

Pupil Premium Grant (PPG) for disadvantaged students

September 2018

Introduction

At Durrington High School we are dedicated to supporting every child to “go beyond their best”. Regardless of their starting point we endeavour to fully support each individual student. As a school we are committed to ensuring that students leave us in Year 11 as academically successful, well-rounded individuals.

Durrington High School is a large comprehensive secondary academy situated in Worthing, West Sussex on the south coast of England. As of September 2018, we have 1634 students on roll, of whom 348 (21%) are identified as being disadvantaged students.

These students are considered disadvantaged as a result of them either:

- Currently being in receipt of free school meals (FSM)
- At some point in the last 6 years, being in receipt of free school meals (Ever 6 funding)
- Currently living in care: children looked after (CLA) or they have been previously looked after/adopted (pupil premium plus funding)
- Being the child of a person(s) employed in the armed forces (service pupil premium)

What is the PPG?

The PPG is a fund paid directly to Durrington High School by the DFE with the purpose of:

- Raising the attainment of disadvantaged students and closing the attainment gap with their peers
- Supporting children and young people with parents in the regular armed forces

Key information for Durrington High School

Pupil Premium Lead	Samuel Down	Date of last review	September 2018
Pupil Premium Link Governor	Joanne Lee	Date of next review	February 2019

	2017/2018	2018/2019
Total Pupil Premium Allocation	£304,000	£300,000*

**there are often in-year variations in terms of funding due to both students leaving/joining during the school year and various CLA PEP arrangements.*

School context

Profile by year group

Year Group / cohort size	No. of PP (% of year group)	No. of FSM	No. of CLA
Year 7 / 328	87 (27%)	31	2
Year 8 / 334	66 (20%)	31	2
Year 9 / 330	71 (22%)	24	0
Year 10 / 323	76 (24%)	35	2
Year 11 / 329	60 (18%)	22	3

Approximately 21% of the student cohort at Durrington High School are disadvantaged students.

Profile by starting point and gender

Year Group / cohort size	No. of H starting point PP		No. of M starting point PP		No. of L starting point PP	
	Male	Female	Male	Female	Male	Female
Year 7 / 328	10	14	21	26	7	6
Year 8 / 334	8	9	12	13	8	14
Year 9 / 330	12	10	13	21	4	11
Year 10 / 323	17	9	20	14	8	6
Year 11 / 329	5	7	21	15	5	7

- A larger proportion of the disadvantaged student are both middle and higher starting point students
- Our approach is to challenge all students with a focus on extending our high starting point disadvantaged students.

Evidence of closing the gap between disadvantaged students and their peers

Attainment of disadvantaged students

	Number of disadvantaged students in Year 11	Basics (gap to national average)	English A*-C (gap to national average)	Maths A*-C (gap to national average)
2014	75	38% (not available)	70% (+8%)	65% (+3%)
2015	71	44% (-12%)	63% (-2%)	51%(-12%)
2016	62	56% (-6%)	71% (+11%)	59%(-2%)
<i>Measure changed to 9-4 rather than A*- C for 2017 onwards</i>				
2017	71	48%	55%	58%
2018	61	49.2%	57.4%	62.3%

Focus group: "H" ability disadvantaged subgroup

High starting point PP Students getting multiple top grades

	1+ A*/A grade	3+ A*/A grades	5+ A*/A grades
2015 (12 students)	67%	42%	33%
2016 (12 students)	58%	42%	33%
<i>Measure changed to 7+ rather than A*- A for 2017 onwards</i>			
2017 (25 students)	72%	60%	48%
2018 (20 students)	65%	55%	25%

Note: 2017 onwards measure is based on grade 7+

Specific successes: English and Maths 2018 GCSE

English

- Almost 10% of the disadvantaged cohort achieved a grade 7+ in English Literature with 5% achieving a 7+ in English Language.
- 55% of disadvantaged students achieved a pass in English Literature, with 43% of disadvantaged students achieved a pass in English Language.

Mathematics

- 62.3% of the disadvantaged cohort achieved a grade 4 – 9 in Mathematics, with 40.3% achieving a grade 5 or above (this is a gap of only 1% compared to national result for all students).
- 15% of the disadvantaged cohort achieved a 7 or above in Mathematics (this is a gap of 0.7% compared to national result for all students).
- 100% of the disadvantaged cohort achieved a 7+ in Further Mathematics.

Other notable successes in 2018 GCSE results for disadvantaged students

Core

- Within Science, 41.5% of disadvantaged students achieved a 5 or above, this is 8% above the national average for all students, with almost 25% achieving a 7 or above.
- 33% of disadvantaged students studying Triple Science achieved a 7 or above in Chemistry and Biology.
- 90% of disadvantaged students achieved a 4+ in Physics with almost 80% achieving a 4 or above in Chemistry and Biology.

Foundation

- In Spanish a higher percentage of disadvantaged students (82%) achieved an A*-C compared to non-disadvantaged students (74%). This is also 11% higher than the national subject result.
- 24% of the disadvantaged students taking Geography GCSE achieved a 7 or more, which is in line with the national result for all students.
- Within Business Studies 15.4% of disadvantaged students achieved a 7 or above, which is less than a 2% gap to the national average for all students.
- 18.8% of disadvantaged students that took PE GCSE secured a 7 or above, this is only 1% below the national result for all students.

Arts

- Within GCSE Art 100% of disadvantaged students secured a 4 or above and almost 70% 5 or above with. This is 10% above the national result for all students.
- Textiles had 100% of disadvantaged students achieve a 5 or above, over 40% above national average for all students.
- In Drama 85% of the disadvantaged students achieved an A*-C, 11% above the national subject result.

All these figures combined with a range of wider school successes with disadvantaged students continue to demonstrate the sustained and rapid progress we continue to make. They are the results of our relentless drive to ensure that the background, starting point and previous experience will not negatively influence the progress and/or attainment of PP students.

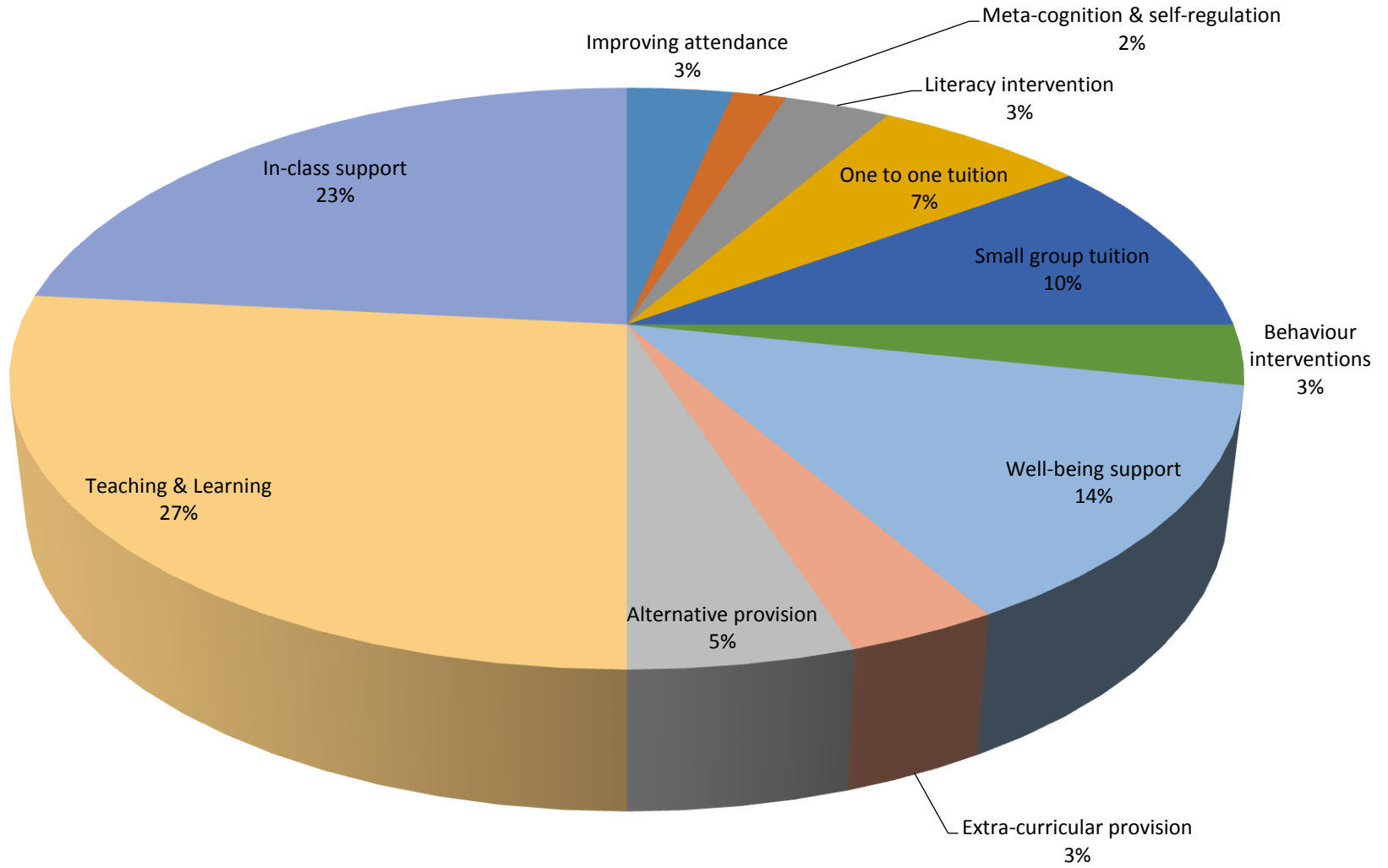
PPG Evaluation of Impact and spending summary 2017/18

EEF Toolkit Strategy	Average Impact	Our Actions	Key Stage(s)	Selected examples of the impact of the strategies
Improving Attendance - Texting students	Reduction in absenteeism	<ul style="list-style-type: none"> Year 11 disadvantaged students' text regular attendance updates. Language of text messages was 'nudge theory' based e.g.: <i>"Every day you attend school, means an extra 5 hours of learning in lessons as well as useful revision session! Make sure you are in school as much as possible - we don't want you to miss out."</i> 	4	<ul style="list-style-type: none"> 19/24 students (79%) showed an improvement in their attendance, this is 29% above the year group average which was just 50%. The average improvement per student within the group was +4.6% compared to a drop of -0.9% across the other students. The overall average for the group improved from 86.2% to 90.8% compared to the overall year group's average dropping in the same time frame from 95.7 to 94.8%.
Meta-Cognition & Self-regulation	On average +8 months progress	<p>Meta-cognition training for whole staff body and parents/carers.</p> <ul style="list-style-type: none"> Run workshop sessions for parents and students boosting confidence through teach memory strategies Run a series of 6 session small group sessions with defined groups of Pupil Premium students. Spend individual time with staff training them in memory techniques, revision skills and 	4	<p>Qualitative</p> <ul style="list-style-type: none"> Clear increase in confidence with those students worked with. Consistent approach from teaching staff in support the development of meta cognition and self-regulation in the classroom

		processes to then apply in their subjects.		
Reading Comprehension Strategies	On average + 5 Months progress	<p>Leadership post - Literature and Literacy leader and part-payment of student support assistant salaries to:</p> <ul style="list-style-type: none"> Identify and work intensively with learners who were unable to read/access the curriculum due to very weak reading skills using 1-1 support in class and support out of the classroom. Coordinate a whole school Drop Everything And Read engagement in reading approach. Use of LUCID reading age indicator for disadvantaged student to inform staff of need of students. 	3 & 4	<p>Qualitative</p> <ul style="list-style-type: none"> Increased student confidence noticed due to developed word-attack skills allowed learners to better engage in the curriculum. <p>Quantitative</p> <ul style="list-style-type: none"> Best ever whole school GCSE results (attainment and progress).
One to one tuition	On average +5 months progress	<ul style="list-style-type: none"> CLA academic tutoring. This provided personalised 1:1 support for students where progress was a concern. 	3 & 4	<p>Quantitative</p> <ul style="list-style-type: none"> 5/7 Year 11 CLA students had an attendance of >95% for the year supporting their engagement and achievement further.
Small Group Tuition	+ 4 months	<ul style="list-style-type: none"> Offsite small group maths extraction for between 1-2.5 hour sessions over 8 weeks. Three separate groups with tailored intervention packages delivered by senior leaders. 	4	<p>Qualitative</p> <ul style="list-style-type: none"> Significant increase in confidence with nearly all students actively engaging in groups regularly, arriving early to pick up point.
Behaviour	On average + 4	Employment of Behaviour Specialist	3 & 4	Quantitative

Interventions	Months progress	Teaching Assistants to attend lessons as necessary and deal with negative behaviour of specific students. A range of bespoke support sessions are available to students referred by company teams.		4 Year 11 students with multiple and complex needs and at high risk of permanent exclusion were provided for through alternative on-site provision. ALL achieved 5 GCSE grades or equivalent and have progressed on to college.
Social and Emotional Learning	On average + 4 months progress	Wellbeing provision including the proportional payment of the salaries of specialist support staff who have key foci <i>Counsellor</i> – removing barriers to progress, emotional well-being and engagement support <i>Pastoral managers</i> – emotional well-being support of students to support them in better accessing and engaging in school. <i>Deputy / Assistant head teacher</i> – to lead/coordinate targeted support strategy for disadvantaged students. <i>Educational Psychologist</i> – Specific commission of training on attachment so we can better support a number of complex PP students in school.	3 & 4	Qualitative <ul style="list-style-type: none"> Numerous examples of students in both key stages overcoming personal barriers and self-reporting improvements in confidence. Staff and parental comments of improved engagement in learning, effort and self-esteem as well. Case studies of how personalised intervention of the student and support of the family have improved engagement in learning/removed clear barriers that were present pre-intervention. In a number of specific cases diagnosis and/or onward referral meant significant barriers to learning were addressed within weeks (either through medical intervention or on-going emotional support)

Spending summary for 2017-2018



Case study of an effective low cost-high impact attendance intervention
strategy: Nudge texting students

An effective intervention which was implemented for targeted Year 11 disadvantaged students aimed at supporting an improved attendance. Students were text updates of their attendance when it fell below our expectation of 96%.

Before the trials started the 24 students had an attendance below 90%, classing them as persistent absentees.

The type of language of text messages was 'nudge theory' based, which has been proven in other areas to positively impact attendance. An example of the type of text sent to students is below:

“Every day you attend school, means an extra 5 hours of learning in lessons as well as useful revision session! Make sure you are in school as much as possible - we don't want you to miss out.”

Following the texts being sent the following was recorded:

- 19/24 students (**79%**) showed an improvement in their attendance, this is **29%** above the year group average which was just **50%**.
- The average improvement per student within the group was **+4.6%** compared to a drop of **-0.9%** across the other students.
- The overall average for the group improved from **86.2% to 90.8%** compared to the overall year group's average dropping in the same time frame from **95.7 to 94.8%**.
- The improved attendance positively impacted students' outcomes as they were in class more learning in preparation for their GCSE exams.
- Students were also more engaged to attend revision sessions, which further supported their studies.

Spending plan 2018/9 to further support disadvantaged students/diminish differences in progress/attainment and other key measures

Our approach this year will be centred around a refined model based on the most successful qualitative and quantitative interventions i.e. those that work best with our students in our context based on 2017/8.

Durrington's guiding principles for intervention and support work are:

- Data driven (knowing where there are gaps/issues/barriers to learning for groups and individual disadvantaged students).
- High impact – having a clear focus of what we want the end point of the intervention to be and the steps to successfully get there.
- Carefully evaluated – ensuring we have both a baseline/starting point and in the most effective way are able to demonstrate the difference that has been made through the intervention work.

Provisional funding map 2018/9

Overall

Total funds: £ 300 000

Provisional budget spending/breakdown for the year:

a) Projected spending on staffing: **£ TBC End of Sept 2018**

b) Deployable pot relating to new/specific initiatives: **£ TBC End of Sept 2018**
