

Pupil premium strategy statement: Deptford Green School

This statement details our school's use of pupil 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	888
Proportion (%) of pupil premium eligible pupils	45.05%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	21st December 2024
Date on which it will be reviewed	21 st December 2027
Statement authorised by	Ms Emma Thurston
Pupil premium lead	Ms Mabina Ahmed
Governor / Trustee lead	David Boyd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£382,400
Recovery premium funding	£119,499
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£501,899

Part A: Pupil premium strategy plan

Statement of intent

At Deptford Green, we are committed to ensuring that all our students, regardless of their background or circumstances, have access to a high-quality education that enables them to achieve their full potential. Our Pupil Premium strategy is designed to support disadvantaged students by addressing the barriers they face and providing targeted interventions to enhance their academic, social, and emotional development alongside our commitment to increasing cultural capital opportunities.

We recognise that disadvantaged students often face unique challenges, and we are dedicated to creating an inclusive environment where every student can thrive. Through a combination of evidence-based practices, strong teaching, and tailored support, we aim to:

1. **Raise Attainment:** Ensure that disadvantaged students achieve ambitious academic outcomes that are in line with or exceed national expectations.
2. **Narrow Gaps:** Close the achievement gap between disadvantaged students and their peers.
3. **Promote Wellbeing:** Provide support for mental health, resilience, and confidence-building to enable all students to fully engage with school life.
4. **Foster Aspirations:** Inspire all students to aspire to success in further education, training, and employment.

Our approach is informed by data-driven analysis and best practice guidance, ensuring that every investment in our Pupil Premium strategy has a measurable and meaningful impact. We collaborate with staff, parents, and external partners to create a holistic support system that responds to the needs of our students.

Ultimately, our Pupil Premium strategy is rooted in our belief in our core values underpinned by EXPLORE, DREAM, DISCOVER. By removing barriers and empowering our disadvantaged students, we aim to help them become confident, capable, and passionate members of our school community and beyond.

This statement represents our unwavering commitment to improving the outcomes for all our students, and particularly for those who are disadvantaged. We will regularly review and refine our approach to ensure it remains effective, impactful, and aligned with our core mission of ensuring our students leave us as good citizens with many life choices available and doors opened because of their time with us.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge																																		
1. The attainment gap for disadvantaged students needs to be further reduced with an aim to understand what socioeconomic advantage looks like at Deptford Green, what this looks like in the classroom and how these needs evolve.	<p>In the last two years, Deptford Green students have improved their A8 and P8 scores.</p> <p>In our context, this means although whole school strategies are improving outcomes, and PP students make progress, there is still a gap in overall achievement for disadvantaged students. In 2023/224, our PP students achieved a P8 of -0.39, with our non-PP achieving 0.32.</p> <p>Our work in reintegrating students in school-life post-pandemic has shown a degree of success and we have more to do.</p> <p>With respect to academic outcomes, we will continue to provide PP students with revision resources at KS4. We will ensure we focus on PP students in data analysis, and when we arrange intervention and mentoring opportunities.</p> <p>The data is summarised below:</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">2023/24</th> <th>2022/23</th> </tr> <tr> <th>Deptford Green</th> <th>LA</th> <th>National</th> <th>Deptford Green</th> </tr> </thead> <tbody> <tr> <td>A8</td> <td>44.6</td> <td>45.9</td> <td>45.9</td> <td>43</td> </tr> <tr> <td>PP A8</td> <td>39.4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>P8</td> <td>0.05</td> <td>0.11</td> <td>-0.03</td> <td>-0.19</td> </tr> <tr> <td>PP P8</td> <td>-0.39</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Non-PP P8</td> <td>0.32</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Sources: https://shorturl.at/fdNvG https://shorturl.at/RmEh0 Lewisham MIME report</p>		2023/24			2022/23	Deptford Green	LA	National	Deptford Green	A8	44.6	45.9	45.9	43	PP A8	39.4				P8	0.05	0.11	-0.03	-0.19	PP P8	-0.39				Non-PP P8	0.32			
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2. Student attainment needs to improve, with an emphasis on: a) Maths at GCSE, and narrowing the disadvantage gap	<p>Our students perform well in English, achieving an A8 of 5.05 in 2023/24 compared to 4.08 in Maths. Considering the P8 score for disadvantaged students, the gap is 0.3 in English and 0.31 for Maths.</p> <p>The national figure for English and Maths at grade 4+ was 65%. At Deptford Green, 70.8% of students achieved grade 4+ in English, whilst 56% achieved grade 4+ in Maths. The statistics show a need to address numeracy as a school, and particularly for GCSE maths students.</p>																																		

	<p>We note that 63% of disadvantaged students achieve English at grade 4+, and 49.4% achieve Maths at Grade 4+. There is a clear gap in the achievement of disadvantaged students. It is our priority to address this to narrow the gap.</p> <p>The maths department have had a unique situation in terms of staffing. We intend to facilitate support from the Maths Hub, and invest in CPD based on the EEF guidance report. We also seek to provide capacity in the department by investing in consultant expertise to lead intervention as necessary to improve outcomes.</p>
<p>2.Student attainment needs to improve, with an emphasis on:</p> <p>b) Science at GCSE</p>	<p>We note a similar trend for Science: 45% of students achieve a grade 4+ in Science, with a disadvantage gap of 5%. In general, Science outcomes are lower than Maths and English. To improve our students' destination opportunities, we also seek to address their attainment.</p> <p>We have purchased new online resources to equip the Science team with resources they need for improved planning. We have invested in PIXL and are seeking development opportunities for all team leads so that they can share best practice. We understand that strategies that impact on all, often impact on disadvantaged students too.</p> <p>Additionally, we have subject-specific resources we are targeting at KS4 PP students to overcome the cumulative financial barrier of this for multiple subjects.</p>
<p>2.Student attainment needs to improve, with an emphasis on:</p> <p>c) Literacy at KS3</p>	<p>In our context, we test students for reading age and have found that literacy can be a barrier to achievement. A significant proportion of our students in Year 7 and Year 8 have reading ages below 9. We have reviewed our literacy strategy and have arrived at a bespoke literacy programme for these students that involves alternative reading texts and smaller classes. The aim is for students to be able to decode words, grow their vocabulary, and become fluent in reading.</p> <p>Our students often face the additional barrier of coming from homes where families cannot support literacy. We seek to create a literacy program where this factor is accounted for.</p> <p>We recognise the additional need for rapid intervention for literacy and will consider the best online package for this, specifically focusing on impact.</p> <p>At tutor time, we have introduced Reciprocal Reading as recommended by the EEF. We have invested in suitable texts for our KS3 students, and asked tutors to lead on fluency. Early data shows good engagement, and we seek to measure the impact on literacy. The aim of this strategy is to engage young learners who struggle to read with books, and to enjoy reading.</p>

	<p>Another challenge posed that impacts on literacy is the proportion of EAL students we have in any cohort. We recognise that once learners become proficient in English, they can outperform their monolingual peers and therefore seek to address language needs through supported and rapid intervention. EAL staff in our school provide intensive support to those new to English, and continue to work alongside teaching colleagues to upskill them in EAL practice. Our EAL team act as valuable intermediaries, helping us to establish communication with parents who are often not confident in English. We know that getting these students onboard means that our students are more likely to invest in working harder at school.</p>
<p>2. Student attainment needs to improve by engagement with:</p> <p>d) homework across the school.</p>	<p>Deptford Green has been on a journey when it comes to the conversation around homework. We have involved governors, parents, teachers, and students in this conversation. Post-pandemic, we are aware of the competing demands of family time, and the hesitancy of some parents to commit to more learning. However, the evidence from the EEF's teaching and learning toolkit of +5 months progress provides a basis for our stance.</p> <p>We expect students to complete retrieval or consolidation homework to support the consolidation of learning.</p> <p>We are launching a new policy in January 2025 and aim to be clear in parental communication on all homework matters.</p> <p>We run a homework club at KS3, providing access to the internet and computers for key students. We intend to build resilience and good homework habits at KS3 so that home learning is valued at KS3.</p> <p>A separate homework club is run for students who are SEN as these students benefit from LSA support. Many of our students have overlapping needs and students who require SEN support are often also pupil premium.</p> <p>We aim to monitor the relationship between effort in the classroom, independent learning and attainment to adjust course as needed.</p>
<p>3. The wellbeing, resilience and confidence of our students is a priority taking into account the unique barriers that disadvantaged students face, accounting for family circumstances and</p>	<p>Considering the PP % of our school, nearly half our students our disadvantaged. This means we must actively seek to remove barriers that might impact on the emotional growth of our students.</p> <p>The challenge is to increase attendance and improve the behaviour of Pupil Premium (PP) students. Overall data shows that PP students have an average attendance rate of 92%, which is lower than their non-PP counterparts at 95.5%. When comparing PP to non-PP students, we can</p>

<p>how they impact on learning.</p>	<p>see a significant disparity in both attendance and behaviour, with PP students also experiencing higher rates of suspension (93.33% compared to 16.67%).</p> <p>Behavioural trends show that PP students are more likely to receive reflection/negative points in areas such as completing home learning, producing inadequate work, missing equipment, and uniform concerns, including not bringing a PE kit.</p> <p>These data points highlight the need for targeted interventions such as a homework club, or parental engagement to close the gap for disadvantaged students.</p>
<p>3a) To improve SEMH</p>	<p>Social, Emotional and Mental Health continues to be a leading factor when students cannot cope with being in school. This can be because of complex home lives, or difficulty regulating when in the classroom.</p> <p>We would like to continue the work that has been done to promote SEMH amongst pastoral teams, teachers and students. Referrals are particularly important when young people signal that they are struggling.</p>
<p>3b) Wellbeing services</p>	<p>The school has Place2be support and a counselling team for staff. This is centrally located and the profile of the Place2be counselor has been actively grown. Most students recognise the counsellor by name and we seek to provide support as quickly as possible to students in need. The safeguarding team work closely with the Place2be to stay up to date on changing circumstances, and where we can support a young person's wellbeing need by direction to local authorities.</p>
<p>3c) Pastoral teams</p>	<p>Pastoral teams have been set up to have one non-teaching pastoral lead. The creation of this role within each year group has proven to be a successful strategy in affording capacity to the teaching head of year.</p> <p>Pastoral teams can meet parents where there are attendance, behaviour or academic concerns regularly and flexibly. This has had an impact on the home-school relationship and pastoral leads often have excellent knowledge of student home situations and can act to redirect students effectively.</p>
<p>3d) Pastoral leaders</p>	<p>Pastoral leaders have specific responsibility to analyse data on a regular basis. They understand their role in removing barriers for disadvantaged students.</p> <p>For example, this might be by subsidising the cost of trips, or ensuring that there is a proportional representation of PP students when opportunities arise; they check that disadvantaged students are fairly represented.</p> <p>These pastoral leaders work on celebrating student achievement, success and progress in celebration evenings which are well attended by parents.</p>

	We seek to be a school where community is important and that parents understand the partnership.
4. Aspirations of our students so that they choose to study, train or learn beyond GCSE.	<p>Deptford Green seeks to enrich students by tracking students so that we can grow cultural capital, promote varied enrichment after school, respond to national trends and steer PSHE discourse appropriately and offer drop-down days where students can explore, dream and discover.</p> <p>We have a particularly thriving enrichment programme, and this is testimony to the hard work of our careers lead. This is an appointed role, with responsibility for leading on closing the gap for disadvantaged students.</p>
a)Discovery days	These are an opportunity for Y9 students to explore creative subjects before making pathway choices for GCSE. We insist all students access these days which often involve trips to local catering schools, theatres and museums by removing the cost as part of our curriculum offer for disadvantaged students.
b)Dream days	Two days in the summer term are identified as arts focused days when all students engage in a range of arts-based activities. This includes theatre-based workshops, gallery and museum visits and encounters with high quality arts-based FE and HE institutions. This forms the basis of a basic offer for all students.
c)Arts ambassadors	We intend to establish a group of Arts Ambassadors across KS3, 45% of who should be Pupil Premium. These students will get subsidised access to high-quality arts provision including gallery visits, theatre trips and music tuition
d)PSHE	To deliver workshops that challenge misogyny in boys and men and empower girls and women.
e) Careers guidance	<p>The enrichment and careers programme aims to maximise participation for PP students. We systematically track participation to monitor and ensure all students have been given access to the offer.</p> <p>We work with a variety of external partners to offer an additional layer of activities supporting students' personal development and supporting them to make informed decisions about their next steps and have access to cultural experiences so they can explore, dream and discover.</p> <p>Participation of PP students in Enrichment and Careers activity at Deptford Green is good. Figures for students post-16 who are NEET is in line with national figures. Actual destinations of PP students are in line with their outcomes with increasing numbers of students completing level 3 programmes. All PP students have a yearly encounter with an employer and an FE/HE provider.</p>
f)Enrichment at KS3 & KS4	School Vue is used to track engagement in Careers and Enrichment activity.

	<p>Examples of enrichment At KS3:</p> <ul style="list-style-type: none"> • The Brilliant Club: Y8 able students work with a PhD tutor to explore a topic in university style seminars and write a 1500-word essay for which they receive feedback and a 'degree grade'. They then attend their 'graduation' at a university. • Agreement with Construction Youth Trust and Young Enterprise who can deliver Y7-Y9 careers workshops (including finance and enterprise and linked to STEM curriculum) to whole group cohorts. • Could work with EY so all our Y9 PP students would have had a visit to an employer. • Catalyst Project: St Catz Oxford programme that includes Y8 and Y10 workshops and visit. <p>At KS4:</p> <ul style="list-style-type: none"> • Y10 Envision Programme: 24 PP students can take part in 12 weeks programme of social action, core skills development and employer mentoring. • Construction Youth Trust: Y10 and Y11 students can take part in a Post-16 transition coaching and employability programme, including work experience. • Goldsmiths University is funding 25 Y11 places for Team Up Tuition programme. • Take The Lead: Employability programme with The Old Vic Theatre that includes employer interaction and access to work experience

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. Improved attainment for the combined English and Maths measure.	Better outcomes in English and Maths for disadvantaged students in comparison to their peers. This will be benchmarked by comparison to local schools with similar contexts, and national data so that outcomes remain ambitious.
2. Decrease the attainment gap for non-core subjects, especially Science.	Improved outcomes for disadvantaged students in comparison to their peers for non-core subjects.

	<p>All subjects will use the attainment gap as a headline measure, reviewing successful intervention and implementing support that promotes outcomes for disadvantaged students.</p> <p>A year-on-year progress measure will be considered so that this strategy can be reviewed.</p>
<p>3. Improved wellbeing</p> <p>a) SEMH</p> <p>b) Access to wellbeing</p> <p>c) Pastoral teams</p> <p>d) Pastoral leaders</p>	<p>a) To ensure early identification is in place for SEMH, including self-referrals, and for new students.</p> <p>b) Students are aware of wellbeing services they can access e.g. Place2be, and that new cohorts continue to be informed in this way.</p> <p>c) Pastoral teams work with families to build strong home-school relationships, so that student wellbeing is prioritised.</p> <p>d) Pastoral leaders lead on celebrating student growth, promoting resilience and growing great students.</p>
<p>4. Improved aspirations and a rich programme of enrichment.</p>	<p>Students access more opportunities to help them with their aspirations.</p> <p>Improved aspirations help students to make informed choices about next steps.</p> <p>Informed choices mean that destination data for post-GCSE outcomes is reflective of the school's vision.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £255'550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths consultancy	EEF Teacher CPD: https://tinyurl.com/4beyrzxv	1 & 2
PIXL for CPD support	EEF: https://tinyurl.com/4beyrzxv	1 & 2

Science Kerboodle & Educake Maths: Sparx & Exampro	EPI: https://tinyurl.com/m8mvd sdk Chartered college: https://tinyurl.com/ytca84c8	1 & 2
Maths CPD	EEF: https://tinyurl.com/m8mvd sdk	1 & 2
Retention of lead LSA literacy	https://tinyurl.com/2bc5537s	2
Literacy training for lead LSA		2
Pastoral Lead	EEF: https://tinyurl.com/2a6w9jwr	3
Careers Lead	EEF: https://tinyurl.com/2a6w9jwr	4
EAL department colleagues	Bell Foundation https://tinyurl.com/yck25vzh EEF: Professor Strand https://tinyurl.com/28r9htkv	2

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

Budgeted cost: £33'500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Resources for KS4 PP students in Maths, English & Science	A range of evidence: https://tinyurl.com/6zm8rv6m https://www.educake.co.uk/impact/ https://tinyurl.com/m2em3nka https://tinyurl.com/5n94z8yz	1 & 2
Literacy programme for those with low reading ages	Small group reading EEF: https://tinyurl.com/2nmbz7x6 https://tinyurl.com/mryp3re7 Whole school disciplinary literacy: https://tinyurl.com/54kv5awd	3
Maths intervention from specialist & Tutoring at Goldsmiths	Small group intervention: EEF https://shorturl.at/Gwvjo EEF: tuition https://shorturl.at/Q8eZL	1 & 2

Reciprocal Reading books for all in KS3	EEF: Reciprocal reading https://shorturl.at/DQV2Q Research schools: https://shorturl.at/fHZiQ	2
Get into the Green for PP KS3 & KS4	Improving Behaviour in Schools EEF Behaviour interventions EEF	3
Y7 Trip for PP	Physical activity EEF	3
Dream days funding for PP	Arts participation EEF	4
Discovery day funding for Y9 PP	Arts participation EEF	4
Enrichment for PP students	Physical activity EEF An unequal playing field – Report by SMC: https://shorturl.at/9ky5w	4
Language resource for EAL	Parental engagement EEF	2

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

Budgeted cost: £ 205'849

Activity	Evidence that supports this approach	Challenge number(s) addressed
Place2be	Social and emotional learning EEF	3
Reflection room & staff	Supporting attendance EEF Parental engagement EEF	3
GBB room & staff	1. Build a holistic understanding of pupils and families, and... EEF	3
Breakfast Club	Magic Breakfast - trial EEF	3
Laptops for Computing – one class set. Also to be used for homework club		1 - 4
Free music tuition to all students	Arts participation EEF	3 & 4

Total budgeted cost: £ 501'899

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed.

- The 2023/24 outcomes show that non-PP students were on a P8 score of +0.38 vs a PP P8 score of -0.39. A significant number of PP students this year had SEN - when these were taken out of the equation, the gap closes significantly, with non-SEN PP students getting an average of +0.13 vs non-SEN non-PP students on an average of +0.52. The gap closed slightly this year; 2022/23 results showed that non-PP students were on a Progress 8 score of 0.21 vs PP students who were on an average P8 score of -0.69.
- The 2022-2024 data discussed at the outset, showing year-on-year improvement in A8 and P8, demonstrates that the use of TEEP to impact on quality first teaching has had impact on English outcomes. It is possible that the impact was also positive in Maths and Science. However, this was teamed with inconsistent staffing which most likely had the detrimental impact seen on student outcomes. The gap for disadvantaged students was noticeable, and this is something the new strategy seeks to close.
- The work to improve student literacy in general, and disciplinary literacy is demonstrable in the good English outcomes for the school. This should be reviewed and continued a wider basis to impact on outcomes across the school.
- Information from summative assessment within school for Y11 students shows that students are on track to doing better than last year. The PP gap remains, and has been targeted in every round of intervention, and will continue to be up until the final exam series.
- Information from formative assessment at KS3 shows that reading ages continue to be low for Y7 and Y8 students. However, the reliability of the baseline assessment can be influenced by how the test is administered, and the effectiveness of the intervention can be impacted by how the strategy is presented to students. Student selection via accurate testing, student onboarding and motivation will be a necessary adjustment for reading ages to improve.
- Building a culture of reading remains a winning strategy as early indicators for Reciprocal Reading demonstrate in December 2024. Promoting use of the library, leaning on the librarians' expertise and enthusiasm will be central to the new literacy strategy.
- The Place2Be summer report shows that student mental health continues to be a significant barrier to wellbeing. This has a knock-on effect in regulatory behaviour in the classroom, resilience and attendance to school. The long-term impact of the pandemic has been less resilience in general, and a fracture between the

home-school relationship. We are keen to open up the school as a hub for community events and will actively seek to engage and support parents.

The previous strategy achieved intended outcomes in part. Considering the challenges faced by the school post-pandemic, attendance data is a very good indicator of the progress made towards creating a school where students want to be. This coupled with a behaviour policy that is fair and consistent means that the school remains a safe place to be as evident in student and parent feedback surveys. We work hard to support families and give young people lots of chances. Something new being trialled in 2023 is the Great Bounce Back, which is the schools' in-house alternative provision. The aim of this strategy is to provide students with structured support with an aim to reintegrate students back into school. With a national increase in exclusions, we work hard to get students back on track at Deptford Green. We are acutely aware of the cycle that might be difficult to change once exclusions or referral to AP starts. We insert lots of support for families, and this is a very last resort,

Overall, the aims of the previous strategy were met concerning outcomes, attendance, and wellbeing. The strategy was written as we emerged from the pandemic, and the needs of all students were considered. As the immediacy of the pandemic faded, the need to be more focused in our approach became clear. The dataset for those underachieving became smaller as academic gaps were addressed.

Focusing in on the specific needs of disadvantaged students has formed the central pillar of the next strategy plan. We now seek to proactively seek better for the 45% of our disadvantaged student cohort. This is where we would now like to have an impact.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Drumbeat	External LA provision is designed to intervene with students who are disengaged.

