

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Deer Park School
Number of pupils in school	124
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2022/2023
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Marie Louise Litton, Executive Headteacher
Pupil premium lead	Matt Jones, Deputy Headteacher
Governor / Trustee lead	TBC

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,865 (TBC)
Recovery premium funding allocation this academic year	£3,190
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ We will not receive any funding for this cohort until May 22 based on our October Census. We are a new school opened in Sept 2021. Estimated costs to be added.

# Part A: Pupil premium strategy plan

## Statement of intent

The Trust's principles of Care, Opportunity, Quality is at the heart of what we do at Deer Park. Our intention is to provide an inspirational and inclusive teaching and learning environment where we work with students to help them develop as global citizens, have the confidence and ambition to succeed in the future, as well as culturing a deep rooted respect for themselves and others in the school community. We will work together to support and challenge our learners to become independent, resilient and articulate individuals. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. Our community is centred around raising lifelong aspirations and focused on removing barriers to learning and achieving excellence.

All students, irrespective of their background or the challenges they face, will make good progress and achieve high attainment across the curriculum and flourish as an individual. As a school we will have high expectations of our students with regard to their behaviour and social and personal development alongside their academic progress. We will develop critical thinking skills, promote a healthy body and mind, and equip our students with the information they need so they can make informed, healthy and considerate choices

The focus of our pupil premium strategy is to support disadvantaged students to achieve the intent outlined above, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support the needs of all of our students, regardless of whether they are disadvantaged or not.

High-quality teaching is at the centre of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Teachers will be the experts in identifying the next steps for each individual student and plan their teaching to meet needs. Any further interventions that are identified will be implemented in collaboration with the Director of Progress and Achievement, Additional Support and SLT.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach and CPD in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

## Challenges

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

Challenge number	Detail of challenge
1	The maths attainment of disadvantaged students is generally lower than that of their peers and teacher diagnostic assessments / external testing suggest that many students particularly struggle with mental maths in our current cohort.
2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged students generally have lower levels of reading comprehension and spelling than peers. This impacts their progress in all subjects. Gaps in the application of phonics are also evident.
3	Our assessments (including wellbeing PASS survey), observations and discussions with students and families have identified social and emotional issues for many students, such as anxiety and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.  Additional support with social and emotional needs including small group interventions is currently being del

## 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
Improved attainment among disadvantaged students within Maths at the end of KS3.	By the end of our plan in 2023 mental maths skills among disadvantaged students will have increased as indicated by Teacher assessments and external testing. There will be a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. Confidence in mental maths will also have increased with parents noticing an improvement of the application of maths in the 'real world.'
Improved reading comprehension among disadvantaged students at the end of KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. The delivery of phonics improves readers' fluency in and outside of lessons.
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> <li>● qualitative data from student leadership, student and parent surveys, PASS questionnaire and teacher observations.</li> <li>● improvement of resilience and ability to understand and manage levels of anxiety.</li> <li>● a significant increase in participation in enrichment activities, particularly among disadvantaged students.</li> </ul>

## 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:** We will not receive any funding for this cohort until May 22 based on our October Census. We are a new school opened in Sept 2021. Estimated costs to be added.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments. Particular use of GL Assessments</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	1,2
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training and PiXL).</p> <p>Fund work with primary and secondary colleagues around Adaptive Teaching strategies</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models:</p> <p><a href="#">KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)</a></p> <p>Draw on the research by Ofsted on</p>	1

	<p>what is working in schools particularly around recovery</p> <p><a href="https://www.gov.uk/government/news/ofsted-publishes-research-review-on-mathematics-education">https://www.gov.uk/government/news/ofsted-publishes-research-review-on-mathematics-education</a></p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p> <p>It will be rolled out first in maths to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: <a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p>	2

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

**Budgeted cost:** We will not receive any funding for this cohort until May 22 based on our October Census. We are a new school opened in Sept 2021. Estimated costs to be added.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Delivering a bespoke Tutoring Programme to provide a blend of tuition and mentoring for students whose education has been most impacted by the pandemic. A</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one:</p>	1,2

significant proportion of the students who receive tutoring will be disadvantaged, including those who are most able.	<a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="https://educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Engaging in the Senior Mental Health Lead training and grant	Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn. <a href="https://www.gov.uk/guidance/senior-mental-health-lead-training">https://www.gov.uk/guidance/senior-mental-health-lead-training</a>	3

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

**Budgeted cost:** We will not receive any funding for this cohort until May 22 based on our October Census. We are a new school opened in Sept 2021. Estimated costs to be added.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specific training on areas of SEND for school staff which leads to a deeper understanding of how this can impact on a student's wellbeing and academic performance.	Students with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between students eligible for free school meals and their peers.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>	1,2,3

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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**Total budgeted cost:** We will not receive any funding for this cohort until May 22 based on our October Census. We are a new school opened in Sept 2021. Estimated costs to be added.

## 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 2020 to 2021 academic year.

**Not applicable.**