

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 | De Lisle College |
| Number of pupils in school | 1298 |
| Proportion (%) of pupil premium eligible pupils | 17.2% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023/2024-2026/2027 |
| Date this statement was published | November, 2023 |
| Date on which it will be reviewed | October, 2024 |
| Statement authorised by | C Maher, Headteacher |
| Pupil premium lead | K Chambers, Assistant Headteacher/SENCO |
| Governor / Trustee lead | H Torresi, Chair of LGB |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £193,468 |
| Recovery premium funding allocation this academic year | £46,713 |
| 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 | £189,650 |

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 and reading for pleasure. |
| 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. |

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| 3 | Attainment levels and grades at KS4. 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 including increasing reading for pleasure opportunities within school. | <ul style="list-style-type: none"> • Diminishing gaps between PP students and non-PP peers across a range of subjects. • Breakfast club 'Reading for pleasure' set up. |
| 2. Continue to strengthen the culture of the school, such that behaviour always 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"> • 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. • Analysis of behaviour points shows a reduction in negative points and an increase in positive points for PP students. • Student voice interviews show increasingly positive attitudes towards learning and future aspirations. |
| 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"> • Quality-first teaching: PP students to be prioritised in all lessons, allowing the most appropriate level of support to be given. • Identified students are regularly receiving one to one or small group tutoring from Sixth Form students, leading to improved attainment in core subjects. • SEN and identified PP students receive additional HLTA support during "Prep Time", boosting attainment in English and maths. |
| 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"> • Weekly data checks show improving levels of punctuality and attendance. • Attendance will be in line with non-disadvantaged students by the end of the academic year and will equal the college target of 97%. |
| 5. Improve the attainment of PP students, so that progress rates are as good as their non-disadvantaged peers. | <ul style="list-style-type: none"> • Mid and end of term assessment data shows diminishing progress gaps compared with non-disadvantaged peers. |

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: £49,001

| Activity | Evidence that supports this approach | Challenge number(s) addressed | Actions as of November 2022 |
|---|--|-------------------------------|---|
| Continue with and develop further English Mastery programme across KS3, supporting students from all starting points to acquire literary reference points and essential grammar to flourish at KS4. | 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. | 1,3 | |
| Ensure that PP students receive high quality lessons that are well-planned, prepared and adhere to college policy (Teach like a Champion). | 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. | 2,3 | PP student lessons – continual lesson visits which are recorded on a separate spreadsheet. Lesson visits have started with KS4 and have progressed onto Year 7. This will be continual throughout the academic year in order to ensure quality first teaching of the PP students. |
| Pupil Pursuits - PP students will be visited in various lessons to identify key areas of concern and highlight teaching methods, professional relationships and strategies that are positive and working for PP students. | A variety of lessons will be visited to observe students at work. Observations will focus on how students react to teachers’ expectations, use of praise, students’ work ethic and the amount of work completed. | 3 | |

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| <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>During lesson visits, it is clear that staff have a good understanding of PP students and how to support them in lessons e.g. through call and response, extra support, continually checking that they are answering in SHAPE answers etc.</p> <p>Teachers also have their PP students clearly marked on their seating plans and cold calling of these students in order to engage and enhance involvement in lessons has been evident.</p> <p>Use of whole school CPD to maintain a high profile for PP students, especially those who are underachieving.</p> |
| <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>TLAC CPD every Monday – new TLAC book given to each teaching member of staff at the start of the academic year.</p> <p>Opportunities to attend Research Ed conferences to view other strategies which could be implemented with PP funding.</p> |
| <p>Develop the use of homework to consolidate learning, improve retention and raise attainment levels</p> <p>Satchel 1 - £</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> <p>Using homework club to support PP students in</p> | 3 | <p>PP specific H/W support up and running with 15-20 students attending each Tuesday and Thursday. LSAs also there to support with IT and subject specific questions alongside NWH. Year 11 uptake has increased with an</p> |

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| | completing homework to a good standard. | | LSA to support with their GCSE work. |
| 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 | Seating plans looking strong with PP students accessible, even in rooms with little space. |
| 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 | H/W Club and the engagement of Y10 and Y11 form tutors in order to make sure all GCSE PP students have the correct equipment and revision guides needed for their exams. Equipment packs have been provided this year for each PP student. |

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

Budgeted cost: £50,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>Gather baseline information through GL assessments and "No more marking" assessments.</p> <p>Students of similar ability will be</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</p> | 1 |

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| assembled into reading groups, led by SHLTA. | engagement with text-based materials in lessons. | |
| Implement a programme of whole-class reading across KS3, to support development of tier 2 vocabulary, reading fluency and a love of reading. | <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 |
| Instigate targeted Year 11 intervention in English, in order to increase the proportion of students who will achieve a “gateway” grade of 4+. | <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 2023 - 2024, 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>There will also be additional groups of students being tutored who are attaining higher levels as a ‘push group’ to ensure they reach their potential.</p> <p>EEF Toolkit suggests that small group tuition is effective, provided it is targeted to the specific needs of participating students.</p> | 3 |
| Strategically deploy specialist TA and HLTAs in Year 11 English and maths lessons, in order to provide improved support for disadvantaged students. | <p>HLTAs 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 the HLTAs will be used to fully support students by taking the class so the teacher can work with PP students or the HLTA 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</p> | 3 |

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| | teaching and does not replace high-quality interactions with the class teacher. | |
| Provide individual or small-group tuition for students in Year 7 and Year 9 pupils in core subjects, using Sixth Form students. | 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. | 3, 5 |
| Tutoring for KS4 students in maths, English and science. | <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, as identified by subject leaders. The EEF toolkit indicates the small group tuition is effective and cost effective. This will be focused in 3 different groups focused on current attainment: those at a grade 3 and below, those on the grade 3/4 borderline and those who are higher attainers.</p> <p>Students will not be removed from core subjects, a detailed and strategic timetable will be devised to support them only missing two lessons of the same subject to reduce stress levels and missed work.</p> | 3, 5 |
| Sparks Reader | Year 7 and 8 students will be launched on Sparx reader and this will be then monitored, both their levels of reading as well as how many books they are accessing in a correct way. | 1 |

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

Budgeted cost: £98,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Year 11 focus group | Look at revision techniques, including barriers to working/revision during prep time or at home. Providing resources and modelling techniques to support students working independently. | 3, 5 |
| <p>Provide pastoral guidance and support, through small group mentor sessions (for example, targeted CEIAG for DA students at KS4).</p> <p>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.</p> | <p>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.</p> <p>Improved attendance links directly to improved attainment.</p> | 4, 5 |
| Improve the focus of the college pastoral team on PP students. | <p>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.</p> <p>Pupil profiles are still being made for each PP student with what they want support with, what they find difficult and what they enjoy about school. Staff can then use this when teaching to create positive relationships with students.</p> | 2 |

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| | Use of John Hania's and making sure PP students are a priority in receiving support and guidance in SEMH. | |
| 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) | <p>Issues can be identified before they escalate ensuring minimal disruptions to lessons.</p> <p>Monitoring of Arbor is essential in making sure that students are performing well.</p> <p>Support with costs of trips for PP students so they can attend these reward trips.</p> | 2, 5 |
| <p>Attendance Officer and pastoral leaders to support improvements in attendance through targeted actions to include:</p> <ul style="list-style-type: none"> • Home visits. • Monitoring attendance. • Liaison with parents. • Intervention with target students. | 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). | <p>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.</p> <p>This will support their learning, and reduce perceived differences between PP students and those who are more advantaged.</p> | 2, 3 |
| Provide students with a break time snack in order to optimise concentration in lesson and improve attendance. | As of 2022/2023 break time snacks were introduced for PP students. This helped to improve concentration and attendance levels. Students found this useful especially those students who have a later lunch time as a lot of these students come to school without having breakfast. | 2,3 |

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| | This will continue in 2023/2024 and as of September 2023, the amount of break time snack uptake has increased. | |
| 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>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>Students are provided with free compulsory trips such as the Geography Norfolk trip. Students are also given financial support with other trips such as the Briars faith trip to increase cultural capital.</p> <p>Students who would like to complete DofE qualification will be given 50% funding to use towards the costs of this.</p> | 4 |
| Breakfast Club | To provide year 7 students breakfast while reading for pleasure as a group. This will be led by a TA. | 5 |

Total budgeted cost: £197.501

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, participation in remote learning, work submission and progress of disadvantaged students have been monitored closely. Whilst we have acted promptly and strategically to minimise the impact of the pandemic (including during the period of school closure), disadvantaged students have been disproportionately affected. Internal data has established a strong correlation between the level of engagement with remote learning during lockdown and outcomes in the end of year assessments (June 2021). In all year groups, there is a marked discrepancy between the quality (and quantity) of work completed during lockdown by disadvantaged students compared with their advantaged peers. Quality of work was denoted using a simple scale: 3 = excellent work; 2 = good; 1 = work submitted, but of low quality; 0 = no work submitted. In Year 9, disadvantaged students achieved an average quality score of 1.24 in English, whilst non-disadvantaged peers achieved a quality score of 2.13. This mapped to a significant progress difference between disadvantaged and non-disadvantaged students in the end of year English assessed, especially for students with high prior attainment. A similar pattern was observed in maths, science and other subjects.

Last year disadvantaged students showed good levels of progress and the gap was closed. 48% of students achieving a 5 or more in English and Maths.

Although we have seen evidence of the impact of our work in key areas of our strategy, we have decided to maintain the same focus over the coming three academic years, but rethink our approach to implementation and evaluation. Mindful of the EEF Implementation Guidance Report (2019), we have learnt valuable lessons over the previous academic year, when strategies have failed to deliver the expected impact due to issues with the implementation methodology.

A full evaluation of each strand of the PP strategy can be found at the following link:
PP Strategy

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 |