

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Dronfield Henry Fanshawe School
Pupils in school	1527
Proportion of disadvantaged pupils	16.57%
Pupil premium allocation this academic year	£221,805
Academic year or years covered by statement	Y7-Y11
Publish date	January 2021
Review date	November 2021
Statement authorised by	Mr M J Cooper
Pupil premium lead	Mrs T Davies
Governor lead	Mrs L Windle

## Disadvantaged pupil performance overview for last academic year

Progress 8	+0.04 (internal data)
EBacc entry	34%
Attainment 8	44.19
Percentage of Grade 5+ in English and maths	34.1%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 21
Attainment 8	Achieve top quartile for attainment made by disadvantaged pupils amongst similar schools	Sept 21
Percentage of Grade 5+ in English and maths	Achieve top quartile for percentage of Grade 5+ in English and maths made by disadvantaged pupils amongst similar schools	Sept 21
Other	Improve attendance of disadvantaged students to national average	Sept 21
EBacc entry	Enter more disadvantaged students for EBacc than national average	Sept 21

## Teaching priorities for current academic year

Measure	Activity
Curriculum	<p>Continue to develop cultural capital by ensuring a broad balanced curriculum is available to all including opportunity to study a language and a humanity subject, and the sequencing of the curriculum enables the students to learn more. Ensure Disadvantaged students have access to EBacc curriculum.</p> <p>Continue to fund staff with 3hrs PPA rather than 2.5 hours to focus on Disadvantaged Students</p> <p>Fund an extra 1hr non-contact time for TLR holders to focus on Disadvantaged Students</p> <p>Fund proportion of DHT and AHT salary</p>
Literacy	Improve access to rich vocabulary using Etymology strategies and encourage reading for pleasure.
Barriers to learning these priorities address	Closes cultural capital gap and literacy gap.
Projected spending	£163,500

## Targeted academic support for current academic year

Measure	Activity
Catching Up	Improved Numeracy and Literacy skills for disadvantaged students through the Catch Up Premium (CUPS) programme. Measure progress by NFER reading age tests and attainment in whole school mathematics assessments.
Barriers to learning these priorities address	Increases confidence, allows students to catch up.

<p><b>Success with Care</b></p>	<p>Learning mentor to invest time with students and families using an individualistic approach.</p> <p>Mentor sessions with all Y11, Y7, Y10, Y8, Y9 students to focus on all aspects of education such as attainment, attendance, behaviour, and wellbeing.</p> <p>Interventions aim to:</p> <ul style="list-style-type: none"> <li>• remove barriers to learning.</li> <li>• improve confidence.</li> <li>• ensure access to resources.</li> <li>• buddy student up with a staff mentor chosen by the student.</li> <li>• organise Online Tutoring through MyTutor</li> </ul>
<p><b>Barriers to learning these priorities address</b></p>	<p>Low levels of literacy/numeracy and lack of parental support in terms of what a student in Y11 needs.</p>
<p><b>Projected spending</b></p>	<p><b>£26,600</b></p>

## Wider strategies for current academic year

Measure	Activity
<p><b>Attendance at Parental Consultation Evenings</b></p>	<p>Increasing attendance at Parent Consultation by disadvantaged families through the use of bespoke software, texts, phone calls home and analysis post event.</p>
<p><b>Attendance at school</b></p>	<p>Employment of attendance officer to reduce absence rates of disadvantaged students so it is below national.</p>

	Learning mentor to offer a tailored approach to support students to help overcome any barriers preventing school attendance.
<b>Attendance at extra-curricular sessions</b>	Transport arranged by Learning Mentor or House Support Manager.
<b>Barriers to learning these priorities address</b>	Poor attendance at Parent Consultation evenings by disadvantaged families and poor attendance at school/revision sessions/persistent absence from school by disadvantaged students.
<b>Alternative Curriculum</b>	Bespoke intervention with students to boost cultural capital, independence, confidence and increased engagement through sandwich business, independent living space, forest skills and climbing.
<b>Resources to access learning experiences inside and outside the classroom</b>	Provision of equipment, books, trip money to close technological gap/learning resource gap/cultural gap between some students from disadvantaged families and some students from Non-Disadvantaged families.
<b>Barriers to learning these priorities address</b>	Increased engagement of disaffected individuals. Level the playing field.
<b>Projected spending</b>	<b>£28,000</b>

## Monitoring and implementation

Area	Challenge	Mitigating action
<b>Teaching</b>	Some parent/carers resistant to EBacc pathway. Reading for pleasure, needs resourcing.	Bespoke phone calls from House Progress Leaders.  Learning Resource Centre targeting students with suitable books.
<b>Targeted academic support</b>	Ensuring enough time and staff for CUPS intervention programme.	Factored in before timetable completed.

	Ensuring Learning and Safeguarding mentor has capacity to intervene with students alongside safeguarding responsibilities.	Employ second Learning and Safeguarding Mentor.
<b>Wider strategies</b>	Some Disadvantaged students dislike school and their parent/carers had a poor experience of school and do not engage/attend events.	<p>Make the attendance of Disadvantaged students and their families at all events in/out of lesson time a priority. Always ask 'can we do more to remove barriers?'</p> <p>House Progress Leaders prioritising families of disadvantaged students at Parental Consultation evenings.</p> <p>Alternative Provision coordinator to organise provision and track progress.</p> <p>Advertise on website who to contact for financial support for resources. Track spending. Contact families who are not accessing their entitlement.</p>

## Review: last year's aims and outcomes

<b>Aim</b>	<b>Outcome</b>
<b>Improved progress made by the majority of disadvantaged students so that the gap between disadvantaged students and Other students nationally is reduced.</b>	<p><b>Achieved</b></p> <p>No national Progress 8 data.</p> <p>Internal systems compared data with national data set (SISRA)</p> <p>Progress 8 Disadvantaged 0.04</p>

<p><b>Improved Numeracy and Literacy skills for disadvantaged students through the Catch Up Premium (CUPS) programme</b></p>	<p><b>Achieved</b></p>	
	<p>LITERACY PROGRESS Sept 19 - July 2020</p>	<p>Maths PROGRESS Sep 19 – July 2020</p>
	<p>Average increase in reading age for CUPS students</p> <p>12.5 months (PP 26 months)</p>	<p>4% are exceeding their expected level of progress (6% of PP)</p>
	<p>69% (PP 80%) of students made progress in their reading.</p> <p>38% (PP 50%) of students made at least 15 or more months of progress.</p> <p>53% (PP 60%) of students made at least 10 or more months of progress</p>	<p>51% are meeting their expected level of progress (58% of PP)</p>
	<p>8 (PP 1) students declined in their reading age and further assessments will be completed and consultation will take place if further interventions are required for those students.</p>	<p>45% are below their expected level of progress (35% of PP)</p>
<p><b>Absence and persistent absence of disadvantaged students decreases below national</b></p>	<p><b>No National Data due to Lockdown</b></p>	

Attendance at Parent Consultation by disadvantaged families' increases. Attendance data at Parental Consultation evenings

Partial

Year	Percentage of parent/carers of disadvantaged students attending Parent and Carer Consultation Evenings					Overall
	Y7	Y8	Y9	Y10	Y11	
2015-16	68.42%	68.42%	60.87%	No data	63.27%	65.54%
2016-17	70.37%	72.97%	No data	63.64%	68.29%	68.32%
2017-18	66.67%	67.27%	83.33%	54.29%	73.91%	70.54% [170/241]
2018-19	86.05%	69.57%	67.86%*	70.73%	56.75%	72.16% [185/255]
2019-2020	96.08%	Did not take place due to school closure	72.34%	Did not take place due to school closure	68.29%	80.25% 130/162 Y8 and Y10 PCCE did not take place
2020_2021 (virtual PC evenings)	53.23%		53.06%		69.09%	61.08%

Increase % of Disadvantaged students accessing EBacc curriculum

Achieved

Year	% entered for EBacc	Actual numbers of students	Average Point Score
2019	29	10 from 35	3.50
2020	34	14 from 41	3.94
2021	38	21 from 55	3.82 (1 <sup>ST</sup> data drop)



