

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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	De Lisle College
Number of pupils in school	1292
Proportion (%) of pupil premium eligible pupils	16.0
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2023/24
Date this statement was published	November 2022
Date on which it will be reviewed	July, 2023
Statement authorised by	J F Pye, Headteacher
Pupil premium lead	K Chambers, Assistant Headteacher/SENCO
Governor / Trustee lead	C Danaher, Chair of LGB

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,420
Recovery premium funding allocation this academic year	£49,956
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,488
<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	£222,864

# Part A: Pupil premium strategy plan

## Statement of intent

All pupils, irrespective of their background or the challenges they face, are entitled to an ambitious curriculum, and access to life-enhancing opportunities to develop their interests and talents. Our intention is that personal circumstances should not set a limit on attainment or rates of progress.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those whose household incomes are low, whose families are supported by social services and who have been impacted negatively by poor physical or mental health.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

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 pupils are challenged in the work that they are set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' 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	Underdeveloped literacy skills of disadvantaged students, especially with regard to extended writing in boys.
2	Behaviour of students is generally excellent. However, students do not always focus their attention where it is needed most. Inconsistent behaviour of students in the classroom and attitudes to learning (focus, engagement, work ethic) is a barrier to learning.

3	Attainment levels and grades at KS4 are not high enough for disadvantaged students. Strategies to address key misconceptions and high frequency core knowledge are required to narrow gaps between disadvantaged students and their peers.
4	Inconsistent levels of attendance and punctuality are a significant barrier to learning for some students, especially those who are disadvantaged.
5	Ineffective targeting and intervention with disaffected students following assessments.

## 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
1. Raise literacy levels of PP students and of boys in particular.	<ul style="list-style-type: none"> <li>• Diminishing gaps between PP students and non-PP peers across a range of subjects.</li> <li>• Lucid tests demonstrate that a greater proportion of students' reading ages exceed their chronological ages.</li> </ul>
2. Strengthen the culture of the school, such that behaviour at all times is excellent (within the classroom, at lesson change over, during breaks, and before and after school). Ensuring that students are highly focused on their learning will especially support disadvantaged students in closing attainment gaps.	<ul style="list-style-type: none"> <li>• Learning walks show that lesson protocols ("Teach like a champion") are embedded across the curriculum and key stages. STAR, STEPS and SHAPE are consistently evident in all lessons.</li> <li>• Analysis of behaviour points shows a reduction in negative points and an increase in positive points for PP students.</li> <li>• Student voice interviews show increasingly positive attitudes towards learning and future aspirations.</li> </ul>
3. Improve attainment in core subjects at key stage 4 through targeted intervention, quality first teaching and better planned in-lesson support.	<ul style="list-style-type: none"> <li>• Quality-first teaching: PP students to be prioritised in all lessons, allowing the most appropriate level of support to be given.</li> <li>• Identified students are regularly receiving one to one or small group tutoring from Sixth Form students, leading to improved attainment in core subjects.</li> <li>• SEN and identified PP students receive additional HLTA support during "Prep Time", boosting attainment in English and maths.</li> </ul>
4. Improve punctuality and attendance levels through strategic monitoring and support. Key actions will include home visits, mentoring and parental contact.	<ul style="list-style-type: none"> <li>• Weekly data checks show improving levels of punctuality and attendance.</li> <li>• Attendance will be in line with non-disadvantaged students by the end of the academic year and will equal the college target of 97%.</li> </ul>

<p>5. Improve the attainment of PP students, so that progress rates are as good as their non-disadvantaged peers.</p>	<ul style="list-style-type: none"> <li>• Mid and end of term assessment data shows diminishing progress gaps compared with non-disadvantaged peers.</li> </ul>
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## 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: £65,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deliver comprehensive programme of staff training around developing and embedding school culture.</p>	<p>Effective CPD is underpinned by a mechanistic approach, which identifies key observable actions which can be replicated and which are essential to the desired outcome (EEF guidance document on effective CPD, October 2021). A specialist consultant will build knowledge, motivate staff and, crucially, model techniques for teachers to replicate and practise. Culture will only become embedded if staff receive regular feedback and are given opportunities for further practice.</p>	<p>2</p>
<p>Roll-out implementation of English Mastery programme into Year 9, supporting students from all starting points to acquire literary reference points and essential grammar to flourish at KS4.</p>	<p>English Mastery is currently being evaluated as part of an EEF project. Early work conducted by the “Brilliant Club” has suggested that students make at least 4 additional months of progress compared with students in the control group of schools. The programme focuses on three elements: canonical texts, grammatical concepts and reading for pleasure.</p>	<p>1,3</p>
<p>Ensure that PP students receive high quality lessons that are well-planned, prepared and adhere to college policy (Teach like a Champion).</p>	<p>Expectations of PP students themselves, and of staff who teach them, need to be consistently high. Providing quality first class teaching across all subject areas will help improve students’ attainment levels. Whilst high expectations must be the same for all students, PP students may require additional support to reach them. Teach like a Champion is a field manual of strategies with a substantial evidence base of success.</p>	<p>2,3</p>
<p>PP students will be visited in various</p>	<p>A variety of lessons will be visited to observe students at work. Observations will focus on how students</p>	<p>3</p>

<p>lessons to identify key areas of concern and highlight teaching methods, professional relationships and strategies that are positive and working for PP students.</p>	<p>react to teachers' expectations, use of praise, students' work ethic and the amount of work completed.</p>	
<p>Greater awareness of PP students by class teachers, through amount of directed teacher time in lessons, questioning and quality of feedback.</p> <p>Faculty planning time and staff briefings will be used to highlight attainment gaps and provide opportunities for problem solving.</p> <p>Regular updates will be distributed to classroom teachers, in order to maintain a high profile for PP students.</p>	<p>Raising the profile of PP students across the college. Departmental time to be used to focus, review and target PP students in each subject. This will allow staff to share good practice within the classroom, share ideas and set new targets on a monthly basis.</p> <p>This will support improved rates of progress for PP students in all subject areas.</p> <p>Reading PP students books first will ensure that whole-class feedback specifically addresses the needs of DA students.</p>	3
<p>Provide regular staff training in order to implement and embed "Teach like a champion" strategies across the college.</p>	<p>PP students will become a priority amongst the whole staff. The precise manner in which new approaches are implemented will be critical in ensuring that PP students benefit.</p>	3
<p>Develop the use of homework to consolidate learning, improve retention and raise attainment levels</p>	<p>The EEF toolkit suggests that homework may have high impact for a comparatively low cost. Involvement of parents to provide the optimum conditions at home for students to complete tasks is very important in ensuring effectiveness.</p>	3
<p>Support improvements in quality of teaching across the college (but especially in core subjects) through an intensive programme of coaching, modelling and feedback.</p>	<p>Unless teachers have access to high quality CPD, research suggests that quality of teaching reaches a plateau after 3 years (Rivkin, Hanushek and Kain, 2005). Other research indicates that for disadvantaged pupils, the difference between being taught by an effective teacher and an ineffective teacher can be as much as one year of progress (Davies, Slater and Burgess, 2009). Therefore, where weakness in practice is identified, it is vital that staff receive swift and effective support in order to improve.</p>	3

All class teachers to devise, implement and evaluate seating plans which will optimise PP students' ability to learn.	<p>Research shows that PP students may be less attentive in class than their non-PP students. Reducing extraneous load ("cognitive load theory") for all students, but especially focusing on PP students is likely to have a positive impact.</p> <p>A well thought-through seating plan will ensure that extraneous load is reduced for PP students.</p>	2, 3
Support PP students with homework and revision through subscription to GCSE Pod.	There is a strong correlation between the amount of study undertaken by students between lessons (usually as homework) and their final outcomes.	3

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

**Budgeted cost: £52,644**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Gather baseline and progress information on students' reading competence through application of STAR reading assessments, GL assessments and "No more marking" assessments.</p> <p>Students of similar ability will be assembled into reading groups, led by SHLTA.</p>	<p>Identified pupil premium students will be given targeted support with reading and reading comprehension. In turn, this will raise attainment levels across the curriculum.</p> <p>Students' confidence with reading will increase, leading to improved levels of engagement with text-based materials in lessons.</p>	1
<p>Implement a programme of whole-class reading across years 7 – 10, to support development of tier 2 vocabulary, reading fluency and a love of reading.</p>	<p>There is a significant attainment gap at KS4 between boys and girls, which is particularly pronounced in students of lower prior attainment. Improving reading confidence at KS3 will support improved progress rates across a range of subjects at KS4.</p> <p>The EEF Toolkit suggests that reading comprehension strategies may have a significant impact for modest cost. The EEF guidance report (September, 2021) specifically recommends providing targeted vocabulary instruction and opportunities for structured talk.</p>	1

<p>Instigate targeted Year 11 intervention in English, in order to increase the proportion of students who will achieve a “gateway” grade of 4+.</p>	<p>Greater level of support offered to PP students so they are able to access all aspects of the English curriculum and perform well in their GCSE exams.</p> <p>Throughout the academic year 2022 - 23, input will comprise both face to face and online support. Nurture groups will be established in both English language and English literature, focusing primarily on students who are operating at the grade 3/4 boundary.</p> <p>EEF Toolkit suggests that small group tuition is effective, provided it is targeted to the specific needs of participating students.</p>	<p>3</p>
<p>Strategically deploy specialist TA support in English, maths and science lessons, in order to provide improved support for disadvantaged students.</p>	<p>TAs will be directed strategically to support year 10 and 11 students with maths and English skills, exam techniques and application of knowledge.</p> <p>Strengths of th TAs will be used to fully support students by taking the class so the teacher can work with PP students or the TA can work with PP students to challenge and inspire them leading to success.</p> <p>The EEF Toolkit suggests that deployment of teaching assistants can have a positive impact on student outcomes, provided it supplements teaching and does not replace high-quality interactions with the class teacher.</p>	<p>3</p>
<p>Provide individual or small-group tuition for students in Year 7 and Year 9 pupils in core subjects, using Sixth Form students.</p>	<p>PP students will be targeted to attend these sessions. They will be taught content, revise topics and complete structured work and exam-based activities to improve both knowledge and application. The EEF toolkit indicates that small group tuition is both effective and cost effective, provided it is tailored precisely to the needs of students. These will be identified by subject teachers.</p>	<p>3, 5</p>
<p>Tutoring for KS4 students in maths, English and science.</p>	<p>Students will be taught in groups of 3 by qualified teachers. They will receive one hour of additional in-person tuition every week for 15 weeks. They will cover curriculum content which reinforces learning from the main curriculum. Specific content of sessions will be focused on knowledge deficits,</p>	<p>3, 5</p>

	as identified by subject leaders. The EEF toolkit indicates the small group tuition is effective and cost effective.	
Online tuition through the NTP for students in Year 8, focusing on English and maths.	Online tuition allows students to receive support outside the curriculum, who are unable to stay after school (for example, those who are reliant on school transport). Students will work in pairs or threes, under the direction of a qualified teacher, focusing on content identified by the class teacher. PP students are prioritised.	5

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

**Budgeted cost: £105,220**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		
Employ educational consultant to deliver intense CPD for SLT around developing and embedding school culture.	Effective CPD is underpinned by a mechanistic approach, which identifies key observable actions which can be replicated and which are essential to the desired outcome (EEF guidance document on effective CPD, October 2021). A specialist consultant will build knowledge, motivate staff and, crucially, model techniques for teachers to replicate and practise. Culture will only become embedded if staff receive regular feedback and are given opportunities for further practice.	2
Provide pastoral guidance and support, through small group mentor sessions (for example, targeted CEIAG for DA students at KS4).  Enable identified students (from all year groups) to develop strategies for effective problem-solving and behavioural self-regulation through work with a well-being coach.	Social and emotional learning interventions are identified by the EEF as being effective in improving students' decision-making skills, interaction with others and their self-management of emotions. In turn, these improvements enable students to engage more effectively with their academic studies.  Improved attendance links directly to improved attainment.	4, 5



Improve the focus of the college pastoral team on PP students.	Research and feedback from staff suggest that DA students experience greater extraneous cognitive load than their more advantaged peers. By ensuring that DA students are prioritised during “walkabout” lesson visits, and that Prep Time is being used constructively, the pastoral team will bring about improvements in concentration and time management.	2
Monitor behaviour of PP students across the curriculum, through analysis of points, awards of rewards and sanctions and attendance (through application of Go 4 Schools behaviour module)	Issues can be identified before they escalate ensuring minimal disruptions to lessons.  Monitoring of G4S is essential in making sure that students are performing well.	2, 5
Attendance Officer and pastoral leaders to support improvements in attendance through targeted actions to include: <ul style="list-style-type: none"> <li>• Home visits.</li> <li>• Monitoring attendance.</li> <li>• Liaison with parents.</li> <li>• Intervention with target students.</li> </ul>	Improved attendance will lead to raised levels of self-esteem and stronger academic attainment (DfE report into the link between attendance and attainment, 2015).	4
Plan and implement a counselling and Sixth Form peer-mentoring scheme.	Although the EEF toolkit suggests that mentoring approaches only have a small positive impact for moderate cost, involvement of Sixth Form students is likely to be more effective and less expensive – Sixth Form students are closer in age to their mentees, and have direct experience of their issues.	2, 4
Provide students with essential resources, in order to optimise engagement with school (e.g. uniform items, revision guides, text books, specialist subject equipment, and financial support towards school trips).	PP students will be provided with various support material, including revision guides, uniform, equipment for lessons, and given guidance in making optimum use of resources.  This will support their learning, and reduce perceived differences between PP students and those who are more advantaged.	2, 3

<p>Devise and implement a programme of extra-curricular activities, to include music, sport and drama which will improve access for disadvantaged students to cultural capital.</p>	<p>Cultural capital will remain the preserve of those from educated or wealthy backgrounds, unless schools actively provide opportunities for students. Life chances are directly linked to social mobility, which in turn depends on having access to “powerful knowledge”. (Parent Power, 2018: Sutton Trust report).</p>	<p>4</p>
<p>Provide academic enrichment through a gifted and talented club targeted at DA KS3 students.</p>	<p>Raising aspirations of all students, especially those who have more limited access to opportunities flowing from academic enrichment is an important aspect of our strategy. A colleague will work closely with a target group of HPA students at KS3, supporting them in carrying out independent research, and presenting their findings in a formal dissertation and academic poster. A range of visits to HE, industry and places of interest will be included in the programme.</p>	<p>3, 4</p>

**Total budgeted cost: £222,864**

## 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.

Throughout the previous academic year, attendance rates, attitudes to school, engagement with home learning and progress of disadvantaged students have been monitored closely. Attendance levels of all students, including DA students were consistently above national values for the whole year. The average three term attendance rate of DA students (all year groups) was 87.4%, compared with 84.9% for DA students nationally. The overall persistent absence rate for all students was 25% compared with a national value of 35%; the PA rate for DA students at De Lisle 33%, which is still lower than that national PA value for all students.

Outcomes in Year 11 and internal assessment data were also very favourable in August 2022. Substantial improvements in attainment and progress were observed across the full range of academic subjects, compared with 2019 school and national data. Similar gains have been noted in internal assessments, compared with equivalent points in the school year. We believe that these data are strong evidence of the impact of our current strategy, especially with regard to the quality of teaching and more effective targeting of support.

	School DA (2022)	School DA (2019)	NAT DA (2019)
<b>Progress 8</b>	-0.34	-1.06	-0.45
<b>Attainment 8</b>	4.4	3.6	3.7
<b>% Grade 5+ in Eng and Ma</b>	47	22	25
<b>% Grade 4+ in Eng and Ma</b>	64	48	45
<b>% EBacc entries</b>	22	11	27

Mindful of the EEF Implementation Guidance Report (2019), we recognise that promising strategies have sometimes failed to deliver the expected impact due to poor implementation. Implementation is not a single event, but must be regarded as a process. Consequently, we will continue to work on each area of our strategy over the next two years, taking account of feedback from monitoring activities. Encouraged by the first year of our strategy, we are optimistic that gaps will continue to diminish between DA students and their peers.

## 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
English Mastery Programme	ARK UK Programmes