

DRHS Pupil Premium Strategy & Self-Evaluation



1. Summary information					
School	Denmark Road High School PP £955 and SP £310 from Sept. 12 new year 7 students currently (1 SP and 11 PP/Ever6)				
Academic Year	2020-21	Total PP budget	£48,995	Date of most recent PP Review	September 2020
Total number of pupils	998	Number of pupils eligible for PP	65 (6.4%)	Date for next internal review of this strategy	July 2021

2. Current attainment						
	2021 (Projected)		2020 (Actual)		3yr Average	
	PP	Non-PP	PP	Non-PP	PP	Non-PP
Progress 8 score average	+0.674	+0.64			+0.34	+0.53
Attainment 8 score average	71.26	71.56	62.5	76.39	67.58	74.81
Students	9	142	5	121	8	121

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

Academic barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Individual learning needs of Pupil Premium eligible students: Progress data shows that whilst progress is positive and not statistically significant, not all Pupil Premium eligible students make progress in line with the rest of the cohort, indicating that their needs are not being fully met within the classroom in line with our responsive learning and teaching strategy.
B.	Preparation for attainment at GCSE & 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 6 transition to post-16 pathways. 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 *(including issues which also require action outside school, such as low attendance rates)*

D.	Parental Engagement: Pupil Premium eligible families' attendance to all school events remains lower than that of non-eligible families.
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E.	Pupil Premium students' participation in enrichments: Ensure that PP students have equal access to enrichment activities during the school day as well as wider opportunities such as reward trips and Duke of Edinburgh.	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.	<p>Improvement in progress through tracking, monitoring and intervention in all year groups. New QA approaches and PP Personal Profiles have been developed to consistently evaluate the impact of the changing needs and to ensure progress of PP students. Dedicated PP Student Support Advisor, who manages the budget and plans strategically with AHT for PP needs.</p> <p>Closing the gap between whole-cohort progress data and Y11 Pupil Premium eligible cohort during 2019/20 academic year, utilising our new QA system and updated PP Personal Profiles. Responsive training for all staff will be offered throughout the year through L&T takeaways and EFA programme.</p> <p>More focus in curriculum meetings to discuss, monitor, plan and evaluate PP L&T strategies and impact. Additional training offered at a subject level as required.</p>
B.	Students better prepared to meet the demands of GCSE & A-Level studies post-16 and improve outcomes at this level.	Pupil Premium students and parents attending specific study skills sessions run by AHTs, SENDCO, Wellbeing team and also external providers if required. Students funded for Morrisby careers service from Year 11. Year 9+ offered priority careers appointments.
C.	All teachers to be aware of every Pupil Premium student that they teach and the specific circumstances and barriers to learning that they face. Teachers to prioritise meeting the parents of Pupil Premium students during Parents Evenings and Meet the Tutor days.	Profiles created of every student with their barriers to learning "personal profiles" shared with all teachers. Teachers see all PP students at parents' evenings as a priority and mark PP students' books/work first when marking. PP students to be a particular focus in lessons - ensuring that our responsive learning and teaching approaches are effective. However, we are a responsive school and ALL students receive QFT.
D.	An increase in Pupil Premium eligible families in attendance at school events including parents' evenings, information evenings and open evenings	Personal invite/phone calls to Parents' Evening to check attendance at all events. If unable to attend suitable time offered to parent/carer to meet with teachers e.g. morning appointment if working nights. Alternate provision



		including phone calls and video meets also offered. Free tickets provided to events where there would usually be a charge e.g. Charity Concert and School Show.
E.	More students from disadvantaged backgrounds to attend enrichment opportunities and trips as appropriate.	An equitable proportion of non PP and PP students taking part in enrichment - for example D of E.

Denmark Road High School - Our promise to all students:

“Nothing less than positive progress and well-being for all”

‘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 continues to widen, while education opportunities remain overwhelmingly dominated by children from the most privileged homes.’
Sutton Trust, 2014

At Denmark Road High School, we are committed to ensuring that every student receives the very best responsive learning and teaching in the classroom through our expectation of excellence at all times. Denmark Road High School has a clear plan to further improve our learning and teaching culture through the development of Metacognition and Thinking Hard to ensure that all students are active, not passive leaders of their own learning.

In addition to our determined efforts to further improve our culture of responsive learning and teaching, 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. We offer this promise to ALL of our students. Staff will use data to accurately understand the needs of ALL eligible students, who will be given priority (first feedback & marking, focused questioning), prioritised learning and teaching monitoring (learning walks, curriculum intent and planning) and regular extended school opportunities to reinforce classroom learning (access to uniform, books, trips and other resources required to ensure equality).

At Denmark Road High School our Pupil Premium cohort have their own designated support led by the Assistant Headteacher Learning and Teaching and supported by the Student Support Officer 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 Student Support Officer 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. The offer is also



made for all Pupil Premium students to have access to fully funded music and speech and drama lessons. 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 an equal and equitable opportunities at fulfilling their dreams and potential.

5. Planned expenditure

Academic year

2020-21

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

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 (P&W)</p> <p>Student Support Advisor</p> <p>Assistant Headteacher (L&T)</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 GCSE & 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>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). AHT (L&T), Student Support Advisor and PWC’s to continue to raise the profile of Pupil Premium with all stakeholders, and to</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>AHT (Progress & Well-Being and L&T) and 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 (PWC’s).</p> <p>Quality First Teaching: Our Responsive Strategy is at the forefront of driving significant changes across the school, including PP students. All staff regular</p>	<p>Headteacher, AHT (P&W and L&T), Student Support Advisor and PWC</p>	<p>Devising individual Pupil Premium Profiles (AHT L&T and Student Support Advisor) to ascertain key L&T needs and then support (as we do with all students). Utilise QA system to monitor impact termly. Tutors to mentor and PWCs to monitor and evaluate. The PWC discuss and implement changes responsively.</p> <p>Continuous review of data relating to Pupil Premium by SLT after key data entry points and discussions with PWC’s/student support advisor to ensure holistic and impactful responsive strategies are</p>



	<p>C: All teachers to be aware of every Pupil Premium student that they teach 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 take part in enrichment</p>	<p>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 in LEA agencies, particularly with counselling services, places emphasis on schools to provide in house pastoral support</p>	<p>undertake Responsive Professional Development (RPD) in line with all student needs, including PP. Our ongoing responsive focus is on 'Thinking Hard' and 'Embedding Metacognition and Self-Regulated Learning'. Both of which have a significant evidence base to improve all student attainment (EEF). Teaching colleagues work as individuals and as teams to work on our collective objective to ensure students are "active not passive learners".</p> <p>All relevant curriculum resources are made available for all students, so that there is equality in terms of physical resources and support. As with all our students, targeted academic support is offered to ensure individual needs are met through: one to one support, study skills sessions, mentoring and collaborative learning in class. We use seating plans holistically to ensure all students have the opportunity to challenge, and be challenged in their lesson.</p> <p>Our PP students are explicit on our SIMS systems, so that all staff are aware of need. This is the same for all our students: individual (responsive) needs form our approach to all students so that QFT is our main driver for ensuring academic and personal success at school.</p>		<p>devised and sustainably implemented.</p> <p>RPD happens every day through 'soft evidence' such as teachers discussing current practice, L&T takeaways to more formal RPD sessions, which are planned to develop and share best practices in our school. 'Hard' data, such as formal learning walks by SLT and Curriculum Directors help to triangulate our ongoing evaluations of responsive L&T and make appropriate changes as necessary to ensure our objective and all student needs are met. This is done formally at the end of every term. L&T takeaways and curriculum meetings, along with SLT link meetings will be utilised to discuss and disseminate impact and areas for review/intervention.</p> <p>July 2021. Full review of end of year Pupil Premium provision with SLT, CDs, PWCs and Student Support Advisor</p>
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			Reviewing key data relating to uptake of enrichment opportunities and also attendance of Pupil Premium students and their parents/carers at events		
Revision guides and learning resources e.g. fiction reading books for eligible students. Ensure that every disadvantaged student has the same opportunities to access additional revision & learning materials as their peers.	<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 GCSE & 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>KS3 Fiction books or extension reading material to ensure that students are able to supplement their learning.</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. Subject leaders to ensure students are able to use resources effectively to supplement classroom learning.</p>	Close collaboration between Curriculum Leads, PWC and Student Support Advisor.	Curriculum Directors, Student Support Advisor.	<p>Ongoing monitoring of effectiveness through QA system, PP Personal Profiles and SLT link meetings.</p> <p>July 2021. Full review of end of year Pupil Premium provision with SLT, CDs, PWCs and Student Support Advisor.</p>
Total budgeted cost					£17,000
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?
PP Intervention contingency fund – Funding to support faculty based intervention.	A: Equal accountability across all year groups in relation to the raising of attainment and progress made by Pupil Premium eligible students.	EEF toolkit states that ‘evidence suggests that disadvantaged pupils benefit disproportionately from extending school time’.	<p>Please also see i)</p> <p>Close collaboration between Curriculum Leads, AHT (L&T) and Student Support Advisor. Ensure any plans are finalised with plenty of time to allow student and parental engagement & attendance.</p>	CDs, AHT (L&T), Student Support Advisor	<p>Please also see i)</p> <p>July 2021. Full review of end of year Pupil Premium provision with SLT, CDs, PWCs and Student Support Advisor.</p>



<p>Counselling Support – Specific PP students provided with priority appointments and a minimum of 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 L&T) and Student Support Advisor to ensure the correct students are being targeted for counselling support.</p>	<p>AHT (Wellbeing and L&T), Student Support Advisor</p>	<p>Monitoring by Student Support Officer and counsellor regarding impact of counselling. Fed back to AHT and PWCs to ensure students barriers are removed/impact reduced.</p>
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Total budgeted cost £12,715

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 curriculum and residential trips, to ensure that Pupil Premium eligible students can have the same opportunities and experiences as their 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 experience. The whole ethos of the school would be undermined if there is low Pupil Premium participation on curriculum trips. 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. 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>July 2021. Full review of end of year Pupil Premium provision with SLT, CDs, PWCs and Student Support Advisor.</p> <p>Compare data from previous years and track trend. Action as necessary to remove any barriers.</p>



<p>Duke of Edinburgh Award. To encourage Pupil Premium eligible students to participate in the Duke of Edinburgh Award. To increase leadership opportunities, self esteem, confidence and resilience.</p>	<p>B: Preparation for attainment at GCSE ALevel: 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>Targeted Pupil Premium eligible Y9 & Y10 DoE group. Pupil Premium funding allocated to ensure all participating students have the correct equipment and the same opportunities as their non-eligible peers.</p>	<p>Student Support Advisor will actively encourage and support students and families to participate in DoE. 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, DoE coordinator</p>	
<p>Access to instrumental lessons and LAMBDA speech and drama coaching. Ensure that any Pupil Premium eligible student that wishes to continue with additional instrumental tuition, or start to prepare for LAMBDA 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 engage in enrichment opportunities.</p>	<p>Students eligible for free school meals can access instrumental lessons & 1:1 coaching for LAMDA Speech and Drama qualifications for free. Also exam fees, relevant literature and music sheets</p>	<p>Close monitoring of students who access curriculum trip funding and the longer term impact on attendance and attainment will be recorded</p>	<p>Student Support Advisor, SL for Music SL for English</p>	<p>July 2021. Full review of end of year Pupil Premium provision with SLT, CDs, PWCs and Student Support Advisor.</p> <p>Compare data from previous years and track trend. Action as necessary to remove any barriers.</p>
<p>Priority Careers Appointments and Access provided to Morrisby Careers profiling service</p>	<p>B: Preparation for attainment at GCSE & 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>Students offered careers appointments in Year 9 and priority appointments in place for other year groups.</p> <p>Fully funded log in for Morrisby online and Morrisby profile for all Pupil Premium students in Year 11 upwards. This can be funded for a lifelong subscription</p>	<p>Monitoring of feedback from careers appointments to ensure that all students needs are being met and may provide stimulus for further opportunity e.g. university visit</p> <p>In year 11 and sixth form, the Oxford Step Up programme is open to all students to prepare them for the opportunity and experience to apply successfully.</p>	<p>AHT (Curriculum, P&W and L&T)</p>	<p>AHT (Curriculum) to monitor take up of careers. Compare data from previous years and track trend. Action as necessary to remove barriers.</p> <p>July 2021. Full review of end of year Pupil Premium provision with SLT, CDs, PWCs and Student Support Advisor.</p>



			<p>Monitor through student profile reviews each term</p> <p>All students have free access to Unifrog from year 7 and one to one careers advice from year 9. Unifrog is embedded in our careers programme to build skills and opportunities to allow for successful transition between key stages</p>		
<p>Uniform & Equipment. 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. Ensure that parents are aware of the PTA Second Hand Uniform sales and arrange for them to come another time if more convenient.</p>	<p>Closer monitoring of attendance data, behaviour data, event participation in relation to eligible students who have accessed this financial support.</p> <p>Monitor through student profile reviews each term.</p> <p>All PP students now have a laptop to ensure equitability and equality as a basic standard.</p>	<p>Student Support Advisor PTA Chair</p>	<p>July 2021. Full review of end of year Pupil Premium provision with SLT, CDs, PWCs and Student Support Advisor.</p> <p>Compare data from previous years and track trend. Action as necessary to remove any barriers.</p>
Total budgeted cost					£12,705



6. Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
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 (P&W)</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>Continue to embed Pupil Premium Practice. 9 students</p> <p>PP Progress 8 0.36 Whole cohort 0.96</p>	<p>Targeting of PP eligible students' needs to be identified early in the academic year and key stage - so that future PP progress is in line with/or exceeds the progress of the wider cohort (unlike three-year trend)</p> <p>Changes in accountability meaning the progress of every student, no matter what their key-stage 3 starting point, being of equal importance places great emphasis on every member of staff across all key stages.</p> <p>Ensuring that every member of staff is 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>	<p>£13,685.85</p>



<p>Uniform & Equipment 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. 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: Pupil Premium collective attendance: 94% Non Pupil Premium collective attendance: 96.3% 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. Closer monitoring and collation of data to demonstrate positive impact of Student Support Advisor on student attendance, engagement and attainment.</p>	<p>£5728.02 This total includes 4 laptops on order</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. E: More students from disadvantaged backgrounds to attend enrichment opportunities and trips.</p>	<p>Pupil Premium eligible students took full advantage of LAMDA, music tuition, as well as relevant exam fees and materials. 15 students have had the opportunity to take part in these activities.</p>	<p>Closer monitoring and collation of music tuition to demonstrate positive impact on student attendance, engagement and attainment.</p>	<p>£3,700.00</p>



Subsidised curriculum residential and trips, to ensure that Pupil Premium eligible students can have the same opportunities and experiences as their peers.	E: More students from disadvantaged backgrounds to take part in enrichment opportunities and trips	All Pupil Premium students were given the opportunity to take part in all educational trips, this included foreign exchanges and year group social trips e.g. shopping, that promotes wellbeing and inclusivity. 37 students took part in these activities.	Closer monitoring of students who access trip funding and the longer term impact on attendance and attainment is needed.	£4,546.00
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ii. Targeted support

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
Counselling		School counsellor attends Monday and Wednesday mornings. Pupil Premium students have preference for this service and in emergency situations. The School Counsellor has supported 55 students, providing them with strategies and support when needed.	Promoted wellbeing and encourages better and sustainable mental health, enables confidence and awareness of managing their situation, thus helping them engage in school and have an equitable experience. It also helps us as a Denny family support and nurture individuals. Will continue with this approach.	£14,000

iii. Other approaches

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)	
COVID 19 Support:		All Pupil Premium Students were asked before the closure of school what they needed to continue with their studies at home if in the event of lockdown. This included the	Pupil Premium Data Base of what devices, facilities they have available at home. This info has been captured on PP Personal Profiles and has been used to provide laptops moving forward	



		<p>lending of laptops, payment of replacing ink cartridges, folders and stationery.</p> <p>Students receiving free schools would still continue to receive this through payment direct in their bank account.</p> <p>All Pupil Premium Students were given the option to come into school as normal.</p> <p>Continued with Counselling online using the platform “Zoom” for Pupil Premium Students. School Counsellor available for students coming into school.</p>	<p>Procedure in place in case of any future emergency lockdown.</p> <p>Purchase laptops to allow Pupil Premium Students to use them when required.</p> <p>Reviewed the student’s wellbeing by check-ins and calls home. Some students encouraged to come into school.</p>	
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7. Additional detail

- <https://educationendowmentfoundation.org.uk/evidence-summaries/pupil-premium-guide/>
- 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
- 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