Pupil Premium Strategy Statement

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Committee	School & Community
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Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Deptford Green
Number of pupils in school	861
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021-24
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Emma Thurston
Pupil premium lead	Jennifer Bax
Governor / Trustee lead	Sid Hughes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£382,400
Recovery premium funding allocation this academic year	£58,758
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	£441,158

Part A: Pupil premium strategy plan

Statement of intent

It is our aim that all students at Deptford Green School make great progress regardless of their background. The key strategy to improve the outcomes of disadvantaged students is quality first teaching and excellent pastoral care through a broad and balanced curriculum. Therefore, our main strategy is simple: to ensure disadvantaged pupils make progress in line with all pupils nationally.

Our imperative is to provide disadvantaged students with access to a rich curriculum and numerous enrichment opportunities which will broaden their horizons and ignite a love of learning, turning them into life-long learners. The Pupil Premium is an additional fund of money that we receive from the government to ensure that all students are given an equal opportunity to make progress and develop the skill and attributes that will support our aspiration for successful and happy adult lives for all our student community.

Challenges

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

Challenge number	Detail of challenge
1. Improved reading comprehension among disadvantaged pupils across KS3.	Assessments, observations, and discussion with KS3 pupils indicate that disadvantaged pupils have lower levels of reading comprehension than peers. In current Year 7 14/156 had a reading age below 6 and 27 below the age of 9 following assessments carried out. There is no KS2 data. In addition, during school closure, not all students engaged with online remote library resources. This impacts their progress in reading. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in reading skills.
2. Improving literacy in all subject areas.	From data collected, the current Year 7 63/156 of the cohort identified as PP. 27/156 identified with reading age below 9. 14/156 with reading age of below 6. During the lockdown periods, subject leaders carried out gap analysis of learning for subjects and it was found that learning was lost. There is a focus on disciplinary literacy to ensure students learn the fundaments of each subject along with complex concepts. In addition, during school closure,

	not all students engaged with online subject remote library resources. This impacts their progress in all subjects.
3. Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	From GL data collected, the current Year 7 63/156 of the cohort identified as PP. 27/156 identified with reading age below 9. 14/156 with reading age of below 6. Students with low reading data have difficulties understanding a text and might begin to fall behind in their learning. They do not easily develop independent decoding skills and are unable to decode text and acquire new vocabulary.
4 Adopting a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. Provide Disadvantaged pupils with high quality fiction and non-fiction texts.	From GL data collected, the current Year 7 63/156 of the cohort identified as PP. 27/156 identified with reading age below 9. 14/156 with reading age of below 6. For identified students, reading for pleasure in not evident. They are unsure about choices made in reading or may not like reading. By developing this skill, they might be able to access the curriculum and progress in their learning. When questioning the students, we found that they did not have access to high quality reading material at home and had not been practising reading skills in lockdown/remote learning phase and so were further behind peers than expected
5.Improved reading comprehension of PP students	From GL data collected, the current Year 7 63/156 of the cohort identified as PP. 27/156 identified with reading age below 9. 14/156 with reading age of below 6. PP can be reluctant readers, have less access to books at home, hence introduction of the Accelerated reader programme/library lessons/ book buzz books – evidence in other schools of huge progress in terms of reading ages. Current challenges would be that there is disparity between the number of PP students and non-PP in lower ability classes, also in terms of progress, they are overall making less – hence quality first teaching embedding those various literacy strands needed.
6.Improved extended writing in PP students	From GL data collected, the current Year 7 63/156 of the cohort identified as PP. 27/156 identified with reading age below 9. 14/156 with reading age of below 6. Current challenges would be that there is disparity between the number of PP students and non-PP in lower ability classes, also in terms of progress, they are overall making less – hence quality first teaching embedding those various literacy strands needed.

7.Improving numeracy and mathematics outcomes	The maths attainment of disadvantaged pupils is lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks. Data from 2021, show PP students performed marginally better than non-PP students at KS3 with 54.4% of students making expected or better progress when compared to 51.9%. PP students have an average effort grade of 3.5 when compared to non-PP with an average effort grade of 3.2 from school data. 50.6% of PP students achieved or exceeded their targets in the 2021 exam.
8.Social, Emotional, Mental Health issues	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about not being with friends, catching up lost learning, exams/prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. From Place2Be Summer Report 2020/21, there has been an increase of 21% of young people engaged in Place2Talk with 37% more sessions facilitated. We saw 46% more young people in one-to-one counselling and facilitated an extra 54% 1:1 session in comparison to last term. Young people have attended 61% more individual Place2Talk sessions than last term, and in groups by an increase of 25%. Place2Be are aware Deptford Green would like to engage a greater proportion of boys in the school's support offerings SPM's have made a point of speaking to boys about the Place2Be service during lunch breaks. This has led to a 22% increase of boys visiting Place2Talk, via self-referral.
9.Improve attainment and IT skills. Improve logical and critical thinking skills	The pace, progress and attainment of disadvantage computing students is lower than their peers. This may be coincided with the fact that pupils lack technological resources at home or no being exposed to purposefully using a computer System outside of the school environment. Assessment, observation, and discussion with KS3 and KS4 pupils indicates that several students from disadvantage background struggles to access online learning during the intermittent closures of schools during the COVID-19 pandemic. In AY2020-21, we loaned out 239 laptops from Christmas to the end of term. 160 students who received a laptop were PP.

	Some applications used in computing lessons was unavailable for access which further created a knowledge gap with students falling behind on age expected learning and progress in computing. Upon assessment and observation of the current year 7, it shows that a large majority of students find it difficult to access basic file and internet functions on a computer system. At least 14% of pupils in KS4 studying Cambridge National IT struggles with basic computer operation and the use of simple application software.
	Many students from disadvantage background finds it difficult to logically and critically breakdown a problem to find programable solutions within computing. In GCSE Computer Science 61% of pupils who are considered Pupil Premium find leaning, critical and computational thinking more difficult than their peers within this group.
10. Gaps caused by Covid-19 pandemic	Gaps caused by Covid-19 pandemic
	Our assessments (including wellbeing survey), observations and discussions with students and families have identified gaps in students' learning with a greater impact on many of our disadvantaged students. This was driven by school closure and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect the attainment of disadvantaged pupils. These findings are backed up by several national studies.
	This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations, especially in English and Mathematics. The wider curriculum, including extracurricular activities, was not available.
	During the pandemic, it was noted that students where their accommodation was not conducive to learning or lack the use of technology fell behind in their attainment.

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
Improved reading comprehension among disadvantaged pupils across KS3.	To ensure quality first teaching for all. Baseline data used with all strategies and to ensure most students are at expected/exceeding standards from their starting points.

| | Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers from their starting points. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. GL test scores show closing gaps.

Use of Accelerated Reader software to track pupil progress, and interventions using this programme, show improved outcomes for pupils identified as below age related standard. |
|---|---|
| 2 Improving literacy in all subject areas. | To ensure quality first teaching for all with use of reading comprehension, vocabulary, and other literacy skills. Staff to explicitly teach disciplinary literacy in subjects. For most students to be at expected/exceeding standards from their starting points. Improving Literacy in Secondary Schools

word-gap.pdf (oup.com.cn) Establish intervention sessions for identified students. |
| 3.Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. | From their starting points to ensure students can effectively use independent decoding and acquire new vocabulary to access learning. This will result in improved outcomes from starting points.

Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF |

4.Adopting a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. Provide Disadvantaged pupils with high quality fiction and non-fiction texts.	From their starting points, students can comprehend texts and address vocabulary gaps. A high engagement with books from Book Buzz showing a positive love of reading. A high increase in books being loaned from Library. Impact seen in students engaging in reading competitions and learning across the school.
5. Improved reading comprehension of PP students.	At KS3: Accelerated reader scores and reading comprehension (GL) tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers individual lesson planning as well as centralised SOW show pedagogical practices are in place that explicitly support students with accessing texts (such as reciprocal reading). Teachers should also have recognised this improvement through engagement in lessons, book scrutiny and in class assessments in arts-based subjects such as English and history.
6. Improved extended writing in PP students	Teachers individual lesson planning as well as centralised SOW show pedagogical practices are in place that explicitly support students with extended writing such as the use of collaborative writing. Teachers should also have recognised this improvement through engagement in lessons, book scrutiny and in class assessments.
7.Improving Numeracy and mathematics outcomes	To ensure identified learning gaps have been closed and learning is consolidated.

	Results pinpoint exactly where students need most support and diagnose the right sequence of content to teach to narrow individual gaps and address misconceptions.
	Students develop confidence and can work at their own pace.
	Students who do not have access to the internet can use the workbooks to complete home learning tasks to deepen their understanding of topics taught in lessons.
	Develop problem solving and reasoning skills to boost progress and attainment.
8.Improving SEMH	To ensure there are effective early identification systems including students' self-referrals and timely support provided.
9. Improve attainment and IT skills. Improve logical and critical thinking skills	Ensure staff are updated in training as required. Support students through provision of laptops and support for parents aiding their child's learning. Pupils proving confidence whilst carrying out searching and file operations. Most disadvantage pupils achieve at least their target grade or above in line with their peers. Students shows a logical process when solving a problem, by thinking about the relevance of data and selecting the right information and tools.
10.Closing Gaps caused by Covid-19	To ensure identified learning gaps have been narrowed and learning is consolidated. Students have a range of wider experiences in and outside the classroom to enhance their well-being as well as learning.

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: £190,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium TLR in English	EEF research - Teaching and Learning Toolkit, 7 Pillars of Literacy, Reading comprehension. Feedback. Reading comprehension strategies.	1,2,3,4,8.
Oracy TLR in English	EEF research – Teaching and Learning Toolkit. Oral language intervention. Feedback.	4,8, 10
Accelerated reader to be used in KS3 fortnightly library lessons.	Over years of using this programme has encouraged students to read and engage with books. They can monitor their progress through quizzes in addition to teacher	5,6,8.10.
Purchase of GL tests	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	5,6,8,10.
Bespoke CPD for individual teachers and where relevant for faculties/subjects for reading and writing strategies	Broadening teachers' repertoire of strategies and supporting them with the delivery of this to their classes, so that students can be more independent and aware of their own learning (metacognition)	5,6,10.
Pupil Premium TLR in Maths	Use of EEF - Teaching and Learning Toolkit Mastery Learning. Feedback.	7
Pupil Premium visits in Geography	Use of EEF – Teaching and Learning Toolkit. Collaborative learning approaches. Metacognition and self-regulation. Feedback.	10
Pupil Premium Jamie Oliver Project	Use of EEF – Teaching and Learning Toolkit. Collaborative learning approaches. Metacognition and self-regulation. Feedback.	10

Additional Teaching availability in KS3 core subjects	Use of EEF – Teaching and Learning Toolkit. Literacy, Collaborative learning approaches. Metacognition and self-regulation. Feeback	1,2,3,4,7 10.
Professional development and instructional coaching focussed on each teacher's subject area.	Use of EEF – Teaching and Learning Toolkit. Literacy, Collaborative learning approaches. Metacognition and self-regulation. Feeback	1, 2, 3,4,7.10.
Purchase of Robots which students will program to carry out specific real-life tasks.	According to the International Journal of STEM Education, the teaching of robotics fosters computational thinking and problem solving. https://stemeducationjournal.springeropen.com/articles/10.1186/s40594-020-00238-zng o	9,10.
Adapting a blended and own pace learning approach using teams in and out of school. Teams will be populated with extended activity where the teacher will direct pupils to pre- and post-learning resources and tasks.	According to a small pilot research carried out by Turkish Online Journal of Educational Technology it is beneficial for students to be able to access both traditional and online learning facilities. https://eric.ed.gov/?id=EJ1018177	9,10

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme (top-up)	EEF – Teaching and Learning Toolkit.	1, 2, 3,4,5.10
Goldsmith mentoring	EEF – Teaching and Learning Toolkit. Mentoring along with Metacognition and self- regulation	1,2,3,4,5.

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

Budgeted cost: £234,158

Activity	Evidence that supports this approach	Challenge number(s) addressed
Place 2 Be	Impact reports from Place2Be. Attendance, Behaviour figures. Reports from Young Minds.	8
Review access to technology	Impact –targeted students submitting work. Work for students who are ill or self-isolating. Engagement levels have increased.	9, 10.
Extra curriculum programme	EEF – Toolkit – Arts participation – music, drama, creative and artistic. Low cost and moderate outcomes.	8,10.
Breakfast clubs	Attendance and Behaviour data for targeted students. DfE reports.	8,10.
Kings Reach	Parental engagement with hard-to-reach families.1:1 support.	8,10
Pastoral assistants	EEF Toolkit – Behaviour intervention. Social and emotional learning	7
Reflection Room	EEF Toolkit – Behaviour intervention. Social and emotional learning.	7

Total budgeted cost: £441,158

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 2020 to 2021 academic year.

From last year's plan, the school can show impact of activities although adaptations were made in cases. TEEP support for staff was adapted for online learning and to develop greater independence of learners. Staff shared best practice in use of TEAMs in supporting students learning and providing additional learning on Assignments.

Two tutors, one teaching English and other Maths and Science, were employed using the National Tutoring Programme to support identified students. They worked closely with class teacher to provide a stemless programme and enable students to provide work for centre assessed grades.

The work of pastoral assistants and leaders enable school attendance (95%) to be higher than national average (65%) and remains high. The services of Place2Be have been invaluable in supporting student well-being. There has been an increase in the service particularly with boys self-referring. The team is supporting this by being much more visible around the school and training Student Mental Health Ambassadors.

Literacy and numeracy staff identified gaps in students learning and adapted work to ensure core skills were revisited and embedded. The library along with Literacy Lead made online books available with LORIC reading point being awarded for students reading and gaining rewards.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the National previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Parental Engagement for targeted students	Kings Reach. A local provider who worked with 13 families and had high impact. They have been asked again to work with identified families.

Autism support	Drumbeat – LA provision. It has enabled students to manage next steps in school or new setting.
Lewisham College	Vocational courses for identified students.
National Tutoring programme	Supporting identified students across school with English and Maths intervention.

Further information (optional)

Our pupil premium strategy is to provide quality first teaching and well-being services for all students, so they received their entitlement to learning and emotional support. For those, who need further support, range of interventions are in place for well-being and learning. To enable students to have a wider access to opportunities, an extensive extra curriculum programme is in place along with comprehensive CIEAG programme to provide experiences which may not have been considered.