



Pupil premium strategy statement 2021-2022 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	Dane Court Grammar School
Number of pupils in school	1309
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 – 2022 2022 – 2023 2023 – 2024
Date this statement was published	Oct 21
Date on which it will be reviewed	Oct 22
Statement authorised by	Martin Jones
Pupil premium lead	Ruth Neve
Governor / Trustee lead	Paul Manning

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140820
Recovery premium funding allocation this academic year	£21170
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	£161990

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure Dane Court provides all students with access to any opportunities presented to them regardless of their background. We endeavour to support each student in achieving their full potential whilst simultaneously encouraging high aspirations amongst our learners.

To achieve this, we will provide:

Confidentiality: about individual personal and financial circumstances. Each student will be provided with personalised support tailored to their needs.

Educational visits: support will be provided to ensure students can participate in essential educational visits which are integrated within the curriculum. This does not apply to extra-curricular trips such as the Iceland trip.

Essential Equipment: support in the acquisition of essential equipment needed for learning, including revision resources, in addition to other school-related necessities.

Uniform and Transport: support towards the cost of compulsory school uniform, including PE kit.

Extra-Curricular Activities: support towards other opportunities which enrich the learning experience of our students.

Dane Court Grammar School assesses potential barriers to achievement on a personal basis for each individual student.

In order to ensure this has the greatest effect we will:

- Ensure that Pupil Premium funding allocated to our school is used solely for its intended purpose.
- Use evidence from research on proven strategies which work to narrow the attainment gaps and adapt these to meet the specific needs of our students.
- Clearly report how we have used the Pupil Premium, ensuring this information is accessible to all stakeholders.
- Encourage uptake of FSM by ensuring all members of our community are aware of the support available. We will work closely with our parents and carers in a sensitive and supportive manner which reflects our recognition of the vital role that they play in the lives of their children.
- Be mindful of the fact that receipt of Pupil Premium does not equate with students being considered as 'low ability' because of their social circumstances. We recognise the importance of all students being seen as individuals and not as a homogenous group with the same needs.
- Ensure there is robust monitoring and evaluation in place to account for the use of the Pupil Premium.
- Use high quality teaching and learning as the preferred way to narrow the gaps in attainment. In addition, we will use high quality interventions to assist students who need additional support beyond that provided within the classroom setting.
- Use the Pupil Premium for all eligible year groups to ensure students receive support when it is deemed appropriate.

At Dane Court Grammar School, we have identified the following as key focus areas.

- **Progress:** Using data to measure whether a student is progressing in line with their minimum target grades (MTGs). Striving to close the gap between the attainment of Pupil Premium students in comparison to their non-eligible peers

- **Attendance:** Attendance and attainment are directly connected. An attendance in excess of 95% is the expected level of attendance for every student.
- **Pastoral Support:** Communications between form tutors and heads of year, senior teams and class teachers means that effective and targeted support can be put in place for each pupil premium student. Utilising our pastoral support staff for maximum impact.
- **Behaviour:** Ensuring all students follow our behaviour for learning policy so that maximum opportunities are made for all.

Challenges

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

Challenge number	Detail of challenge
1	Attendance for PP students is lower than that of non PP students
2	Need to challenge the idea that 4 is a goal in GCSE English and Math, consider student aspirations
3	Low EBACC entry – 28%. Some students reluctant to opt for EBacc subjects
4	Parental engagement with PP parents can be challenging
5	Cultural capital can be lacking
6	

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
Increase P8 results for disadvantaged students so that it is in line with non-disadvantaged peers.	A P8 score which matches or exceeds non PP students. To be in the top 10 schools for Dane Court school family within the EEF families of schools database. https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/dane-court-grammar-school-ct10-2rt/#yourFamily
Enhanced English and Maths 5+ results	All students achieving a pass in both subjects. PP % to match or exceed non PP %. Aiming for a 'good' pass (grade 5+) for all students.

Increased EBACC entry	Improvement on the current figure (28%).
Enhanced engagement with parents as stakeholders	Uptake and attendance at parents' evenings. Improvements in attendance and academic progress of students.

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

Budgeted cost: £ 110000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure we retain a high level of quality teaching and support.</p> <p>Ensuring all students have access to the best quality teaching on offer (evidence informed CPD programme). Focus on 3 collective teaching priorities: retrieval, Think-Pair-Share, silence</p> <p>Ensuring high quality leadership (engagement with new NPQs)</p> <p>Whole-school reading strategy</p> <p>Tracking achievement of PP students & taking appropriate action</p>	<p>High quality teaching has maximum impact for all students. Developing staff through high quality CPD.</p> <p>Development of pupils' cultural capital by closing the vocabulary gap.</p> <p>EEF T+L toolkit - feedback, homework</p> <p>Importance of diagnosing the challenges faced by pupils to inform practise. (EEF)</p> <p>Importance of silent independent practice (Rosenshine)</p> <p>Impact of retrieval strategies on learning (Willingham)</p>	1, 2, 3
<p>Pastoral Support Staff</p> <p>Supporting the needs of all individuals both within and outside of the classroom environment.</p> <p>To support students who are struggling to attend lessons.</p>	<p>Good relationships with parents/carers are essential in ensuring the best possible outcomes for every student.</p> <p>EEF T+L toolkit - social & emotional learning; parental engagement</p> <p>Research shows that disadvantaged students have been worst affected by partial school closures. (EEF)</p>	4, 6

Monitor general attendance of Pupil Premium students, recognising the relationship between good attendance and academic progress.		
Academic Learning Mentor and TA Support within lessons TA with SEMH responsibility Supports classroom teachers in ensuring high quality teaching for all students. Individual instruction where appropriate.	Providing support at the point of need and tailoring this to ensure individuals are able to access and engage with all opportunities on offer. A general increase in the number of students eligible for Pupil Premium as a direct result of the pandemic. (EEF) EEF T+L toolkit - social & emotional learning; parental engagement; behaviour interventions	1, 2, 3

Targeted academic support

Budgeted cost: £ 40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peripatetic music lessons To ensure all students have access to all opportunities and have the relevant resources to learn.	Financial barriers can prevent students from having access to crucial opportunities to develop their cultural capital. This in turn can impact on their confidence and ability to access other future opportunities.	5
Provision of free breakfasts.	Ensuring all students have access to a healthy balanced diet. Ensuring students have access to breakfast before the start of the school day.	1, 2, 3, 4
Small group subject-specific intervention sessions for GCSE students Increased counselling services Investment in therapeutic intervention programme ('Dare to Differ')	Mental health is extremely important and essential in ensuring students can learn. Early intervention with regards to this is best practise. To ensure students feel fully supported and can access the support they need when required.	1, 2, 3, 4, 5

Wider strategies

Budgeted cost: £ 10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provisions of resources to support learning, e.g. revision guides, calculators, uniform.	To ensure all students have access to all opportunities and have the relevant resources to learn.	1, 2, 3, 6

<p>Re-establishing a rich and varied extra-curricular offer (sport, arts, volunteering, DoE)</p>	<p>Ensuring all students have access to equal opportunities and these are not limited by financial barriers. We know this is an area which has been heavily impacted by the pandemic in particular for our PP students.</p> <p>Working with HoDs to ensure resources are being used to maximum effect.</p>	
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Total budgeted cost: £ 160,000

FURTHER EVIDENCE SOURCES

Further evidence resources:

- *An updated practical guide to the Pupil Premium*
Marc Rowland
- *Learning without Labels*
Edited by Marc Rowland
- *Born to Fail?*
Sonia Blandford
- *Social Mobility: Chance or Choice?*
Sonia Blandford
- *Narrowing the Attainment Gap*
Daniel Sobel
- [WHO Social Determinants of Mental Health](#)
- <https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/dane-court-grammar-school-ct10-2rt/#yourFamily>
- <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>
- <https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>
- <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>
- <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports>

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.

PREVIOUS ACADEMIC YEAR 2020-2021			
Total amount: £135 090			
Quality of teaching for all £90000			
Action	Intended outcome	Impact	Lessons learned
To ensure we retain a high level of quality teaching and support.	<p>Ensuring high quality teaching is experienced by all students.</p> <p>Retention of teaching staff with excellent subject knowledge and classroom pedagogy.</p> <p>Key staff to monitor progress and attainment of our Pupil Premium students.</p>	<p>Ensuring students are receiving high quality feedback to support academic progress.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/feedback/</p> <p>Metacognition and self regulation</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/</p> <p><i>An updated practical guide to the Pupil Premium</i></p> <p>'12. Good professional development is fundamental'</p> <p>Marc Rowland</p>	<p>This is our main focus and will continue to be prioritised.</p> <p>Relevant and high quality CPD is essential in supporting staff.</p> <p>Use of mentoring curriculum to support students in developing key metacognition and self regulation skills. This will continue to be developed in the next academic year.</p>
<p>Academic Learning Mentor working with Year 7 and Year 11 students</p> <p>TA support within lessons.</p>	<p>Supports classroom teachers in ensuring high quality teaching for all students.</p> <p>Individual instruction where appropriate.</p>	<p>A positive impact has been seen from the effective deployment of support staff within lessons.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</p> <p>TAs are used to support individualised instruction for students who need a more personalised approach within lessons.</p> <p>Individualised Instruction:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/</p>	<p>This has been a highly valuable tool.</p> <p>A good working relationship between staff is essential.</p> <p>Most effective when planned in advance. A focus on this and ensuring staff understand how to effectively use support staff in the classroom is essential.</p>

		<p><i>An updated practical guide to the Pupil Premium</i></p> <p>‘11. Teaching Assistants’</p> <p>Marc Rowland</p> <p>Staff are deployed to support an individual or small group of students with lessons.</p> <p>One to One and small group tuition:</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p>	
Classcharts software	<p>To ensure staff have quick access to all relevant data about students.</p> <p>To support high quality teaching and learning in line with the DC6.</p> <p>Helping to raise awareness of PP students.</p>	<p>Helping to manage and prevent low level disruption.</p> <p>Offering essential information to staff with ease of access.</p> <p>Behaviour interventions: Moderate impact for moderate cost</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/behaviour-interventions/</p>	This is new software to the school which is yet to be fully embedded.
Targeted support £35000			
Action	Intended outcome	Impact	Lessons learned
Provision of free breakfasts.	To ensure all students begin the day able to learn.	<p>Students are able to concentrate and engage fully in the first two lessons of the day.</p> <p>Encourage and assist students in arriving in time for the start of the school day.</p> <p>https://educationendowmentfoundation.org.uk/news/first-uk-trial-on-the-impact-of-free-breakfasts-on-pupils-attainment/</p>	<p>Covid restrictions have made this more challenging to implement this year.</p> <p>It is intended to develop this further and more successfully in the next academic year.</p>
Peripatetic music lessons	<p>Ensuring all students have access to opportunities offered in school.</p> <p>Support and encourage positive engagement with academic subjects.</p>	<p>Enriching the cultural capital of students.</p> <p>Wellbeing of students.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/</p>	<p>This is crucial in supporting the development of all students as well rounded individuals. We aim to continue to extend this offer to more students in the next academic year.</p> <p>This is essential in ensuring all students have access to all opportunities available, helping to remove potential barriers.</p>

Pastoral Support Staff	<p>To support students who are struggling to attend lessons.</p> <p>Monitor general attendance of Pupil Premium students, recognising the relationship between good attendance and academic progress.</p>	<p>Supporting students when they cannot cope with the usual classroom environment and working with them to get them back into lessons as soon as possible.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>Monitoring of attendance is key to supporting good academic progress of students. Developing links with parents in order to support the progress of their child.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p>	<p>These are essential roles in supporting our students.</p> <p>Staff help students to develop coping strategies and resilience which encourages them to return back to lessons as soon as possible.</p> <p>Staff provide a key figure for students to go to for support in addition to supervising a space allowing students the time to calm down and reframe their thinking.</p>
Counselling	<p>Support students' emotional and mental health.</p> <p>Developing coping strategies.</p>	<p>Assisting students in developing coping strategies for problems they may be experiencing.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	<p>This service is in high demand. Support for students experiencing mental health problems and access to this are essential.</p>

Other approaches £10090

Action	Intended outcome	Impact	Lessons learned
Provisions of resources to support learning, e.g. revision guides, calculators, uniform.	To ensure all students are equipped and have access to all necessary resources to ensure they can learn.	<p>Metacognition and self regulation</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/</p>	<p>This is a small intervention.</p> <p>Staff need to be reminded of this provision in order to ensure no child is missed.</p> <p>This is to be developed in the next academic year to help further tailor the support we offer to students.</p>
Parents Evening Remote System	<p>To increase parental engagement.</p> <p>Provide ease of access to parents evening to ensure parents receive feedback on their child's progress.</p>	<p>This has been difficult to measure as a result of the challenges and adaptations which have arisen as a result of the pandemic.</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/parental-engagement/</p> <p><i>An updated practical guide to the Pupil Premium</i> '7. Parents'</p>	<p>This is an area which is to be developed further in the next academic year.</p>

		Marc Rowland	
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To be updated by 31st December in light of DfE released template 5th November 2021