



DRHS Pupil Premium Strategy & Self-Evaluation

1. Summary information					
School	Denmark Road High School				
Academic Year	2018-19	Total PP budget	£41,096	Date of most recent PP Review	March 2019
Y7-Y11 Pupils	708	Number of pupils eligible for PP	53	Date for next internal review of this strategy	Sept 2019

2. Current attainment						
	2019 (Projected)		2018 (Actual)		3yr Average	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Progress 8 score average	+0.654	+0.964	+1.281	+0.752	+0.78	+0.70
Attainment 8 score average	70.50	75.67	78.42	73.14	73.37	73.16
Students	9	102	5	95	13	290

3. Barriers to future attainment (for pupils eligible for PP)

Academic barriers	
A.	Individual learning needs of Pupil Premium eligible student: Progress data shows that not all Pupil Premium eligible students make sufficient progress compared with the rest of the cohort and their needs must be met within classroom.
B.	Preparation for attainment at A-Level: Providing PP students in the main school with the tools to succeed in programmes of study after GCSE. Identification of potential barriers to A Level success.
C.	Pupil Premium Accountability: Improving progress made by Pupil Premium eligible students must be a whole school responsibility from year six transition to post sixteen transition. Every member of staff must take ownership and be accountable for the progress of Pupil Premium eligible students both inside and outside the classroom.



Additional barriers		
D.	Parental Engagement: Pupil Premium eligible families' attendance to school events remains lower than that of non-eligible families.	
E.	Pupil Premium students access to enrichment trips: Ensure that PP students have equal access to attend enrichment trips, reward trips, Duke of Edinburgh, ski trips as the rest of the cohort.	
4. Intended outcomes		Success criteria
A.	Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.	Improvement in progress through tracking, monitoring and intervention in all year groups. Y11 Pupil Premium eligible cohort outcomes to be in line with whole-cohort progress data during 2018/19 academic year.
B.	Students better prepared to meet the demands of A-Level studies post-16 and improve outcomes at this level.	Pupil Premium Students and parents attending specific study skills sessions run by external providers. Students funded for careers counselling in year 9.
C.	All teachers to be aware of every Pupil Premium student that they need and the specific circumstances and barriers to learning that they face. Teachers to prioritise meeting Pupil Premium students in parents evenings appointments.	Profiles created of every student with their barriers to learning shared with all teachers. Teachers see all PP students at parents' evenings.
D.	An increase in Pupil Premium eligible families in attendance at school events including parents' evenings, information evenings and open evenings.	78% PP Y11 Parent Attendance v 90% Y11 Attendance 85% PP Y9 Options Eve Attendance v 97% Cohort Attendance
E.	More students from disadvantaged backgrounds to attend enrichment opportunities and trips.	An equal proportion of nonPP and PP students on enrichment trips like DoE, Ski Trip and Reward Trips.



Denmark Road High School - Our 'Pupil Premium Promise'

'Low social mobility and lack of educational opportunity is arguably the biggest social challenge of our times: the income gap between the richest and poorest in society continue to widen, while education opportunities remain overwhelmingly dominated by children from the most privileged homes.'

Sutton Trust, 2014

At Denmark Road we are committed to ensuring that every student receives the very best teaching and learning in the classroom through our 'minimum excellence' criteria which focuses on the following six key areas; feedback, explanation & modelling, practice & independence, questioning & class discussions and engagement & inspiration.

In addition to our minimum excellence criteria, Denmark Road's 'Pupil Premium Promise' will enable every Pupil Premium eligible student to fulfil their potential and achieve success, both inside and outside of the classroom. Staff will use data to accurately understand the needs of eligible students, who will be given priority (first feedback & marking, focused questioning), prioritised teaching and learning monitoring (lesson observations, learning walks) and regular extended school opportunities to reinforce classroom learning (Access to uniform, books, trips).

At Denmark Road High School our Pupil Premium cohort have their own designated support led by the Student Support Advisor to assist with any additional academic or pastoral needs, whilst also providing enhanced communication and support to eligible families. Pupil Premium eligible families will be personally contacted by and will be given opportunities to share views and ideas about how to improve our future Pupil Premium practice.

Denmark Road High School also guarantees that every Pupil Premium eligible child will be able to take part in, and be actively encouraged to do so, the whole school experience without financial discrimination. This journey begins with a fully funded place on a Y7 bonding trip (with further funding towards another trip between years 8 -11), followed by the chance to sign up to take part on a fully funded place on the Duke of Edinburgh award. We aim for all eligible students to have equal opportunity for participation, leadership and opportunity in all areas of life at Denmark Road High School.

At Denmark Road High School we aim for our 'Pupil Premium Promise' to provide the platform for every eligible child to have a fulfilling and successful school experience.



5. Planned expenditure

Academic year

2018-19

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Pupil Premium funding to contribute towards key Pupil Premium strategic positions within the school.</p> <p>Assistant Headteacher (Progress & Wellbeing)</p> <p>Student Support Advisor</p>	<p>A: Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p> <p>B: Preparation for attainment at A-Level: Providing PP students in the main school with the tools to succeed in programmes of study after GCSE. Identification of potential barriers to A Level success.</p> <p>C: All teachers to be aware of every Pupil Premium student that they need and the specific circumstances and barriers to learning that they face. Teachers to prioritise meeting Pupil Premium students in parents' evenings</p> <p>D: An increase in Pupil Premium eligible families in attendance at school events including parents' evenings, information evenings and open evenings.</p> <p>E: More students from disadvantaged backgrounds to attend enrichment opportunities and trips.</p>	<p>DFE 'Supporting the Attainment of Disadvantaged Pupils' paper states that schools having the most success with implementing Pupil Premium practice 'have clear responsive leadership'.</p> <p>Essential to have Pupil Premium representation and strong leadership within the SLT. Pupil Premium practice needs to remain at the forefront of the school strategic planning.</p> <p>Essential for there to be a lead member of staff to oversee the day- to-day management of Pupil Premium related practice. Student Support Advisor to continue to raise the profile of Pupil Premium with all stakeholders and to have an overview of the academic and social progress being made by this cohort.</p> <p>Currently, a disproportionate amount of PWC staff time is taken supporting students with complex needs (Pupil Premium eligible). The reduction LEA agencies, particularly with counselling services, places emphasis on schools to provide in house pastoral support.</p>	<p>This will continue to place the needs of Pupil Premium students at the forefront of strategic planning and day to day practice</p> <p>Student Support Advisor to retain an overview of all Pupil Premium practice and to continue to work closely with all staff members with additional Pupil Premium responsibilities, particularly Progress & Well-being Coordinators.</p>	<p>Headteacher, AHT (Wellbeing), Student Support Advisor</p>	<p>March 2019, Headteacher and AHT, Student Support to conduct a full review of Pupil Premium provision across Terms 1, 2 and 3.</p> <p>September 2019, Full review of end of year Pupil Premium provision with Headteacher, AHT (Wellbeing), AHT (Progress) and Student Support.</p>



<p>Revision guides and learning resources for eligible students.</p> <p>Ensure that every disadvantaged student has the same opportunities to access additional revision material as their peers.</p>	<p>A: Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p> <p>B: Preparation for attainment at A-Level: Providing PP students in the main school with the tools to succeed in programmes of study after GCSE. Identification of potential barriers to A Level success.</p>	<p>KS4 Pupil Premium students to be supplied with key revision texts and resources as directed by Curriculum Leads and Progress & Well-being coordinators.</p> <p>Subject leaders to ensure students are able to use resources effectively to supplement classroom learning.</p>	<p>Close collaboration between Curriculum Leads, Progress & Well-being coordinators and Student Support Advisor.</p>	<p>Curriculum-Leads, Student Support Advisor.</p>	<p>Sept 2019 - Full end of year review of Pupil Premium practice and progress.</p>
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Total budgeted cost £12,500

ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>1-1 Tuition:</p> <p>Additional 1-1 sessions in core curriculum subjects in Y11.</p>	<p>A: Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p> <p>B: Preparation for attainment at A-Level: Providing PP students in the main school with the tools to succeed in programmes of study after GCSE. Identification of potential barriers to A Level success.</p>	<p>Use of consistent and experienced private 1-1 tutors to deliver additional core curriculum learning to students not making expected progress. These sessions are in addition to (not instead of) mainstream lessons.</p> <p>EEF toolkit states that 'evidence indicates that 1-1 tuition can be highly effective in accelerating learning and that short regular sessions appear to result in optimum impact'</p>	<p>Close collaboration between AHT (Progress), AHT (Well-being) and Student Support Advisor to ensure the correct students are being targeted through close analysis of assessment data.</p>	<p>AHT (Progress), AHT (Wellbeing), Student Support Advisor</p>	<p>Sept 2019 - Full end of year review of Pupil Premium practice and progress.</p>
<p>PP Intervention contingency fund –</p> <p>Funding to support faculty based intervention.</p>	<p>A: Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p>	<p>EEF toolkit states that 'evidence suggests that disadvantaged pupils benefit disproportionately from extending school time'.</p>	<p>Close collaboration between Curriculum Leads, AHT (Well-being) and Student Support Advisor. Ensure any plans are finalised with plenty of time allow student and parental engagement & attendance.</p>	<p>CLs. AHT (Wellbeing), Student Support Advisor</p>	<p>Sept 2019 - Full end of year review of Pupil Premium practice and progress.</p>



<p>Counselling Support – Specific PP students provided with six sessions of counselling.</p>	<p>A: Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p> <p>C: All teachers to be aware of every Pupil Premium student that they need and the specific circumstances and barriers to learning that they face. Teachers to prioritise meeting Pupil Premium students in parents’ evenings</p>	<p>EEF toolkit states that ‘evidence suggests that disadvantaged pupils benefit disproportionately from extending school time’.</p>	<p>Close collaboration between Progress & Well-being coordinators, AHT (Well-being) and Student Support Advisor to ensure the correct students are being targeted for counselling support..</p>	<p>AHT (Wellbeing), Student Support Advisor</p>	<p>Sept 2019 - Full end of year review of Pupil Premium practice and progress.</p>
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Total budgeted cost £10,000

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Subsidised educational and residential trips.</p> <p>To ensure that Pupil Premium eligible students can have the same Academy opportunities and experiences as their non-eligible peers.</p>	<p>B: Preparation for attainment at A-Level: Providing PP students in the main school with the tools to succeed in programmes of study after GCSE. Identification of potential barriers to A Level success.</p> <p>E: More students from disadvantaged backgrounds to attend enrichment opportunities and trips.</p>	<p>Ensure that every student has the same opportunities and positive Academy experience. The whole ethos of the school would be undermined if there is low Pupil Premium participation on trips.</p> <p>EEF toolkit states ‘outdoor studies and adventure learning consistently show positive benefits on academic learning. There is also evidence that this impacts positively on self-esteem and self-confidence.</p>	<p>Student Support Advisor will actively encourage and support students and families to access allocated trip funding.</p> <p>Close monitoring of students who access trip funding and the longer term impact on attendance and attainment will be recorded.</p>	<p>Student Support Advisor</p>	<p>Sept 2019 - Full end of year review of Pupil Premium practice and progress.</p>
<p>Duke of Edinburgh Award.</p> <p>To encourage Pupil Premium eligible students to participate in</p>	<p>B: Preparation for attainment at A-Level: Providing PP students in the main school with the tools to succeed in programmes of study after GCSE. Identification of potential barriers to A Level success.</p>	<p>Targeted Pupil Premium eligible Y9 & Y10 DofE group.</p> <p>Pupil Premium funding allocated to ensure all participating students have the correct</p>	<p>Student Support Advisor will actively encourage and support students and families to participate in DoE.</p> <p>Close monitoring of students who access trip funding and the longer</p>	<p>Student Support Advisor, DoE co-ordinator</p>	<p>Sept 2019 - Full end of year review of Pupil Premium practice and progress.</p>



<p>the Duke of Edinburgh Award.</p> <p>To increase leadership opportunities, self-esteem, confidence and resilience.</p>	<p>E: More students from disadvantaged backgrounds to attend enrichment opportunities and trips.</p>	<p>equipment and the same opportunities as their non-eligible peers.</p>	<p>term impact on attendance and attainment will be recorded.</p>		
<p>Access to music tuition.</p> <p>Ensure that any Pupil Premium eligible student that wishes to continue with additional music tuition can do so.</p>	<p>D: An increase in Pupil Premium eligible families in attendance at school events including parents' evenings, information evenings and open evenings.</p> <p>E: More students from disadvantaged backgrounds to attend enrichment opportunities and trips.</p>	<p>Students eligible for free school meals can access music tuition for free.</p>	<p>Close monitoring of students who access trip funding and the longer term impact on attendance and attainment will be recorded.</p>	<p>Student Support Advisor, SL for Music</p>	<p>Sept 2019 - Full end of year review of Pupil Premium practice and progress.</p>
<p>Uniform & Equipment.</p> <p>To ensure that all practical barriers to learning are removed and that every Pupil Premium eligible student is in the classroom learning.</p>	<p>C: All teachers to be aware of every Pupil Premium student that they need and the specific circumstances and barriers to learning that they face. Teachers to prioritise meeting Pupil Premium students in parents' evenings</p>	<p>Financial help towards these physical barriers will ensure that Pupil Premium eligible students are in the classroom learning and never isolated for having the wrong uniform or lack of equipment.</p>	<p>Closer monitoring of attendance data, behaviour data, event participation in relation to eligible students who have accessed this financial support.</p>	<p>Student Support Advisor</p>	<p>Sept 2019 - Full end of year review of Pupil Premium practice and progress.</p>
Total budgeted cost					£18,500



6. Review of expenditure				
Previous Academic Year		2017-18		
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<p>Pupil Premium funding to contribute towards key Pupil Premium strategic positions within the school.</p> <p>Assistant Headteacher (Progress & Wellbeing)</p> <p>Student Support Advisor</p>	<p>A: Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p> <p>C: All teachers to be aware of every Pupil Premium student that they need and the specific circumstances and barriers to learning that they face. Teachers to prioritise meeting Pupil Premium students in parents' evenings</p>	<p>Continued embedment of Pupil Premium Practice.</p> <p>Y11 Headline Data: PP Progress 8 +1.281 Whole cohort +0.752</p> <p>Y10 Headline Data: PP Progress 8 +0.837 Whole Cohort +1.129</p>	<p>Targeting of students needs to be identified in earlier years with Y10 not meeting progress of wider cohort unlike three-year trends.</p> <p>Changes in exam accountability meaning the progress of every student, no matter their key-stage 3 starting point, being of equal importance places great emphasis on every member of staff across all key-stages. Ensuring that every member of staff are equally accountable remains an ongoing area of improvement.</p> <p>Lessons learnt from the first year of changes to curriculum specification in core subjects will be built into this year's teaching and learning as well as faculty based interventions.</p>	£21,713.65



<p>Uniform & Equipment</p> <p>To ensure that all practical barriers to learning are removed and that every Pupil Premium eligible student is in the classroom learning</p>	<p>A: Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.</p> <p>C: All teachers to be aware of every Pupil Premium student that they need and the specific circumstances and barriers to learning that they face. Teachers to prioritise meeting Pupil Premium students in parents' evenings</p>	<p>Attendance:</p> <p>Pupil Premium collective attendance: 94%</p> <p>Non Pupil Premium collective attendance: 96.3%</p> <p>Pupil Premium/Non-Pupil Premium gap: 2.3%</p>	<p>Financial help towards these physical barriers have helped ensure that Pupil Premium eligible students are in the classroom learning and not isolated for having the wrong uniform or lack of equipment.</p> <p>Closer monitoring and collation of data to demonstrate positive impact of Student Support Advisor on student attendance, engagement and attainment.</p>	<p>£2721.23</p>
<p>Music and Drama tuition</p>	<p>D: An increase in Pupil Premium eligible families in attendance at school events including parents' evenings, information evenings and open evenings.</p> <p>E: More students from disadvantaged backgrounds to attend enrichment opportunities and trips.</p>	<p>Pupil Premium eligible students took the opportunity for music and drama tuition in 2017/18.</p>	<p>Closer monitoring and collation of music tuition to demonstrate positive impact on student attendance, engagement and attainment.</p>	<p>£1462.75</p>



<p>Subsidised educational and residential trips</p> <p>To ensure that Pupil Premium eligible students can have the same opportunities and experiences as their non-eligible peers.</p>	<p>E: More students from disadvantaged backgrounds to attend enrichment opportunities and trips.</p>	<p>Pupil Premium eligible students took part on a school trip in 2017/18.</p>	<p>Closer monitoring of students who access trip funding and the longer term impact on attendance and attainment is needed.</p>	<p>£3732.70</p>
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7. Additional detail

Education Endowment Foundation Teaching & Learning toolkit - <https://educationendowmentfoundation.org.uk/resources/teachinglearning-Toolkit>

DFE – Supporting the attainment of disadvantaged pupils: Articulating success and good practice -

https://www.nfer.ac.uk/publications/PUPP01/PUPP01_home.cfm

Ofsted – Pupil Premium: an update. <https://www.gov.uk/government/publications/the-pupil-premium-an-update>

Teacher Development Trust: Lessons from the International Reviews into Effective Professional Development - <http://tdtrust.org/about/dgt>

DFE: School and College-Level Strategies to Raise Aspirations of High-achieving Disadvantage Pupils to Pursue Higher Education Investigation -

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278117/RR296_School and Collegelevel Strategies to Raise Aspirations of High-achieving Disadvantaged Pupils to Pursue Higher Education Investigation.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/278117/RR296_School_and_Collegelevel_Strategies_to_Raise_Aspirations_of_High-achieving_Disadvantaged_Pupils_to_Pursue_Higher_Education_Investigation.pdf)

Joseph Rowntree Foundation: Poverty and Social Exclusion - <https://www.jrf.org.uk/report/monitoring-poverty-and-social-exclusion-2014>

Social Mobility & Child Poverty Commission: A Qualitative evaluation of non-educational barriers to the elite professions -

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/434791/A qualitative evaluation of noneducational barriers to the elite professions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/434791/A_qualitative_evaluation_of_noneducational_barriers_to_the_elite_professions.pdf)

