

Driffield School and Sixth Form

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	Driffield School and Sixth Form
Number of pupils in school	1234 (Y7-Y11)
Proportion (%) of pupil premium eligible pupils	26.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2021 to 2023/2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Vicky Loftus: Headteacher
Pupil premium leads	Faye Warren
Governor / Trustee lead	Karen Dow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£293,400
Recovery premium funding allocation this academic year	£75,400
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	£368,800

Part A: Pupil premium strategy plan

Statement of intent

Our ambitious curriculum is designed to ensure that all students, irrespective of their background, are able to thrive (both academically and personally) at Driffield School and Sixth Form. The curriculum we deliver is knowledge-rich and aims to equip all of our students with the knowledge, skills and experiences that they need to be successful people and have better lives.

High quality teaching and learning is at the heart of any successful curriculum. All our teaching staff are aware that quality first teaching is proven to have the greatest impact on closing the disadvantaged gap and our intention is to provide lessons that are motivating, purposeful and challenging; encouraging high expectations from all of our students.

We place a high value on literacy and vocabulary, which are both crucial to academic achievement, future learning and employment. We use a range of diagnostic assessments on transition to the secondary setting to identify cognition and learning needs of all students. These results are used to identify individual needs and inform targeted academic interventions that contribute to the attainment of students from disadvantaged backgrounds.

We always take into account wider challenges, such as attendance, and ensure that school leaders and teachers have an in depth understanding of the challenges that disadvantaged students face. Our robust pastoral system ensures that students are supported effectively with behaviour and social and emotional support, which may sometimes impact on their academic attainments.

To ensure our Pupil Premium strategy is effective, our monitoring and evaluation processes are cyclical and an integral part of our School Improvement Plan.

Challenges

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

Challenge number	Detail of challenge
1	Inconsistencies in effective classroom practices disadvantage PP students more than others. All PP students need to be able to access high quality teaching, in all subjects, and appropriate levels of challenge from subject specialists.
2	Disadvantaged students perform less well than other students nationally.
3	The vocabulary gap and low literacy skills are a barrier to learning for a high proportion of disadvantaged students.
4	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.
5	Students with low attendance are more likely to miss key learning over 5 years, directly impacting on outcomes. Last academic year attendance for all students was 91.8% and attendance for disadvantaged students was 89.8%
6	Lack of engagement or suspension means students are missing learning, with exclusion potentially leading to parents and students becoming disenfranchised with education.
7	Increased levels of social, emotional and mental health issues, such as anxiety, low mood and low self-esteem have been observed following the pandemic, particularly in relation to reduced social interactions, worry about lost learning and concerns about exams. This can be significant barrier to learning for some students.
8	As the cost of living crisis deepens, an increasing number of families are under significant financial pressure. Increased levels of deprivation can be a barrier to accessing and engaging in the full school offer.
9	Lack of parental/carer engagement can influence student attendance, academic progress, future aspiration and attitudes towards school and homework.

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
Improve progress	<ul style="list-style-type: none"> Progress 8 is in line with or above that of all students nationally
Improve destinations	<ul style="list-style-type: none"> Ambitious destinations are sustained at Post 16 and there are no NEETs
Increase proportion achieving Basics (4+ and 5+)	<ul style="list-style-type: none"> Percentage of students achieving both English and maths at 4+ and 5+ is improving towards national averages for all students
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
Increase attendance	<ul style="list-style-type: none"> Sustained improved attendance for disadvantaged students with attendance for disadvantaged students at least 94%
Improved well-being	<ul style="list-style-type: none"> Students demonstrate an improvement in their well-being by demonstrating: <ul style="list-style-type: none"> Improved school attendance Positive take up and engagement in supportive activities offered by the Be Well programme Positive feedback through student voice Increased resilience within their learning Increased participation in extra-curricular activities
Improved engagement in learning activities and reduction in behaviours that lead to sanctions that remove students from the classroom, School Remove and suspension	<ul style="list-style-type: none"> Students are keen to learn and want to remain in the classroom Reduction in the number of School Removes or suspensions for disadvantaged students
Improved engagement from parents/carers	<ul style="list-style-type: none"> Parents/carers are aware of what their child is learning in school. There are increasing opportunities for parents/carers to be involved in education and the school community

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: £101,900

Activity	Evidence that supports this approach	Challenge number(s)
<p>Improve Quality First Teaching by providing staff with high quality subject-specific CPD and embedding evidence-informed approaches across all subjects.</p> <p>Improve Quality First Teaching by improving access to student information through weekly staff briefings and the development of an online student database.</p> <p>Ensure that enough time is given for effective whole school and departmental CPD and that Subject Leaders are trained in what makes effective CPD that matches the needs of their department and whole school priorities.</p> <p>Secure effective professional development through opportunities to build knowledge, motivate teachers, develop teacher techniques and embed practice.</p>	<p>EEF, Guide to Pupil Premium (Tier 1: high quality teaching)</p> <p>EEF, Effective Professional Development, guidance report</p> <p>EEF, Putting Evidence to Work: a school's guide to implementation (Quality First Teaching)</p>	1, 2
<p>Raise achievement of disadvantaged students through an ambitious curriculum (which is well designed and sequenced, equipping students with the knowledge and skills they need for future employment).</p> <p>Ensure that homework is an integral part of learning and that any barriers to completing homework are removed (such as introduction of homework club to ensure students have a quiet space to work independently at lunchtime if they need it).</p>	<p>EEF, Guide to Implementation, guidance report</p> <p>EEF, Moving forward, making a difference: a planning guide for schools</p> <p>EEF toolkit (Homework)</p>	1, 2, 4
<p>Use diagnostic assessments to inform adaptations to the curriculum and ensure that the curriculum offer is appropriate.</p> <p>Provide flexible grouping in English and maths at Key Stage 3 based on current level of student mastery.</p> <p>Ensure that PP students are offered the appropriate qualifications and guided towards them.</p>	<p>Students with high value qualifications can access an increased number of destinations</p> <p>EEF, Moving forward, making a difference: a planning guide for schools</p>	2, 4
<p>Prioritise 'disciplinary literacy' across the curriculum as a means to improve outcomes in reading and embed a 3-year literacy improvement plan that ensures literacy is a whole school priority, across all subjects.</p>	<p>EEF, Improving Literacy in Secondary Schools, guidance report</p> <p>DfE, Reading Framework</p>	3, 4

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

Budgeted cost: £130,285

Activity	Evidence that supports this approach	Challenge number(s)
<p>Ensure that interventions complement and strongly link to the curriculum, with the content being set by teachers, where possible.</p> <p>Improve the achievement of disadvantaged students in maths and English through targeted academic support tailored to their specific needs and opportunities to access learning experiences and curriculum enrichment.</p> <p>Plan and coordinate a series of activities and experiences that build teams, raise aspirations and develop the cultural capital of disadvantaged students.</p> <p>Plan and deliver additional tutoring in English and maths to address gaps in learning for disadvantaged students, keeping parents/carers informed of progress and promoting parental/carer engagement.</p>	<p>EEF, Guide to Pupil Premium (Tier 2: targeted academic support)</p> <p>EEF, Moving forward, making a difference: a planning guide for schools</p> <p>EEF, Special Educational Needs in Mainstream Schools</p>	<p>2, 3, 4, 5</p>
<p>Improve outcomes by delivering teacher-led targeted literacy interventions (including phonics) across KS3 for identified disadvantaged students.</p> <p>Use Key Stage 2 SATS, Cognitive Ability Tests (CATS), New Group Reading Test (NGRT) and New Group Spelling Test (NGST) to inform literacy and reading interventions at KS3, prioritising disadvantaged students.</p>	<p>EEF, Guide to Pupil Premium (Tier 2: targeted academic support)</p> <p>EEF toolkit (Phonics – high impact for low cost based on extensive evidence)</p> <p>EEF, Special Educational Needs in Mainstream Schools</p> <p>EEF, Moving forward, making a difference: a planning guide for schools</p> <p>Hart & Risley’s ‘30 million word gap’ study</p>	<p>2, 3,4</p>
<p>Develop a nurturing provision, as part of the school’s graduated approach, to improve access to the mainstream curriculum through the offer of small group tuition, which supports the academic, social and emotional needs of students, prioritising disadvantaged students.</p>	<p>EEF toolkit (Small group provision – moderate impact for low cost based on moderate evidence)</p> <p>EEF, Special Educational Needs in Mainstream Schools</p>	<p>2, 4, 7</p>

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

Budgeted cost: £ 137,500

Activity	Evidence that supports this approach	Challenge number(s)
<p>Raise attendance of disadvantaged students to at least 94% by:</p> <ul style="list-style-type: none"> • Embedding the principles of good practice set out in DfE’s Improving School Attendance • Re-establishing whole school attendance processes post pandemic <p>Our School Attendance Officer will prioritise disadvantaged students by:</p> <ul style="list-style-type: none"> • Carrying out first calling/home visits • Engaging hard to reach parents • Ensuring intervention is quickly targeted • Utilising the skills of others such as the pastoral team, SEND team or multi-agency partners to develop robust attendance plans 	<p>The DfE guidance has been informed by engagement by schools that have significantly reduced persistent absence.</p> <p>DfE Improving School Attendance</p>	<p>5, 6</p>
<p>Provide opportunities for students to develop social and emotional skills and improve resilience through a range of SEMH interventions.</p> <p>Swift identification and priority access to interventions provided through the Be Well programme (whole school mental health programme). E.g.</p> <ul style="list-style-type: none"> • Mind workshops • Mind one to one support • SMASH support <p>Training for staff through the Be Well Programme (How to have a conversation about mental health, Youth Mental Health First Aid).</p> <p>Provide parental support through one to one intervention or parental workshops with the support of Mind.</p> <p>Access to extra-curricular and enrichment activities. E.g. twilight clubs/ trips and visits.</p>	<p>It is widely recognised that a child’s emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood, as set out in the document below</p> <p>Promoting Children and Young People's Mental Health and Wellbeing - A Whole School Approach</p>	<p>5, 6</p>
<p>Embed the 6 recommendations of the EEF behaviour review.</p> <p>Clearly articulate expectations and re-establish strong school routines, particularly following the disruption caused by Covid-19:</p> <ul style="list-style-type: none"> • Explicit teaching of school routines in which behaviour routines are embedded positively and with consistency, via tutor time, assemblies, in the classroom and through the development of the Cornerstones Curriculum. 	<p>EEF Improving behaviour in schools</p> <p>Creating a Culture: A review of behaviour management within schools</p>	<p>5, 6, 7</p>

<ul style="list-style-type: none"> • Include time for teachers within CPD sessions to practise explicit explanations about what students need to do at key points throughout a lesson. • Reboot of school routines following each school holiday. • Further develop layers of support as a graduated response to behaviour intervention 		
<p>Support students from disadvantaged backgrounds to transition between settings by:</p> <ul style="list-style-type: none"> • Identifying which students will benefit from additional support. • Offering a summer school, which includes access to high quality teaching in English in maths and opportunities for students to peer network before transition. • Developing college links to further support students from disadvantaged backgrounds to transition to alternative post-16 providers. 	<p>EEF, Guide to Pupil Premium (Tier 3: Wider Strategies)</p>	<p>1, 2, 3, 4</p>
<ul style="list-style-type: none"> • Ensure that access to the curriculum, curriculum enrichment and wider school life are not reliant on family resources or income. • Ensure that poverty proofing facilitates disadvantaged students' access to the formal and informal curriculum, uniform, equipment and other resources in school. 	<p>Addressing educational disadvantage: from strategy to the classroom - Unity Research School</p> <p>EEF, Guide to Pupil Premium (Tier 3: Wider Strategies)</p>	<p>8</p>
<p>Develop effective approaches to support parental /carer engagement to mitigate some of the causes of educational disadvantage by:</p> <ul style="list-style-type: none"> • Improving school communications to encourage positive dialogue about learning • Improving school communications and support for parents/carers to promote and assist home learning • Offering parents/carers flexible opportunities to attend networking and training events to support student engagement and learning 	<p>EEF toolkit (parental engagement)</p> <p>EEF, Moving forward, making a difference: a planning guide for schools</p> <p>EEF, Guide to Pupil Premium (Tier 3: Wider Strategies)</p>	<p>9</p>

Total budgeted cost: £ 369,685

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 2021 to 2022 academic year.

End of Key Stage 4

External examinations in 2021/22 show that the performance of students eligible for the Pupil Premium (PP), in comparison to 2019, continued to improve as summarised below:

	2018	2019	2022
% Basics 5+ (all)	35	45	48
% Basics 5+ (Pupil Premium)	14	18	37 ↑
Gap	-21	-27	-11 ↑
% Basics 4+ (all)	62	66	71
% Basics 4+ (Pupil Premium)	42	40	52 ↑
Gap	-20	-26	-19 ↑

**2020 and 2021 no external exams took place due to C19*

The in-school gap between PP and non-PP students has decreased significantly from -27% in 2019 to -11% in 2022 at the 9-5 measure and -26% in 2019 to -19% at the 9-4 measure.

It is also worth noting that 11 Year 11 students, who have not attended school throughout Year 11 as a by-product of COVID-19 have had an impact on progress scores.

Although Progress 8 scores from the DfE have not yet been published nationally for 2021/22, we are able to look at the in-school gap for estimated Progress 8 figures: the Progress 8 gap in 2021/22 was estimated to be -0.61% for disadvantaged students in comparison to -0.86% in 2019.

Key Stage 3

During the academic year 2021/2022, a programme of targeted academic support for Key Stage 3 students was implemented. 32 pupils in Years 7 and 8 accessed literacy lessons delivered by a Key Stage 2 trained literacy specialist teacher.

Year 7

- 94% of students within the literacy programme made progress in spelling with an average increase of 1 years 5 month (17 months).
- 81% of students made progress in reading with an average increase in reading comprehension of 6 months and an average increase in single word reading of 4 months.

Year 8

- 100 % of students have made progress in spelling since the start of the literacy programme in Year 7. The average increase in spelling is 2 years 1 month (25 months).
- 75% of this cohort of students have made progress in reading since the Year 7 assessments in autumn 2021. The average increase in reading comprehension is 1 years 6 month (18months) and since March 2022, 75% of students have made progress in their single word reading with an average increase of 3 months.

Literacy remains a key priority for the school and further targeted academic support and flexible groupings will be introduced in 2022/23, particularly to support reading comprehension.

As part of the school's wider strategies, 14 students were identified through the Year 6 transition programme to access additional literacy support and these students started the Year 7 literacy programme in September 2022. The Year 6 transition programme involved a variety of events and activities, which included summer school. In summer 2021, 171 students attended summer school and this increased to 175 in summer 2022. Students accessed high quality teaching in English and maths during summer school and had the opportunity to peer network. Summer school provided further means to identify students who would require additional support to assist transition between Key Stage 2 to Key Stage 3 and inform pastoral interventions.

School attendance continued to be impacted through absences due to Covid throughout last school year. However, disadvantaged student attendance is in line with the average attendance of disadvantaged student FFT attendance data. The attendance gap has remained broadly similar to last school year. School attendance remains a priority for the school. Prior to the pandemic, there was a pattern of improving attendance compared to a national pattern of decreasing attendance.

Disadvantaged students continue to be prioritised for additional support in school through the Be Well programme as appropriate. All Looked After Children successfully engaged with SMASH support and students have articulated that they feel well supported.

Again, although meaningful comparison is difficult due to school closures in previous years, the number of exclusions for all students and disadvantaged students remained significantly lower than national averages. Disadvantaged student exclusion was 2.34% lower than national average. The number of incidents of exclusion is 12.4% less than this group nationally.

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
Social Mediation and Self Help (SMASH) - group work for KS3 and one to one support for KS 4	Humber NHS Trust
Mind Big Umbrella (one to one support)	Humber and East Yorkshire Mind
The Whole School Approach. This includes: <ul style="list-style-type: none"> • Pupil Resilience (group work) • Managing Exam Stress (group work) • Managing transitions (group work) • Well Being Ambassador training • Staff Training (How to have a conversation about Mental Health and Youth Mental Health First Aid) • Parental support workshops 	Humber and East Yorkshire Mind
Unstoppable Teen	Kevin Mincher

Service Pupil Premium Funding

Measure	Details
Funding for pastoral support and ELSA training	Service students are prioritised for pastoral and emotional support and interventions. Where service students are struggling with anxiety and/or loss when a family member is deployed, a dedicated member of staff is available to offer and plan support.
Quality First Teaching and targeted interventions to address gaps in learning.	Academic progress of service students is reviewed in the autumn and summer terms and where required interventions are delivered to close learning gaps.