Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Durrington High School
Number of pupils in school	1618
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-2024
Date this statement was published	September 2021 - September 2022 - September 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Mr C Woodcock
Pupil premium lead	Mr J Crane
Governor / Trustee lead	Mr S Nixon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£311,535
Recovery premium funding allocation this academic year	£
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 311,535

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school that is comparable with that of non-disadvantaged pupils nationally.

During the three-year strategy we will focus on the key challenges that are preventing pupils from high attainment. The approach will be responsive to both common challenges and our pupils' individual needs, rather than assumptions about the impact of disadvantage.

At Durrington High school, we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have the highest expectations of what all students can achieve.

All students will be able to access powerful knowledge through our broad and balanced curriculum, irrespective of their background. No student's learning will be capped due to challenges to learning they might have, such as a vocabulary deficit and reading comprehension.

All students will develop a greater awareness of their learning and their personal strengths and weaknesses. They will be able to think deeply about their learning and become comfortable and familiar with the metacognitive elements of learning, to the point where it is habitual.

Challenges

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

Challenge number	Detail of challenge
1	*Attendance and persistent absence:* *At present our attendance gap for our Pupil Premium pupils is 4.8%. Many are at risk of falling into the 'persistent absenteeism' category.*
2	*Literacy - vocabulary deficit and reading* *Our assessments and observations show that our Pupil premium students are more likely to have a tier 2 and 3 vocabulary deficit and reading comprehension issues that may be preventing them from accessing certain parts of the curriculum.*

3	Lower self-regulation skills
	Our assessments, discussions and observations have identified that a disproportionate amount of our disadvantaged pupils lack skills to support their self-regulation - this provides a challenge when it comes to planning, monitoring and evaluating their learning.
4	Wellbeing/emotional and self-confidence issues
	Our assessments, discussions and observations have identified social and emotional / self-confidence issues for more of our disadvantaged pupils than non-disadvantaged. This is particularly apparent since the pandemic, resulting in a much higher safeguarding need.
5	Lower cultural capital
	Our discussions and observations have identified that some disadvantaged pupils lack background knowledge of the world around them and as a result have less clarity around career goals and how to achieve them, compared to non-disadvantaged. It's not that they are less ambitious, but what they believe is possible is limited due to their life experience to date.

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
Higher attendance for all our disadvantaged students	94% + attendance.
Improve overall attainment	Achieve national average for attainment of all pupils nationally, having a positive Progress 8 score Closing the attainment gap between the whole cohort and disadvantaged to -3 A8 in our school
Improve the vocabulary deficit and reading comprehension	Observations, diagnostic analysis and student attainment will show that: ● Students will be able to use the vocabulary in a variety of contexts, both within subjects and across different subject areas. ● Students will be able to read fluently across all subjects, which will enable them to fully access the curriculum. ● All students will be able to access ideas and knowledge beyond their starting points
Improve the self -regulation skills of our disadvantaged pupils.	Observations and student attainment will show that:

	● All students will develop a greater awareness of their learning and their personal strengths and weaknesses with a particular process. ● Students will be aware of how they plan, monitor and evaluate their own learning, across all subjects. ● They will be able to think deeply about their learning and become comfortable and familiar with the metacognitive elements of learning to the point where it is habitual.

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: £220,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: ● *Research school blogs, courses.* ● *Leaders meetings* ● *Steplab Instructional Coaching* ● *Tea in teaching* ● *Inquiry question groups* ● *SPDS* ● *Broad and balanced curriculum* ● *Whole school PD model*	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf Teacher professional development at Durrington is framed around the mechanisms of effective PD: ● Building knowledge ● Motivating teachers ● Developing teacher techniques ● Embedding practice	2, 3, 5
Literacy: ● *Ensure that all staff are explicit teaching the tier 2 and 3 vocabulary in all lessons* ● *Ensure that all students have the opportunity to read authentic disciplinary texts across a range of subjects.* ● *Ensure that 'In the News' and KS3 DEAR for Period 1 is characterised by the six*	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://researchschool.org.uk/stmatthews/news/embedding-disciplinary-literacy-practices-learning-from-failure?utm_source=durrington&utm_medium=search&utm_campaign=site_search&search_term=literacy ● It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. ● Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding	2, 4, 5

principles as appropriate.	the structure of the language used, or understanding particular vocabulary, which may be subject-specific ● A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. ● It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects.	
Improving self-regulation skills: ● *Explicitly teaching students how to plan, monitor and evaluate their learning.* ● *Teachers using metacognitive questioning.* ● *Teachers support self-efficacy development with successes and vicarious experiences.* ● *Students being taught how to use resources to revise by themselves: Revision strategies workshops.*	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://researchschool.org.uk/durrington/news/moving-forward-with-metacognition https://researchschool.org.uk/durrington/news/metacognitive-evaluation-to-support-remote-learning-ten-tips https://www.simplypsychology.org/self-efficacy.html ● The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. ● These approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content. ● Teachers can demonstrate effective use of metacognitive and self-regulatory strategies by modelling their own thought processes. For example, teachers might explain their thinking when interpreting a text or solving a mathematical task, alongside promoting and developing metacognitive talk related to lesson objectives. ● Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies. Students will develop their situational self confidences through 4 "determining efficacy judgements" ● Performance outcomes (sense of success) ● Vicarious experience ● verbal persuasion ● Physiological feedback	3, 4, 5

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

Budgeted cost: £26,512

Activity	Evidence that supports this approach	Challenge number(s) addressed
Basics intervention groups: Students aiming for students to achieve at least a grade 4/ 5 in English and Maths *PP specific intervention groups* *Stand tall project y7* *Y8 and 9 at risk groups* *low effort groups (wider team)* *period 7 intervention*	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ ● Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. ● One-to-one tuition and small group tuition are both effective interventions. ● Providing training to the staff that deliver small group support is likely to increase impact. ● Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.	1,2,3
KS3 literacy groups	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies ● Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. ● One-to-one tuition and small group tuition are both effective interventions. ● Providing training to the staff that deliver small group support is likely to increase impact. ● Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy. ● Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific ● A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently.	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lead up to examination programmes: ● *period 7 intervention groups* ● *KS4 DEAR* ● *Mock/GCSE support evenings* ● *Revision strategy sessions* ● *'In the News' and KS4 DEAR for Period 1*	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://www.learningscientists.org/downloadable-materials https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement ● Spaced learning—distributing learning and retrieval opportunities over a longer period of time rather than concentrating them in 'massed' practice; ● Interleaving—switching between different types of problem or different ideas within the same lesson or study session; ● Retrieval practice—using a variety of strategies to recall information from memory, for example flash cards, practice tests or quizzing, or mind-mapping; ● Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. ● Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.	1, 2, 3, 4, 5

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

Budgeted cost: £ *64,208*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance improvement strategy: ● *Company team calls/tracking (phone call, letter <96%, parental*	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement ● It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1, 5

meetings, targeted letters) *Attendance tracker and meetings* *Friday chat and assemblies* *Nudge text system* *Whole school 'thousand little moments' campaign* *Persistent absenteeism strategy*	- Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions. - Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.	
Wellbeing *Company teams* *Safeguarding team* *Counselling team - LWA stand tall project year 7* *SEN team* *Year 8 and 9 Support group* *Exam stress (GCSE)* *Homework clubs* *Whole school 'thousand little moments' campaign.* *Careers and academic excellence (high aspirations)* *Dare-to-dream (exploring options)*	https://researchschool.org.uk/charlesdickens/news/how-to-be-evidence-informed-whilst-developing-a-mentally-healthy-school?utm_source=durrington&utm_medium=search&utm_campaign=site_search&search_term=wellbeing Students should be explicitly taught: - How to recognise emotions in themselves and others. - How to understand the causes and consequences of emotions. - How to label emotions accurately. - How to express emotions appropriately. - How to regulate their emotions effectively.	4
Behaviour *School behaviour strategy and monitoring systems- arbor and behaviour bulletin*	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://juliusbucar.files.wordpress.com/2017/04/teach-like-a-champion-49-techniques-that-put-students-on-the-path-to-college.pdf	3,4

• *SLANT* • *high expectations of all* • *Study room referral system*	Set high expectations, plan to ensure academic achievement, structure and deliver lessons, engage students in your lessons, create a strong classroom culture, set and maintain high behavioural expectations, build character and trust and challenge students to think critically,	

Total budgeted cost: £ *311,535*

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.

The school strategies were implemented across all tiers with some evidence of a positive impact across all elements of the tiered approach. Targeted academic support strategies were well designed and well attended, this has led to an increase in strong basics in comparison to 2019, however standard basics were below 2019. The next step is to use the intervention at an early stage to ensure the gap between disadvantaged and non-disadvantaged students continues to close.

The wider strategies for both well-being and behaviour have shown a holistic improvement in the support students have had and used to thrive throughout their exam period. Attendance will remain a challenge and the strategy amendments reflect this with the continuation of the updated model to ensure we support students with regards to their attendance.

The teaching strategy was well implemented, understood by all and created an environment where the class teacher could unpick how the socio-economic challenge had impacted the student as an individual learner. The staff body was well equipped to use a range of strategies to support the individual learner. This created a positive and professional relationship and working environment where the students could flourish. The A8 gap between disadvantaged and non-disadvantaged was smaller than 2022 This has led to the continuation of the teaching approach of the strategy.

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

Further information (optional)

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantaged on education outcomes and how to address educational disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged learners. The pandemic has given us deeper insights into the family life for those from disadvantaged backgrounds and we have been able to forge stronger relationships with parents/guardians as a result.

The Durrington Research School (RS) has given our staff the opportunity to engage with evidence in a way that supplements our school values and professional commitment and experience. The RS has led work on addressing disadvantage with 100s of schools across both Kent and Sussex allowing us crucial access to the latest educational evidence to support disadvantaged students. This evidence and professional expertise is then used to shape our school improvement work and align our disadvantaged approach.

Being part of the research schools network we have access to the latest educational research and are fortunate enough to work directly with the Education Endowment Foundation (EEF). This does not only ensure our strategies are evidence informed but it also ensures we have, and use the latest educational research to support our disadvantaged students as the EEF's primary purpose is to close the disadvantaged learning gap.