

Pupil premium strategy / self- evaluation (secondary)

Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium – Education Endowment Foundation, 2109

1. Summary information					
School	Deptford Green School				
Academic Year	19-20	Total PP budget	395,465	Date of most recent PP Review	Sep 19
Total number of pupils	936	Number of pupils eligible for PP	423	Date for next internal review of this strategy	Sep 20
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average			-1.01		
Attainment 8 score average			33.24		
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)					
A.	Poor literacy and numeracy				
B.	SEMH				
C.	Engagement in learning				
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)					
D.	Persistent absence				
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)				Success criteria	
A.	Improve literacy			Improve access to the curriculum, literacy and progress	

B.	Improve numeracy	Improve access to the curriculum, numeracy and progress
C.	Reduce persistent absence	% reduction in PA
D.	Ensure high levels of engagement and progress made	% increase in effort and progress % reduction in IE, FTE, PE

5. Planned expenditure

Academic year

2019-20

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Deliver consistently high quality lessons supported through TEEP Programme	<i>Removal of variation in teaching across the school</i>	<i>The SSAT Teacher Effectiveness Enhancement Programme (TEEP) is the leading evidence-based teaching and learning framework and training programme for schools at all phases, enhancing teaching at every level with proven impact on outcomes</i>	<i>AHT on –site working with SSAT offsite; Level 2 practitioners trained to provide in-house support to level 1s</i>	<i>Ian Paish, SLT</i>	<i>Ongoing throughout the year as part of internal and external QA processes. Review of student engagement and progress.</i>
SSAT delivery of additional staff TEEP (support staff and Pastoral Team)	Whole school understanding and shared language of TEEP and strategies	<i>The SSAT Teacher Effectiveness Enhancement Programme (TEEP) is the leading evidence-based teaching and learning framework and training</i>	Head of Inclusion (Level 2) to monitor and support all Inclusion team with TEEP delivery and support	Head of Inclusion, SLT	<i>Ongoing throughout the year as part of internal and external QA processes. Review of student engagement</i>
Deliver consistently high quality lessons supported through TEEP Programme	<i>Removal of variation in teaching across the school and ensure consistently good learning experiences</i>	<i>The SSAT Teacher Effectiveness Enhancement Programme (TEEP) is the leading evidence-based teaching and learning framework and training programme for schools at all phases.</i>	Regular CPD Faculty sessions supported through Level 2 TEEP colleagues. Co planning opportunities. Frequent revisits.	SLT, HoF	<i>Ongoing throughout the year as part of internal and external QA processes. Review of student engagement and progress.</i>
Lead Practitioners employed to improve quality of teaching through bespoke packages of support to identified teachers	<i>Removal of variation in quality of teaching across the school and ensure consistently good learning experiences. Underperforming teachers to receive bespoke packages and support</i>	High quality intervention including IRIS based reflection opportunities support teachers' own professional development and improvements. EEF	Regular CPD, ward rounds and one to one sessions support through Level 2 TEEP Lead Practitioners. Co planning opportunities. Frequent revisits and reflections.	IP	<i>Ongoing throughout the year as part of internal and external QA processes. Review of student engagement and progress.</i>

Lead Practitioners deployed to deliver bespoke packages of support to RQTs	Securing good practice following NQT success. Developing pedagogy, TEEP language and practice.	High quality intervention including IRIS based reflection opportunities support teachers' own professional development and improvements. EEF	Regular CPD, ward rounds and one to one sessions support through Level 2 TEEP Lead Practitioners. Co planning opportunities. Frequent revisits and reflections.	IP	<i>Ongoing throughout the year as part of internal and external QA processes. Review of student engagement and progress.</i>
Pixl membership and attendance at conferences and training	Sharing best practice and being aware of new initiatives to support progress of students	Pixl is a very established, national organisation which drives initiatives to support school improvement and pedagogy; sharing resources and initiatives.	Regular dissemination of ideas and resources. Regularly and appropriate whole school / Year led initiatives.	TA	<i>Ongoing throughout the year as part of internal and external QA processes. Review of student engagement and progress.</i>
Total budgeted cost					£100,000
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Deployment of additional English staff to support intervention groups	Improved progress and outcomes for identified students. Knowledge and understanding.	Identified curriculum areas where review has highlighted misconceptions with a response of short intervention classes – pinpoint learning. Increase in teacher / student ratio.	Identify specific learning/curriculum needs and deliver bespoke teaching	AP/ JBx	<i>Ongoing throughout the year as part of internal and external QA processes. Review of student engagement and progress.</i>
Deployment of additional Maths staff to support intervention groups	Improved progress and outcomes for identified students. Knowledge and understanding.	Identified curriculum areas where review has highlighted misconceptions with a response of short intervention classes – pinpoint learning. Increase in teacher / student ratio.	Identify specific learning/curriculum needs and deliver bespoke teaching	AEB/ JBx	<i>Ongoing throughout the year as part of internal and external QA processes. Review of student engagement and progress.</i>
Year 7 SEN/PP nurture Group	Ensure successful transition from KS2	Response to Year 6 learner reports, identified vulnerabilities and identified needs	Curriculum development and delivery by specialist teacher	NC/RC	Termly review of engagement and successful transition with triangulation of progress data from all other class teachers.

Behaviour Mentor	Identify barriers to learning and develop strategies to overcome them.	Specialist intervention through Inclusion / HoY identification will support and develop learners to develop independence and resilience	Quality assurance, review of impact through effort and engagement data	NC/RC	Ongoing. Student voice in response to delivery. Effort reviews and student progress.
Place2Be	High quality counselling and support will lead to identified students developing resilience and strategies to support their learning.	Place2be is a nationally recognised bastion of good practice re. Supporting student's mental health and well-being; developing student resilience with specific strategies to deploy	Referral rates – from staff and students, inclusion meetings and reporting. Data driven analysis and QA	NC	Termly Place2be review with School Project Manager. 4 weekly review of individual students through Inclusion panels.
Library Provision	High take up of pre and post school day research and learning environment to support students with homework, revision, reading.	A safe, quiet, comfortable environment supports students and enables them to independently study. Revision materials alongside homework and research resources available.	Monitoring of student usage, directing specific students to provision	IP/AP	Ongoing. Student voice in response to delivery. Effort reviews and student progress.
Pastoral Leaders delivering barriers to learning packages	Pixl Edge, Pixl Build Up delivered, monitoring and support ensures improved engagement, resilience with strong organisational skills.	Evidence based learning packages developed from Pixl. Staff training (5 colleagues) to ensure high quality delivery.	Monitoring of student engagement and organisation. Quality Assurance of delivery and student voice.	ES	Student voice in response to delivery. Effort reviews and student progress.
Total budgeted cost					£248,000

iii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Persistent Absence Breakfast Clubs	Decrease in number of persistent absence students	One to one conversations and attention in small groups with a focus on resilience, praise and encouragement	Review of PA attendance data with drill down to individuals	PM	Half termly review of identified students and their attendance.
Redeployment of Pastoral Leaders	A far greater focus on PA and behaviour concerns in order to ensure a rapid response. Reduction in % PA students and an	One to one conversations and attention in small groups with a focus on resilience, praise and encouragement. Positive learner behaviours with strategies to support are in place.	Review of PA attendance data with drill down to individuals. Review of effort league and LORIC	PM	Half termly review of identified students, their attendance, effort and LORIC points.

	increase in LORIC effort data				
Total budgeted cost					£50,000

6. Review of expenditure

Previous Academic Year	2018-19
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i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
To use dedicated tutor periods to allow tutors to work with pupil premium tutees on specific progress gaps				
Secure dedicated time by a				
Maths and English Setting				

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

To use dedicated Attendance officer time, supported by Pastoral Leaders to reduce PA for disadvantaged students.				
Utilise dedicated time by EAL				
Prioritise disadvantaged				
Establishment of specific interventions				

iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Provide school based 1:1 counselling support for students from disadvantaged homes who are experiencing social and emotional barriers to engaging with their education				

7. Additional detail

