

Driffield School Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Driffield School and Sixth Form
Pupils in school	1335
Proportion of disadvantaged pupils	22.2%
Pupil premium allocation this academic year	£260,068
Academic year or years covered by statement	2019/20– 2020/21
Publish date	October 2020
Review date	October 2021
Statement authorised by	Scott Ratheram
Pupil premium leads	John Loftus and Deborah Dalton
Governor lead	Mrs K Dow

Disadvantaged pupil performance overview for last academic year*

Progress 8	n/a*
Ebacc entry	<ul style="list-style-type: none"> The percentage of disadvantaged students entered for the Ebacc increased by 24% to 28%.
Attainment 8	<ul style="list-style-type: none"> The average A8 score for PP students increased from 34.84 to 40.35. The gap between PP and non-PP students reduced from 14.49 in 2019 to 9.75 in 2020.
Percentage of Grade 5+ in English and maths	<ul style="list-style-type: none"> 5+ basics for PP students increased from 18% to 28%, a reduction in the gap from 34% to 20%. 4+ basics for PP students increased from 40% to 50%, a reduction in the gap from 32% to 28%.

**As Covid-19 meant that 2020 outcomes were awarded via Centre Assessed grades we have looked at the difference in the in school gap between PP non-PP students.*

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 disadvantaged students are engaged with Quality First Teaching, both in school and through remote learning
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	£84,000

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, engagement with the NTP (National Tutor Programme), 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	£79,000

Wider strategies for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> Raise attendance of disadvantaged students (and ensure that disadvantaged students are able to and do access remote learning) Raise attendance of disadvantaged Year 11 students at our 'Period 4' after school programme
Priority 2	<ul style="list-style-type: none"> Reboot and further strengthen good classroom routines after holidays or periods or school closure. 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
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	£97,000

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 – in particular questioning and remote learning 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 Teaching and Learning briefings to implement questioning strategies Use of departmental SDT to focus on questioning strategies and remote learning when appropriate Weekly remote learning hints and tips bulletin when in lockdown situation Subject Leader CPD programme primarily focuses on curriculum design and delivery & effective CPD
	<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 to respond to school closure Continue to the whole school culture around literacy and vocabulary 	<ul style="list-style-type: none"> Introduction of four options choices for GCSE to give students a broad curriculum Early Subject Leader meetings and SDT to focus on adapting curricula. Curriculum review of Year 8/9 to be completed in summer term 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
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 Ensuring that disadvantaged students have the means to access remote learning and Period 4 	<ul style="list-style-type: none"> Appointment of KS4 intervention co-ordinators in maths and English Use tier 2 'Targeted academic support' from the EEF, <i>Guide to Supporting School Planning</i> using effective deployment of TAs, small group tuition and reading interventions. KS2, CATS and NGRT reading tests will be used to inform literacy and reading interventions at KS3, prioritising disadvantaged students
	<ul style="list-style-type: none"> Engaging with students and parents 	<ul style="list-style-type: none"> Work closely with multiagency

<p>Wider strategies</p>	<p>who are in challenging circumstances</p> <ul style="list-style-type: none"> • 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 	<p>partners so that coordinated support is in place</p> <ul style="list-style-type: none"> • Outreach work to engage with all families particularly when students are required to work from home • Disadvantaged students attendance remains a priority for in school or remote working • 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 where risk assessments, attendance plans, weekly attendance meetings with HOY) • Training each Monday 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>
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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	<p>As 2020 outcomes were awarded via Centre Assessed grades we have looked at the difference in the in school gap between PP non-PP students:</p> <ul style="list-style-type: none"> • The average A8 score for PP students increased from 34.84 to 40.35. The gap between PP and non-PP students reduced from 14.49 in 2019 to 9.75 in 2020. • 5+ basics for PP students increased from 18% to 28%, a reduction in the gap from 34% to 20% • 4+ basics for PP students increased from 40% to 50%, a reduction in the gap from 32% to 28%
Improved English outcomes for disadvantaged students so that English results are improving towards national	<ul style="list-style-type: none"> • The average English A8 for disadvantaged students in 2020 increased to 8.17 (7.12 in 2019). • Basics 4+ and 5+ both improved in 2020. 4+ improved by 14% to 65% and 5+ improved by 5% to 37%.
Raise attendance of disadvantaged students	<ul style="list-style-type: none"> • Cumulative attendance for disadvantaged students continues to improve despite national increased absence through the pandemic year. • In 2019-20 disadvantaged attendance was 0.5% better than last year and • 1.4% better than national average for their peers. However, it still lags behind other students in the school and nationally. • This improving pattern of attendance over a four year period compares to a national pattern of decreasing school attendance.
Reduce fixed term exclusions for disadvantaged students	<ul style="list-style-type: none"> • The number of exclusions reduced for all students and disadvantaged students and is significantly below national average for all groups except year 7. • There was the greatest reduction in disadvantaged student exclusion, closing the gap by 5.24%. Disadvantaged student exclusion is over 14% lower than national average for the same group. • The number of disadvantaged student exclusions is 0.9% below the national average of all students nationally. • The number of incidents of exclusion is 0.9% below the national average for the similar group but still significantly above that of all students nationally.