

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	1592
Proportion (%) of pupil premium eligible pupils	20.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
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	£362,920
Recovery premium funding allocation this academic year	£0
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	£ 312.900

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. This will be student centred ultimately about supporting the students to become better learners irrespective of background or starting point.

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	<i>Literacy - vocabulary deficit, reading and oracy Our assessments, discussions 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. It also highlighted that some of our students require more support with their spoken language and communication.</i>
2	<i>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.</i>
3	<i>Attendance and punctuality</i>

	<i>Our attendance and punctuality to both school and lessons data highlights a concern regarding both persistent absenteeism and lower attendance percentages. There are wider issues here regarding curriculum equity and value in the school that need to be addressed.</i>
4	<i>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.</i>
5	<i>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.</i>

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 - currently 89.4% Reduction in persistent absenteeism.
Improve overall attainment	Achieve national average for attainment of all pupils nationally, as well as having a positive progress 8 score Raise the attainment of disadvantaged learners to 45.0, last year's cohort had an A8 score of 38.2 .
Improve the vocabulary deficit, reading comprehension and spoken language communication skills.	Observations, diagnostic analysis and student attainment will show that: <ul style="list-style-type: none"> • All students will engage and use appropriate subject-specific vocabulary during discussions across all subject areas and phases. • 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 • There will be a deep appreciation for the importance and joy of reading among students.
Improve the self -regulation skills of our disadvantaged pupils.	Observations and student attainment will show that:

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| | <ul style="list-style-type: none">● 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. |
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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: £276,707

Activity	Evidence that supports this approach	Challenge addressed
<p><i>Reading and vocabulary instruction:</i></p> <ul style="list-style-type: none"> • <i>Ensure that all staff are explicitly teaching the tier 2 and 3 vocabulary in all lessons - linked to period 1 DEAR sessions.</i> • <i>Ensure that all 4 strands of the reading strategy are implemented with fidelity across the school.</i> • <i>Ensure that KS3 DEAR for Period 1 is implemented with fidelity across all tutor groups.</i> • <i>Ensure the teaching PiPs - vocabulary instruction, reading and paired talk are implemented effectively across the school.</i> 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>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</p> <ul style="list-style-type: none"> • 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 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. <p>https://docs.google.com/document/d/1vWxbZNIYXguW2En2_0esXZ7PNYBmUFS266yjo5pU-4/edit</p>	<p>1, 2, 5</p>
<p>Improving self-regulation skills:</p> <ul style="list-style-type: none"> • <i>Explicitly teaching students how to plan, monitor and evaluate their learning.</i> 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>https://researchschool.org.uk/durrington/news/moving-forward-with-metacognition</p>	<p>2, 4</p>

<ul style="list-style-type: none"> • 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. • Implementation of the Teaching PiPs 	<p>https://researchschool.org.uk/durrington/news/metacognitive-evaluation-to-support-remote-learning-ten-tips</p> <p>https://www.simplypsychology.org/self-efficacy.html</p> <ul style="list-style-type: none"> • 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. <p>Students will develop their situational self confidences through 4 “determining efficacy judgements”</p> <ul style="list-style-type: none"> • Performance outcomes (sense of success) • Vicarious experience • verbal persuasion • Physiological feedback 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £51,697

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> • Basics intervention groups: Students aiming for students to achieve at least a grade 4/ 5 in English and Maths • PP specific intervention groups 	<p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/</p> <ul style="list-style-type: none"> • 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 	1, 2, 3, 4

<ul style="list-style-type: none"> • Y7 Breakfast club • Y8 and 9 at risk groups • low effort groups (wider team) • period 7 intervention • Lexonik phonics and toe-by-toe programme (y7 and y8 at risk students) • High attaining sessions are overrepresented with PP eligible students. • Year 11 L prior attainment group mentoring 	<p>backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>https://lexonik.co.uk/</p>	
<ul style="list-style-type: none"> • KS3 literacy groups • Lexonik phonics and toe-by-toe programme (y7 and y8 at risk students) 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <ul style="list-style-type: none"> • 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. 	1, 2

	https://lexonik.co.uk/	
<p>Lead up to examination programmes:</p> <ul style="list-style-type: none"> • <i>period 0 and 7 intervention groups</i> • <i>KS4 DEAR</i> • <i>Mock/GCSE parental support evenings</i> • <i>Revision strategy sessions</i> • <i>'In the News' and KS4 DEAR for Period 1</i> • <i>Year 11 L prior attainment group mentoring</i> 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>https://www.learningscientists.org/downloadable-materials</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <ul style="list-style-type: none"> • 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: £34,516

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Attendance improvement strategy:</i></p> <ul style="list-style-type: none"> • <i>PP pen portraits across tutors and house</i> 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 5

<p><i>teams for those just above PA.</i></p> <ul style="list-style-type: none"> ● <i>House team calls/tracking (phone call, letter <96%, parental meetings, targeted letters)</i> ● <i>Attendance tracker and meetings</i> ● <i>Friday chat and assemblies</i> ● <i>Nudge text system</i> ● <i>Whole school 'thousand little moments' campaign</i> ● <i>Persistent absenteeism strategy</i> 	<ul style="list-style-type: none"> ● It is crucial to consider how to engage with all parents to avoid widening attainment gaps. ● 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. <p>https://docs.google.com/presentation/d/1RA-f2LgnX8eQYGgvsUFcSf5iIVb8btiX/edit?slide=id.p13#slide=id.p13</p> <ul style="list-style-type: none"> ● Synthesis of the evidence around attendance and how we at DHS are going to tackle the stubborn issue. 	
<p><i>Wellbeing</i></p> <ul style="list-style-type: none"> ● <i>House teams</i> ● <i>Safeguarding team</i> ● <i>Counselling team - LPo stand tall project year 7</i> ● <i>SEN team</i> ● <i>Year 8 and 9 Support group</i> ● <i>Y10 belonging group</i> ● <i>Exam stress (GCSE)</i> ● <i>Homework clubs</i> ● <i>Careers and academic excellence (high aspirations)</i> 	<p>https://researchschool.org.uk/charlesdickens/news/how-to-be-evidence-informed-while-developing-a-mentally-healthy-school?utm_source=durrington&utm_medium=search&utm_campaign=site_search&search_term=wellbeing</p> <p>Students should be explicitly taught:</p> <ul style="list-style-type: none"> ● 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
<p><i>Behaviour</i></p> <ul style="list-style-type: none"> ● <i>School behaviour strategy and monitoring systems- arbor</i> 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	3,4

<p><i>and behaviour bulletin</i></p> <ul style="list-style-type: none"> ● <i>high expectations of all - codified in the teaching, behaviour and leadership PIPs</i> ● <i>Study room referral and reflection system</i> 	<p>https://juliusbucar.files.wordpress.com/2017/04/teach-like-a-champion-49-techniques-that-put-students-on-the-path-to-college.pdf</p> <p>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,</p>	
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Total budgeted cost: £ 362,920

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 2023 to 2024 academic year.

2024-25 Review -

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 and 2023, 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 amended model to ensure we support students with regards to their attendance and namely the role of the house team in this - the pen portraits have shown a positive impact throughout the pilot and will now become the main mechanism for addressing persistent absenteeism.

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 2023 This has led to the continuation of the teaching approach of the strategy. However, due to limited progress towards our main goals we have amended our strategy to have a much sharper focus on reading and how best to address this stubborn issue here at DHS.

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 raise the attainment of disadvantaged learners.