

Deptford Green School

Pupil Premium Plan 2018-19

Academic Year 2017-18 - Funding Total £422,120

January 15th 2019. 422 of the school roll (46.68%) are PP students.

Intervention	Brief outline/ examples of spend	Approx. cost	Ongoing review																													
To use dedicated tutor periods to allow tutors to work with pupil premium tutees on specific progress gaps	Each tutor will be given one period per week to work with PP tutees and families through: <ul style="list-style-type: none"> • One-to-one meetings • Family support • Progress monitoring 	£150k	Review is on-going. Please see review for Autumn term grid below. Students who have received intervention form FTs during term1's progress at Christmas 2018: <table border="1" style="margin-top: 10px; width: 100%;"> <thead> <tr> <th>Year</th> <th>total</th> <th>Positive</th> <th>Expected</th> <th>Below expected</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>3</td> <td>66</td> <td>33</td> <td>0</td> </tr> <tr> <td>9</td> <td>13</td> <td>30</td> <td>30</td> <td>38</td> </tr> <tr> <td>10</td> <td>23</td> <td>21</td> <td>13</td> <td>63</td> </tr> <tr> <td>11</td> <td>23</td> <td>43</td> <td>43</td> <td>13</td> </tr> </tbody> </table>					Year	total	Positive	Expected	Below expected	8	3	66	33	0	9	13	30	30	38	10	23	21	13	63	11	23	43	43	13
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To use dedicated Attendance officer time, supported by Pastoral Leaders to reduce PA for disadvantaged students.	Key staff to prioritise working with students and families of PP students through: <ul style="list-style-type: none"> • Early Help • Family support meetings • Support with reintegration from any absence • Incentivising good attendance 	£40K	Attendance Team monitor 31.11% of the school population - 51.9% are PP See separate document. Currently being reviewed by LA.																													

<p>Provide school based 1:1 counselling support for students from disadvantaged homes who are experiencing social and emotional barriers to engaging with their education</p>	<p>Prioritised access to Place 2be - counselling Service For PP students. All allocation monitored by Head of Inclusion.</p>	<p>£25K</p>	<ul style="list-style-type: none"> • 11 out of 14 (78.5%) of young people who accessed the one-to-one counselling service during the academic year 2017-2018 were PP • National SDQ data shows that out of all young people accessing the one-to-one service during the academic year 2017-18: <ul style="list-style-type: none"> - Teachers reported a 33% mental health improvement - Parents reported a 50% mental health improvement - Young people reported a 50% mental health improvement <p>A separate report is available reviewing all of P2B's work in 2017-8 (not allowed to share yet!)</p> <p>For 2019 P2B 37.5% of these children received PP. Interim review of 3 students by JS Feb 1st 2019</p> <table border="1" data-bbox="1339 646 2157 944"> <thead> <tr> <th>Student</th> <th>Summer '18 Overall</th> <th>Christmas '18 Overall</th> <th>Improvement</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>-1</td> <td>0</td> <td>1</td> </tr> <tr> <td>B</td> <td>-1</td> <td>1</td> <td>2</td> </tr> <tr> <td>C</td> <td>-2</td> <td>3</td> <td>5</td> </tr> </tbody> </table> <p>For place to talk</p> <ul style="list-style-type: none"> • Year 7: Approx 60% receive PP • Year 8: Approx 50% receive PP • Year 9: Approx 29% receive PP • Year 10: Approx 20% receive PP • Year 11: Approx 38% receive PP <p>Years 7+8 are the biggest takers up of the service. Overall, 43% of Place to Talk users are PP students.</p>	Student	Summer '18 Overall	Christmas '18 Overall	Improvement	A	-1	0	1	B	-1	1	2	C	-2	3	5
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<p>Prioritised access to CIAG Coordinator to secure appropriate destination routes for disadvantaged students</p>	<p>Clearly allocated and monitored time for:</p> <ul style="list-style-type: none"> • identified students to have 1:1 guidance time and support with applications and interviews. • Option choices • Support with work experience and additional placements. • University visits to stimulate interest 	<p>£25K</p>	<p>Please see below</p>
<p>Secure dedicated time by a member of the SLT to devise, implement, monitor and review impact of the whole school strategy for Pupil Premium.</p>	<p>To take a holistic view of the school's strategy by evaluating the impact of:</p> <ul style="list-style-type: none"> • Curriculum and curriculum intervention • Pastoral support • Attendance intervention • Behaviour and engagement support • Enrichment and extension programmes 	<p>£50k</p>	
<p>Utilise dedicated time of SLT members to monitor and evaluate the impact of specialist interventions for PP students.</p>	<p>Hold RAP meetings following data capture to evaluate the progress data for PP students and subsequently signpost students for allocation to:</p> <ul style="list-style-type: none"> • Mentoring time • Additional input by Pastoral Leaders • New Woodlands Outreach • Counselling allocation • CIAG support • All other external agency use 	<p>£20K</p>	
<p>Utilise dedicated time by EAL team to support students already identified as PP and to support new arrivals who may not be accessing services.</p>	<p>Ensure that all EAL / PP students are given additional language support and that resources are used to support home/school communications. Use additional resource within the team to support newly arrived families in accessing free school meals and other services for which they are eligible</p>	<p>£30K</p>	<p>See separate document. EAL/PP student predicted progress in current year 11 is very high +0.71 Progress better than the school average last year -0.09 (predictions based on previous year's coefficients were 0.1 away from accuracy)</p>

<p>Prioritise disadvantaged students' access to the school library before and after school to provide additional support with homework and lesson catch-up.</p>	<p>Use dedicated time of the Librarian to support PP students with homework and independent study by opening for extended hours. Use time to ensure that we monitor PP students accessing the library and that they are easily able to access the school network and ICT facilities</p>	<p>£20K</p>	<p>The current statistics show that Pupil Premium Pupils are accessing the library and its resources. Many pupil premium students do not have direct access to laptops, regular internet and printing facilities at home. The library provides an area where they are able to work in a safe environment, use the technology PP funding helps to provide and they are able to ask of the librarian's time if they need help at all. They can also use stationery and have time for themselves to concentrate on getting homework done which is very often an issue, especially in larger family units where budgets are tight. Any issues with Show My Homework can be addressed whilst in here and they are able to work with their peers who may not necessarily be PP and there is instantly no divide. Whether a student's parent is at home or not, working or unemployed, the funding makes the library facilities a space where there is no differentiation in your circumstances.</p> <table border="1" data-bbox="1339 678 1904 922"> <thead> <tr> <th></th> <th>None Premium</th> <th>Premium</th> <th></th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>55</td> <td>40</td> <td>42.11%</td> </tr> <tr> <td>Year 8</td> <td>76</td> <td>37</td> <td>32.74%</td> </tr> <tr> <td>Year 9</td> <td>41</td> <td>35</td> <td>46.05%</td> </tr> <tr> <td>Year 10</td> <td>47</td> <td>41</td> <td>46.59%</td> </tr> <tr> <td>Year 11</td> <td>45</td> <td>40</td> <td>47.06%</td> </tr> <tr> <td>total</td> <td>264</td> <td>193</td> <td>42.23%</td> </tr> </tbody> </table>		None Premium	Premium		Year 7	55	40	42.11%	Year 8	76	37	32.74%	Year 9	41	35	46.05%	Year 10	47	41	46.59%	Year 11	45	40	47.06%	total	264	193	42.23%
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<p>Maths and English Setting</p>	<p>In both core subjects smaller group sizes overall but with significantly smaller groups for the weakest students. These groups have a high incidence of PP students</p>	<p>£40K</p>	<p>PP students achieving 4+ in Maths rose by 6% in 2018, 5+ by 1%. PP students achieving 5+ in English rose by 3%</p>																												
<p>Establishment of specific interventions that will impact of the progress and engagement of PP students.</p>	<ul style="list-style-type: none"> • Delivery of Ruth Miskin Phonics Programme • The employment of a mentor to target disengaged boys (predominantly BCR/PP) • Support of participation in trips and visits • February and Easter revision sessions 	<p>£25k</p>	<p>50% of the students on the RM programme in yr 9 are PP, both are making expected progress and are positive for effort. 60% of the students on the RM programme in yr 8 are PP, all are on expected progress 50% of the students on the RM programme in yr 7 are PP, 33% are exceeding expected progress, 66% are on expected progress. Mentoring programme: 57% of year 7 students with mentoring sessions are PP 66% of year 8 students with mentoring sessions are PP 50% of year 9 students with mentoring sessions are PP</p>																												

75% of year 10 students with mentoring sessions are PP
 50% of year 11 students with mentoring sessions are PP
 Sample review January 19

Student/ Year	Summer 18 score	Christmas 18 score	Change
A (10)	-2	-1	+1
B (11)	-1	-1	Same
C (11)	0	1	+1
D (9)	-1	+1	+2

6 PP students are educated elsewhere:

A (DD) £3,820

B (L-MC) £1,875

C (K-L) £4,445

D (AG) £750

E (TM) £8,360

F (TJ) £3,900

These costs range from April until October and total £23,150

£2600 for revision guides for PP students in E, M and S.

Since April, £3,450 has enabled x students to go on the following trips:

Skiing (4) , French (3), Spanish (8), outward bound (14).

This involved 29 different students.