

# Pupil Premium Grant (PPG) for disadvantaged students

## September 2020

### 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 2020, we have 1622 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

<b>Pupil Premium Lead</b>	Stephanie Temple	<b>Date of last review</b>	September 2020
<b>Pupil Premium Link Governor</b>	Brian Marsh	<b>Date of next review</b>	February 2021

	<b>2019/2020</b>	<b>2020/2021</b>
<b>Total Pupil Premium Allocation</b>	£302,000	£311,000*

*\*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 updated Nov 2020

### Profile by year group

Year Group / cohort size	No. of PP (% of year group)	No. of FSM	No. of CLA
Year 7 / 328	77 (23%)	47	4
Year 8 / 327	73 (22%)	52	4
Year 9 / 323	82 (25%)	53	3
Year 10 / 321	63 (20%)	43	2
Year 11 / 323	53 (16%)	34	1

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: 77 / 328						
Year 8: 73/ 327	13	11	12	18	8	7
Year 9: 82/ 323	9	17	22	20	9	4
Year 10: 63/ 321	8	7	13	12	8	10
Year 11: 53 / 323	7	8	11	11	3	10

- 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)
<b>2014</b>	75	38% (not available)	70% (+8%)	65% (+3%)
<b>2015</b>	71	44% (-12%)	63% (-2%)	51%(-12%)
<b>2016</b>	62	56% (-6%)	71% (+11%)	59%(-2%)
<i>Measure changed to 9-4 rather than A*- C for 2017 onwards</i>				
<b>2017</b>	71	48%	55%	58%
<b>2018</b>	62	49%	43%	62%
<b>2019</b>	60	41.7%	48%	51%
<b>2020</b>	67	65.7%	69%	71%

### 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
<b>2015 (12 students)</b>	67%	42%	33%
<b>2016 (12 students)</b>	58%	42%	33%
<i>Measure changed to 7+ rather than A*- A for 2017 onwards</i>			
<b>2017 (25 students)</b>	72%	60%	48%
<b>2018 (20 students)</b>	65%	55%	25%
<b>2019 (12 students)</b>	83%	66%	66%

Note: 2017 onwards measure is based on grade 7+

Following from 2019, in 2020 the main focus group was our M starting point disadvantaged students.

<i>Measure changed to 5+ rather than A* - A for 2017 onwards</i>			
Date	1 5+	3 5+	5 5+
<b>2019 (37 students)</b>	51%	32%	22%
<b>2020 (24 students)</b>	100%	71%	71%

## Specific successes: English and Maths 2020 GCSE

### English

- 56 % of the disadvantaged cohort achieved a grade 5+ in English Literature with 13% achieving a 7+ in English Literature.

### Mathematics

- 69% of the disadvantaged cohort achieved a grade 4 – 9 in Mathematics, with 45% achieving a grade 5 or above (this is a gap of only 5% compared to national result for all students).
- 9% of the disadvantaged cohort achieved a 7 or above in Mathematics

## Other notable successes in 2018 GCSE results for disadvantaged students

### Science

- Within Science, 46% of disadvantaged students achieved a 5 or above, this is 11% above the national average for all students, with almost 13% achieving a 7 or above.
- 25% of disadvantaged students studying Triple Science achieved a 7 or above in Chemistry Biology and physics.

### Humanities

- 60% of the disadvantaged students taking Geography GCSE achieved a 5 or more, which is 7% higher than the national result for all students.
- 12% of the disadvantaged students taking history achieved a grade 7 or more.

## **Arts**

- Within GCSE Art, textiles and graphics 100% of disadvantaged students secured a 5 or above. and almost 70% 5 or above with. This is 40% above the national result for all students.
- In Drama 73% of the disadvantaged students achieved a grade 5, 13% 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 2019/20

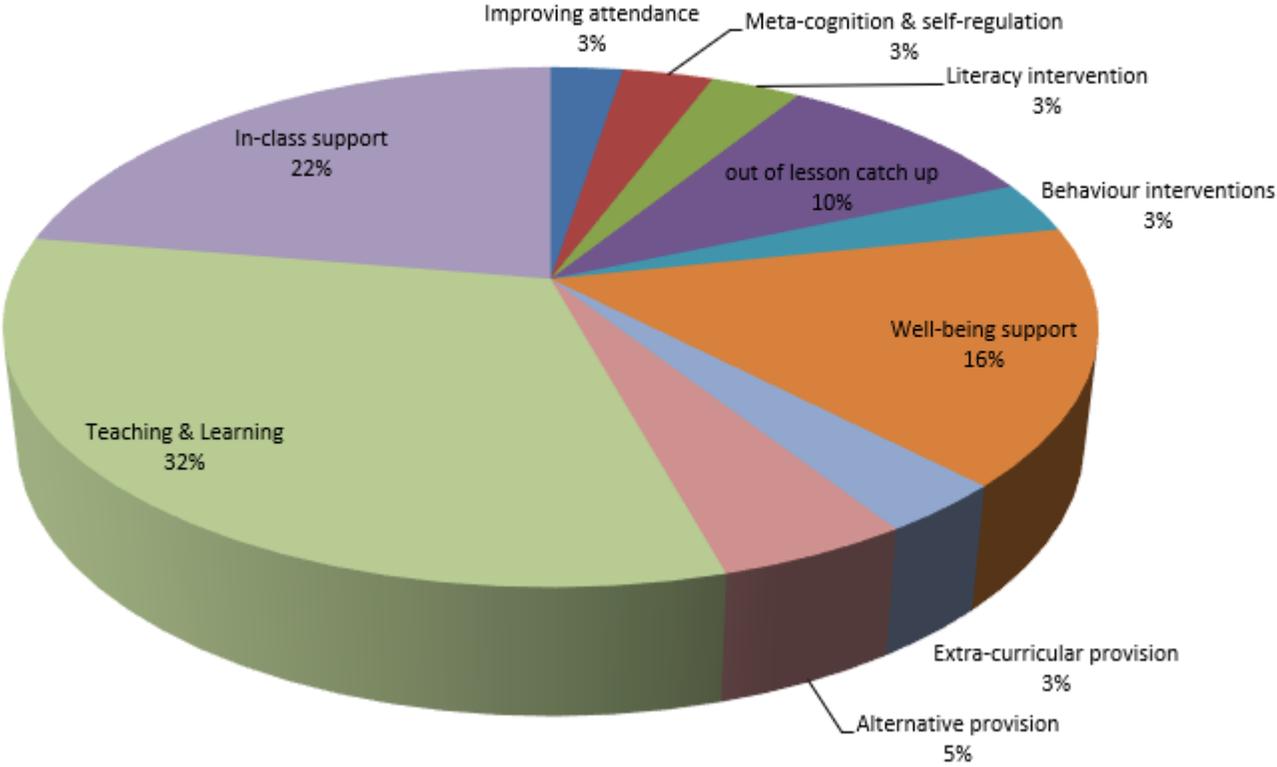
EEF Toolkit Strategy	Average Impact	Our Actions	Key Stage(s)	Selected examples of the impact of the strategies
Improving Attendance - Texting students	Reduction in absenteeism	<ul style="list-style-type: none"> <li>• Year 11 disadvantaged students' text regular attendance updates.</li> <li>• Language 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></li> </ul>	4	<ul style="list-style-type: none"> <li>• (67) The overall average for the group improved from <b>87.1% to 91.8% in 3 months</b></li> </ul>
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"> <li>• Run workshop sessions for parents and students boosting confidence through teach memory strategies</li> <li>• Run a series of 6 session small group sessions with defined groups of Pupil Premium students.</li> <li>• Spend individual time with staff training them in memory techniques, revision skills and processes to then apply in their subjects.</li> <li>• KS4 DEAR time spent teaching students how best to revise.</li> </ul>	4	<p><b>Qualitative</b></p> <ul style="list-style-type: none"> <li>• Clear increase in confidence with those students worked with.</li> <li>• Consistent approach from teaching staff in support the development of meta cognition and self-regulation in the classroom</li> </ul>

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"> <li>• Whole school approach to literacy throughout staff CPD and departmental SPDS. Explicit vocabulary instruction and disciplinary literacy.</li> <li>• 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.</li> <li>• KS3 DEAR used for 30 mins twice a week to teach explicit vocabulary instruction too.</li> </ul>	3 & 4	<p><b>Qualitative</b></p> <ul style="list-style-type: none"> <li>• Increased student confidence noticed due to developed word-attack skills allowed learners to better engage in the curriculum.</li> </ul> <p><b>Quantitative</b></p> <ul style="list-style-type: none"> <li>• Best ever whole school GCSE results (attainment and progress).</li> </ul>
Master classes	+ 4 Months  (if small group tutoring)	<ul style="list-style-type: none"> <li>• Run every day and morning for students. PP students are encouraged to attend and regular checking of their attendance made.</li> </ul>	4	<p><b>Qualitative</b></p> <ul style="list-style-type: none"> <li>• Significant increase in confidence with nearly all students actively engaging in groups regularly, arriving early to pick up point.</li> </ul>
Behaviour Interventions	On average + 4 Months progress	Employment of Behaviour Specialist Teaching Assistants to attend lessons as necessary and deal with negative behaviour of specific students.	3 & 4	<p><b>Quantitative</b></p> <p>4 Year 11 students with multiple and complex needs and at high risk of permanent exclusion were provided for through alternative</p>

		A range of bespoke support sessions are available to students referred by company teams.		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	<b>Qualitative</b> <ul style="list-style-type: none"> <li>Numerous examples of students in both key stages overcoming personal barriers and self-reporting improvements in confidence.</li> <li>Staff and parental comments of improved engagement in learning, effort and self-esteem as well.</li> <li>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.</li> <li>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)</li> </ul>
Lock down support		<ul style="list-style-type: none"> <li>Laptops provided to any families without.</li> <li>Regular communication with home</li> </ul>		<ul style="list-style-type: none"> <li>Allowed for greater engagement during lock down</li> </ul>

		<ul style="list-style-type: none"><li>• All departments tweaking curriculum to block the 'COVID gap'</li></ul>		
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### Financial summary of spending for 2019-2020



**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 2020/21 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 2019/20.

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 2020/21

#### **Overall**

**Total funds:** £ 311 000

#### **Provisional budget spending/breakdown for the year:**

- a) Projected spending on staffing: **£ TBC End of Sept 2021**
- b) Deployable pot relating to new/specific initiatives: **£ TBC End of Sept 2021**
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