

Driffield School Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Driffield School and Sixth Form
Pupils in school	1331
Proportion of disadvantaged pupils	22.1%
Pupil premium allocation this academic year	£230,179
Academic year or years covered by statement	2018/19 – 2020/21
Publish date	October 2019
Review date	October 2020
Statement authorised by	Scott Ratheram
Pupil premium leads	Vicky Loftus and Deborah Dalton
Governor lead	Mrs K Dow

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.84
Ebacc entry	22.4%
Attainment 8	35.7
Percentage of Grade 5+ in English and maths	20.4%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Improve progress	<ul style="list-style-type: none"> Progress 8 is in line with or above that of all students nationally 	Sept 2021
Improve destinations	<ul style="list-style-type: none"> Ambitious destinations are sustained Post 16 	Sept 2021
Increase proportion achieving Basics (4+ and 5+)	<ul style="list-style-type: none"> % of students achieving both English and maths at 4+ and 5+ is improving towards national averages for all students 	Sept 2021
Increase attendance	<ul style="list-style-type: none"> Attendance is at or above national average 	Sept 2021
Increase Ebacc entry	<ul style="list-style-type: none"> Improved EBacc entry rate so that it is in line with all other students in the school 	Sept 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> • Improve Quality First Teaching by embedding evidence informed approaches • Ensure that teachers are consistent in ‘teaching to the top’ and scaffolding so that work given to all students is demanding and has high expectations for all
Priority 2	<ul style="list-style-type: none"> • Raise achievement of disadvantaged students through an ambitious curriculum, that is well designed and sequenced, equipping students with the knowledge and skills they need for future employment • Prioritise ‘disciplinary literacy’ across the curriculum and provide targeted vocabulary instruction in every subject through an increased focus on Tier 2 and Tier 3 vocabulary through subject specific CPD and ensuring curriculum plans prioritise the specific teaching of vocabulary (recommendations one and two from the EEF, Improving Literacy in Secondary Schools, guidance report)
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Inconsistencies in effective classroom practices disadvantage PP students more than others • Inconsistencies in classroom practices relating to levels of challenge and effective targeting of in class interventions may not ensure that all students, including disadvantaged students, achieve appropriate levels of challenge and support • The vocabulary gap is a barrier to learning for a high proportion of disadvantaged students • An inappropriate curriculum could impact negatively on the learning and future destinations of students • A carefully designed and sequenced curriculum will ensure that PP students know more and remember more and can access ambitious destinations
Projected spending	£72,000

Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> • Improving the achievement of disadvantaged students so that it is moving towards that of all others nationally (with a specific focus on PP students in English, science, geography and business studies)
Priority 2	<ul style="list-style-type: none"> • Improving the achievement of disadvantaged students in maths and English through targeted support and parental engagement led by KS4 PP Intervention Coordinators
Priority 3	<ul style="list-style-type: none"> • Improve outcomes by delivering targeted literacy interventions across KS3 for identified disadvantaged students
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Disadvantaged students perform less well than other students nationally

	<ul style="list-style-type: none"> Students with low prior attainment or low literacy and numeracy skills require additional specialist support to catch up and enable effective access to the full curriculum
Projected spending	£67,000

Wider strategies for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> Raise attendance of disadvantaged students Attendance Officer to focus on disadvantaged students as a priority by engaging with students and parents (first day calling, home visits, attendance plans, weekly attendance meetings with HOY)
Priority 2	<ul style="list-style-type: none"> Improve engagement with learning and reduce fixed term exclusions for disadvantaged students Further develop layers of support as a graduated response to behaviour intervention to include: HOY led interventions, Inclusion Room, ELSA, SMASH, the Be Well Programme and alternative provisions
Barriers to learning these priorities address	<ul style="list-style-type: none"> Low attendance means students are more likely to miss key learning over 5 years, directly impacting on outcomes Lack of engagement or fixed term exclusion means students are missing learning, with exclusion potentially leading to parents and students becoming disenfranchised with education Potential low level of parental support influencing better attendance and student behaviour.
Projected spending	£92,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> Ensuring that enough time is given for effective whole school and departmental CPD Ensuring that Subject Leaders are trained in what makes effective CPD that matches the needs of their departments and whole school priorities 	<ul style="list-style-type: none"> Use of INSET days and 3 twilight whole school CPD sessions to train staff, alongside regular curriculum development time embedded into the calendar to ensure CPD is subject specific Interleave teaching and learning briefings between the science of learning and effective literacy strategies Subject Leader CPD programme primarily focuses on curriculum design and delivery

	<ul style="list-style-type: none"> • Ensuring that the curriculum offer is appropriate and PP students are offered and guided towards appropriate qualifications (including MFL) • Ensuring that enough time and training is given to Subject Leaders to give them the capacity to evaluate and adapt their curricula • Improving the whole school culture around literacy and vocabulary 	<ul style="list-style-type: none"> • Introduction of some vocational courses to ensure that the curriculum offer is appropriate • Use recommendations one and two from the EEF, <i>Improving Literacy in Secondary Schools</i>, guidance report • Engage with trust leaders and Associate Research School to supplement internal training so that subject leaders are well equipped to deliver disciplinary literacy training in their own disciplines • Staff training in vocabulary instruction • Launch of vocabulary pages in students' planners to co-ordinate vocabulary lists
Targeted support	<ul style="list-style-type: none"> • Ensuring that appropriate PP students are identified for timely interventions • Ensuring that appropriate interventions are put in place for PP students at KS3 and KS4 • Ensuring that the work of the KS4 intervention co-ordinators is high profile and having impact 	<ul style="list-style-type: none"> • Appointment of KS4 intervention co-ordinators in maths and English • Target subjects (English, science, geography and business studies) have a specific 'raising achievement of disadvantaged students' plan within their department development plans • KS2, CATS and NGRT reading tests will be used to inform literacy and reading interventions at KS3, prioritising disadvantaged students
Wider strategies	<ul style="list-style-type: none"> • Engaging with students and parents who are in challenging circumstances • Lack of value placed on attendance by some students or a lack of understanding of what good attendance is. • Ensuring that pastoral leaders and teachers have awareness of strategies to support students with complex needs that are not always SEND • Inconsistent implementation of expectations and routines to create social norms 	<ul style="list-style-type: none"> • Work closely with multiagency partners so that coordinated support is in place • Outreach work to engage with all families • Disadvantaged students all have an ambitious attendance target • Attendance Officer to focus on disadvantaged students as a priority by engaging with students and parents to support and reinforce key message (first day calling, home visits, attendance plans, weekly attendance meetings with HOY) • Training each Thursday for pastoral leaders and INSET opportunities for pastoral leaders and TAs • Regular whole staff training on teaching explicit behaviours and routines using the EEF guidance report on <i>Improving Behaviour in Schools</i>

Review: last year's aims and outcomes

Aim	Outcome
Improved progress made by disadvantaged students so that it is improving towards that of other students nationally	<ul style="list-style-type: none"> • Progress of many disadvantaged students did not improve in 2019 and this remains a priority. Specific case studies show some individual success stories and mitigating circumstances for some poor performance • The percentage of students achieving Basics (5+) increased by 6% to 20% and the EBacc increased by 2% to 9% • Progress 8 for disadvantaged students improved in maths (-0.12) demonstrating that progress of these students in maths is moving towards national for all students
Improved English outcomes for disadvantaged students so that English results are improving towards national	<ul style="list-style-type: none"> • English outcomes did not improve but the Director of English is focussing on long term solutions (improving the quality of the curriculum at KS3 and KS4 and the quality of teaching) rather than implementing short-term solutions. Current year groups are in a far stronger position as a consequence.
Raise attendance of disadvantaged students	<ul style="list-style-type: none"> • Cumulative attendance for disadvantaged students continues to improve. In 2018-19 disadvantaged attendance was 0.3% better than last year and 1.2% better than national average for their peers. However, it still lags behind other students in the school and nationally. • Disadvantaged PA is 3.5% less than last academic year and 5.4% below national average for their peers. • This improving pattern of attendance over a three year period compares to a national pattern of decreasing school attendance.
Reduce fixed term exclusions for disadvantaged students	<ul style="list-style-type: none"> • No permanent exclusions in 2018-19 • The number of exclusions reduced in every year group compared to the previous two years apart from Year 7. • The proportion of disadvantaged students who received a fixed term exclusion was 0.5% below national average for the same group but still significantly above that of all students nationally. • The number of incidents of exclusion is 0.93% below the national average for the similar group but still significantly above that of all students nationally.