trustee lead	Mr Neil Stickland and Mr Pradeep Narayanan Pupil Premium Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,380.66
Recovery premium funding allocation this academic year	£58,581
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£296,961.66

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment in line with their student targets.

High-quality teaching is at the heart of our approach. Teachers in their lessons focus on areas in which disadvantaged students require the most support. Effective teaching is proven to have the greatest impact on closing the disadvantage attainment gap.

We will ensure all disadvantaged students have access to the same high quality, broad and balanced curriculum as the rest of the school. The school's curriculum is rooted in the Ebacc and is knowledge rich.

As a school we pride ourselves on the quality and range of our enrichment provision. We want to ensure that all students are able to access this provision. We provide support for disadvantaged students to ensure there is a fair access to what the school offers.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The support we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students achieve.

To ensure they are effective we will:

- ensure that all teachers are fully aware of the disadvantaged students that they teach and understand the challenges that they may face.
- ensure that all disadvantaged students are closely monitored against our key pieces of school data, for example – attendance, progress, attitude to learning.
- ensure disadvantaged students have aspirational targets in line with the rest of the school population.
- ensure disadvantaged students are appropriately challenged in all their lessons.
- act early to intervene at the point when a need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Our data on students' progress indicates that gaps between disadvantaged and non-disadvantaged widen as students move through the school.
2	Disadvantaged students are more likely to suffer from identified social and emotional issues, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem.
3	Data shows that absence rates are higher amongst disadvantaged students compared to non-disadvantaged. In the current academic year, the attendance rates for disadvantaged students are 91.4% compared to 94.8% for non-disadvantaged students.
4	Baseline reading tests indicate lower reading ages amongst disadvantaged students. Disadvantaged reading ages are 13.5 years against a non-disadvantaged reading age of 14.17 years.
5	Disadvantaged students are less likely to engage with the wider curriculum.
6	Disadvantaged students are less likely to attend Sixth Form and go on to choose appropriate higher education opportunities.

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
Improved attainment for disadvantaged students at the end of KS4.	2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve: <ul style="list-style-type: none"> • an average Attainment 8 score of 5 • an EBacc average point score of 5.5
To close the progress gap for disadvantaged students.	There is no gap when we compare disadvantaged students' attainment to their FFT target.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Student voice (including student survey) demonstrates that students have positive mental health.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance (2023/24).
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. By 2023/24 – reading age gaps closed to zero by the end of Year 8.
Increased engagement with the wider curriculum provision.	By 2023/24 – disadvantaged students engage with enrichment activities at the same rate as non-disadvantaged.
To ensure that disadvantaged students gain access to appropriate higher education.	Disadvantaged students are proportional in the Sixth Form. There are no NEETs amongst the disadvantaged students.

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: £ 37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers focus on inclusive teaching to ensure that all groups of learners are making effective progress.	Learning walks and lesson observations demonstrate that teachers are making special provision for different groups of learners.	1
Purchase of standardised diagnostic assessments.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Teachers are focussing on specific literacy strategies in their teaching. 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 Mathematics and English: word-gap.pdf (oup.com.cn)	4
Teachers develop Raising Achievement Plans (RAPs) following every data cycle. Disadvantaged students are explicitly identified, and strategies are put in place.	A personalised approach to pedagogy is most effective in supporting student progress. Ensuring robust discussions around teaching and learning strategies and high-quality teaching and learning is vital in securing good progress for all students. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1

SISRA and SISRA training	<p>Tracking the progress of all students to identify those in need of support.</p> <p>Intervening with impact for those students and groups identified that require support.</p> <p>Diagnosing pupils' needs is identified as a key strategy by the EEF</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	1
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 111,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Independent learning resources to support students in closing gaps in knowledge	Learning resources can provide students with opportunities to engage in low stakes testing, supporting retention of knowledge and helping to close gaps.	1
Using tutorials to develop study skills, revision and, metacognitive strategies	<p>Self-directed learning helps support metacognitive strategies for students and can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p>	1

<p>Engaging with the in-school tutoring programme to provide a blend of tuition, mentoring and school-led tutoring. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 4</p>
<p>Numeracy and Literacy groups will be used to target our weakest students</p>	<p>Students will receive additional support in numeracy and literacy. 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)</p>	<p>1, 4</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of funding to support engagement in enrichment activities, such as music tuition	<p>Enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	5
Pupil Premium Champion employed to support attendance, behaviour, and wellbeing, including family liaison.	<p>Improved monitoring of student progress. Providing individualised learning support for disadvantaged pupils.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf</p>	1, 2, 3, 4
Mentoring support	<p>Mentoring support - some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance, and behaviour.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1, 2, 3, 4
After school provision	<p>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	1, 2, 3, 4

Breakfast provision	New research by IFS researchers in collaboration with the National Children's Bureau finds that offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club can improve pupils' academic attainment. https://ifs.org.uk/publications/8714	2,3
Careers guidance	A school's careers programme should actively seek to challenge stereotypical thinking and raise aspirations https://www.goodcareerguidance.org.uk/care-study/addressing-the-needs-of-each-pupil	1, 5, 6
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Attendance/support officers are in place to work on improving attendance	The DfE guidance on reducing persistent absence levels.	3
Contingency fund for acute issues	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.	All

Total budgeted cost: £ 238,000

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 2022 to 2023 academic year.

Gaps between disadvantaged students and non-disadvantaged was evident but significantly below national average.

A key focus of our pupil premium strategy has always included raising the attainment of our disadvantaged pupils. Following each of our three data cycle entries all teachers identify key pupil premium students in each class they teach who are underachieving. We then have designated time to discuss teaching and learning strategies that may benefit these students. The strategies are then implemented in the classroom and reviewed at the next data cycle.

At times when all pupils are expected to attend school, absence among disadvantaged pupils in 2022/23 was c.3% lower than their peers. Consequently, attendance remains a focus of our planning.

We continued to monitor pupil engagement, wellbeing, and mental health. We used disadvantaged funding in a variety of ways including free breakfasts, mentoring, additional revision classes, small group tuition and opportunities for students to stay beyond the normal school day. We provide additional educational materials for those that needed them.

We have used educational psychologists and other outside agencies to work with students that require bespoke support.

We continue to offer free places to our PP students on our highly popular Duke of Edinburgh award at bronze, silver, and gold levels, including expedition places. We were also pleased to be able to continue funding peripatetic music lessons for disadvantaged students.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- embedding more opportunities for retrieval practice through low stakes testing. EEF evidence demonstrates this has significant benefits for students.
<https://educationendowmentfoundation.org.uk/news/does-research-on-retrieval-practice-translate-into-classroom-practice>
- ensuring students and parents understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- offering a wide range of high-quality extracurricular clubs to boost wellbeing, behaviour, attendance, and aspiration. Clubs (e.g., Sports, Philosophy), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement data, work scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and were pleased to see we are above the 'family average' in terms of attainment 8. Moving forward we hope to make contact with those school within our family who are doing even better to see if we can learn from their good practice.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.