Pupil Premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	The De Montfort School
Number of pupils in school	756 (*plus 107 in Sixth Form*)
Proportion (%) of pupil premium eligible pupils	28.4% (Years 6-11)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/22 to 2023/24
Date this statement was published	Sept 2021 / Sept 2022 / Sept 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Ruth Allen, Headteacher
Pupil premium lead	Stuart Weston, Deputy Headteacher
Governor / Trustee lead	Nicole Higginson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£217,530
Recovery premium funding allocation this academic year	£55,000
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	£272,530

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to use the pupil premium funding to help us improve and sustain higher attainment for disadvantaged students at TDMS that is comparable with that of non-disadvantaged students nationally. Our approach will not make assumptions about the impact of disadvantage. Instead our three-year strategy will focus on what reliable research states has the biggest impact on student outcomes, as well as the key challenges that are preventing our students from higher attainment.

Our three-year strategy focusses on the following key areas:

- High quality curriculum and teaching;
- Literacy and numeracy.
- Attendance; and
- Wellbeing and behaviour.

At TDMS, we will adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and have the highest expectations of what all students can achieve.

Students from low-income backgrounds do not learn differently. They need classrooms where behaviour, teaching and the curriculum are excellent. All students will be able to access powerful knowledge through our broad and balanced curriculum, irrespective of their background. No student's learning will be capped due to challenges to learning they might face, such as a reading age below their chronological age or a vocabulary deficit.

We are focused on ensuring that all students and in particular our disadvantaged students have excellent rates of attendance. Students need to be both in school and in their lessons, in order to access the high-quality provision on offer and increase their chances of success. Our pastoral care will focus on the removal of challenges outside the classroom ensuring that students have access to the necessary social and emotional (wellbeing) support required, as well as ensuring that they are equipped and can continue their learning outside of the classroom.

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge (Data updated September 2023)</th></tr>
<tr><td>1</td><td>Literacy skills (average reading ages) are lower for our disadvantaged students. The following table, July 2023 illustrates that as the students move through the school, there is an increasing difference between their reading and chronological age, thus impacting on the progress of disadvantaged students across all subjects.
<table>
<tr><th>Year</th><th>PP Reading age</th><th>Non-PP Reading age</th><th>Chronological age</th></tr>
<tr><td>6</td><td>9.11</td><td>10.09</td><td>10-11</td></tr>
<tr><td>7</td><td>11.02</td><td>12.00</td><td>11-12</td></tr>
<tr><td>8</td><td>11.09</td><td>12.00</td><td>12-13</td></tr>
<tr><td>9</td><td>11.08</td><td>12.09</td><td>13-14</td></tr>
<tr><td>10</td><td>12.11</td><td>13.04</td><td>14-15</td></tr>
<tr><td>11</td><td>13.07</td><td>13.11</td><td>15-16</td></tr>
</table></td></tr>
<tr><td>2</td><td>KS2 Performance A gap remains between the attainment of disadvantaged students at KS2 compared to their non disadvantaged peers. The table below summarises the KS2 results for 2022 and 2023. The largest gap is seen in writing and maths.</td></tr>
</table>

	<table><tr><th></th><th colspan="2">2022</th><th colspan="2">2023</th></tr><tr><th></th><th>PP</th><th>Non-PP</th><th>PP</th><th>Non-PP</th></tr><tr><td>Reading</td><td>55%</td><td>82%</td><td>63%</td><td>66%</td></tr><tr><td>Writing</td><td>57%</td><td>84%</td><td>37%</td><td>70%</td></tr><tr><td>Maths</td><td>40%</td><td>85%</td><td>59%</td><td>85%</td></tr><tr><td>Combined</td><td>34%</td><td>79%</td><td>33%</td><td>55%</td></tr></table>
3	**GCSE English & Maths performance at KS4** In 2023 the 40% of disadvantaged students achieved a grade 4 or above in English and maths, compared to 66.4% for non-disadvantaged students. Maths performance shows that there is a difference between the attainment of disadvantaged students compared to their non-disadvantaged peers. In 2023, the attainment 8 score for disadvantaged students was 6.88, compared to 8.48 for non-disadvantaged students. The progress 8 score was 0.29, compared to 0.53 for non-disadvantaged students. English shows the same pattern. In 2023, the attainment 8 score for disadvantaged students was 7.60, compared to 9.61 for non-disadvantaged students. The progress 8 score was -0.05, compared to 0.59 for non-disadvantaged students.
4	**Attendance** Analysis for the last 3 years shows that that there is a greater level of absence in disadvantaged students, compared to the non-disadvantaged. This is also the case with the number of students who are classified as 'persistently absent'. Our assessments indicate that absenteeism is negatively impacting disadvantaged students' progress. This reduces their school hours and is a contributing factor to their underachievement.
5	**Detentions** Disadvantaged students receive more detentions than non-disadvantaged students. They also receive a greater number of FTE. Behaviour data for the academic year 2022-23 shows that the average number of negative behaviour points for disadvantaged students was 66.5, nearly double the average of 33.5 for non-disadvantaged students.
6	**Wellbeing (social & emotional)** Our assessments, observations and discussions with students and families have identified social and emotional challenges for many students but more so for our disadvantaged students. These consist of anxiety, depression (diagnosed by medical professionals) and low self-esteem/confidence. This is particularly apparent since the pandemic.

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
Improve the reading ages of all students and in particular our disadvantaged students.	By 2023/24 the reading ages of all students and in particular disadvantaged students show that their reading age is in line or better than that of their chronological age.
Improve the attainment of all students and in particular our disadvantaged students in reading, writing and maths by the end of KS2.	By 2023/24, assessments at the end of KS2 demonstrate that all students and in particular disadvantaged students are assessed as meeting or exceeding the expected standard in reading, writing and maths.
Improve overall attainment and progress of all students and in particular our disadvantaged students in maths and English at GCSE.	By the end of our current plan in 2023/24: ▪ KS4 outcomes show that the A8 figure for disadvantaged students in English and maths is 10 or above. ▪ The number of disadvantaged students achieving 9-4 in both English and maths is above 65% (23.5% in 2019).

	▪ The number of disadvantaged students achieving 9-5 in both English and maths is above 50% (8.8% in 2019).
Higher attendance for all our disadvantaged students.	By 2023/24: ▪ the overall absence rate for all students being no more than 3%, with no significant attendance gap between disadvantaged pupils and their non-disadvantaged peers. ▪ The percentage of all students who are persistently absent being below 10% and the figure among disadvantaged students being no more than 5% lower than their peers.
Improve the behaviour of all students and in particular our disadvantaged students in order to ensure full access to the curriculum.	By 2023/24 behaviour data demonstrates: ▪ No difference in the average number of detentions issued to disadvantaged students, compared to their non-disadvantaged peers ▪ The FTE rate reduced to less than 5% for disadvantaged students (national figure in 2019 13.76%)
Provide targeted pastoral support to remove identified challenges and support the social / emotional development of all students and in particular our disadvantaged students.	By 2023/24 improved wellbeing of all students and in particular disadvantaged students demonstrated by: ▪ Improved attendance and behaviour data ▪ Improved outcomes at KS2, 3 and 4 ▪ Qualitative data from student voice, student and parent surveys and teacher observations ▪ Increased participation in enrichment activities

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: £54,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Literacy: ▪ Ensure that all staff are explicit teaching the tier 2 and 3 vocabulary in all lessons ▪ Ensure that all students have the opportunity to read disciplinary texts across a range of subjects ▪ Ensure TDMS reading protocols are embedded in all lessons ▪ Tutor reads are embedded across Years 6-10, twice a week, utilising exciting and challenging texts ▪ Discrete fortnightly reading lessons for Years 7 and 8 are continued ▪ Purchase of resources to support literacy development ▪ Funding for a literacy Lead to oversee literacy strategy ▪ Appointment of dedicated member of staff to deliver literacy interventions ▪ Regular booster sessions to support literacy development and improvement	EEF has shown that reading comprehension strategies can have an impact of +6 months. This evidence can be found here EEF highlights that assessment should be used to match students to appropriate types of intervention (inc. teacher instruction) and to monitor the impact of interventions. St Matthew's Research School Embedding Disciplinary Literacy… | St. Matthew's Research School It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. The Four Stones MAT - Literacy (the4stones.co.uk)	1, 2, 3, 5, 6
CPD: ▪ Literacy training whole school to support the above initiatives inc explicit vocab, tutor reads and protocols. Training also for the literacy intervention staff to use Lexia, Fresh Start and Thinking Reading to get the most effective results.	EEF "research tells us that high quality teaching can narrow the disadvantage gap". Supporting high quality teaching through PD "is pivotal in improving children's outcomes" see EEF Effective Professional Development here. Why Lexia? - LexiaUK Fresh Start: EEF +3 months report here Case Studies | Thinking Reading	All

▪ Collaborative planning ▪ Provide a Broad & balanced curriculum ▪ Provision of books and resources to support whole school T&L CPD ▪ Foci inc. checking for understanding, addressing misconceptions and feedback to accelerate progress ▪ Regular learning Walks ensure that areas for development are identified and addressed	‘ TALIS report (2018) states that collaborative practice has a marked impact on teachers’ practices. EEF ’Feedback’ research shows that these T&L strategies can have an impact of +6 months. See here.	
Funding for curriculum resources to support students as they catch up lost learning time.	Students require additional resources that can be used to support their learning as they catch up lost lesson time from the pandemic.	1, 2, 3
Partial funding for a lead teacher responsible for the pupil premium strategy.	To ensure that the strategy for improvement of the out-comes for disadvantaged students is successful a leader with oversight for this area is required.	All

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

Budgeted cost: £79,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivering the school led tutoring programme to ensure that selected students across all year groups have access to 15 hours of tutoring. Including one to one tuition for some students. The tutoring is focused on supporting disadvantaged students as a priority	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition has been shown by the EEF to have an impact of +4 months. The EEF evidence can be found here One to One tuition has been shown by the EEF to have an impact of +5 months. The EEF evidence can be found here	2, 3, 4
Funding for the provision of bespoke resources for literacy interventions. Lexia, Fresh Start and Thinking Reading all to be introduced over the next two years.	Reading comprehension strategies can have a posi-tive impact on pupils’ ability to understand a text. EEF research shows that these strategies can have an impact of +6 months. EEF evidence can be found here. The report on improving literacy in schools can be found here	1, 2, 3
Supporting the delivery of specific interventions for literacy by funding a salary contribution to members of staff delivering the literacy interventions	The EEF has shown that reading comprehension strategies have been shown to have an impact of +6 months The EEF evidence can be found here The EEF further found that oral interventions can have an impact of +6 months. The EEF evidence can be found here	1, 2, 3

	A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently (EEF).	
Supporting the delivery of specific interventions for literacy by funding a salary contribution to the whole school Literacy lead	The EEF has shown that reading comprehension strategies have been shown to have an impact of +6 months The EEF evidence can be found here The EEF further found that oral interventions can have an impact of +6 months. The EEF evidence can be found here A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently (EEF).	1,2,3
Funding for the provision of specific week-long course from PET-Xi for KS4 students to support English and Maths attainment.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition has been shown by the EEF to have an impact of +4 months. EEF evidence can be found here	3
Funding for the provision of a homework club at the end of the school day.	Research by the EEF shows that homework can have an impact of +5 months. The EEF research can be found here	1, 2, 3

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

Budgeted cost: £138,680

Activity	Evidence that supports this approach	Challenge number(s) addressed
Funding for a Think for the future mentor to provide mentoring sessions 1 day per week for the academic year	The EEF research shows that behaviour interventions can have an impact of +4 months. EEF evidence can be found here	4, 5, 6
Careers advisor (partial funding) who prioritises work with our disadvantaged students to support aspiration for next steps.	November 2021 Careers & Enterprise Company report 'Effective Careers Interventions for Disadvantaged Young People'. See the report here.	3, 4, 5, 6
Provision of a pastoral support workers (Achievement Leader) (partial funding) to support and improve attendance (inc. house visits) and behaviour of disadvantaged students. In addition, the Achievement Leaders will provide support with mental health, wellbeing and safeguarding issues.	The National foundation for education research found that raising the attendance of disadvantaged students was a priority in raising the attainment and progress of the disadvantaged students. The report can be found here The EEF research shows that behaviour interventions can have an impact of +4 months. EEF evidence can be found here	2, 3, 4, 5, 6
Partial funding for the provision of a dedicated Deputy DSL to support safeguarding systems in the school	DFE guidance 'Mental health and behaviour in schools' identifies that schools have a central role in supporting metal health issues in school. Report can be found here	4, 6

	EEF +4 months (social & emotional learning). The EEF evidence can be found here	
Partial funding for the school attendance officer to support and improve the attendance of the disadvantaged students.	March 2022 EEF published that there was evidence to suggest that personalised calls, texts and letters to parents/carers could increase attendance. The full report can be found here. The working together to improve attendance strategy details the importance of working with families to improve school attendance. The full report can be found here	4 (2, 3, 6)
Partial funding for a pastoral support officer to support and improve the attendance of the disadvantaged students.	The National foundation for education research found that raising the attendance of disadvantaged students was a priority in raising the attainment and progress of the disadvantaged students. The report can be found here The working together to improve attendance strategy details the importance of working with families to improve school attendance. The full report can be found here	4 (2, 3, 6)
External school counsellor (via Wellbeing Crew) to work with students to support anxiety, wellbeing and safeguarding issues.	DFE guidance 'Mental health and behaviour in schools' identifies that schools have a central role in supporting metal health issues in school. Report can be found here EEF +4 months (social & emotional learning). The EEF evidence can be found here	2, 3, 4, 5, 6
Funding for the provision of a breakfast club at the start of the school day – students can have a healthy breakfast socialise or do homework/reading.	EEF 2019 Magic Breakfasts: "where improvements are seen, it is not just eating breakfast that delivers improvements but attending a breakfast club. This could be due to the content of the breakfast itself or to other social or educational benefits of the club."	2, 3, 4, 5, 6
Cultural Capital - funding to support students with participation in enrichment activities inc. Music Lessons	The EEF has shown that Arts Participation can have an impact of +3 months, and Physical activity +1 month. The EEF evidence can be found here	All
Contingency and hardship fund.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Funding to support students with transportation to school which has been a barrier to based on attendance	Based on the school experience, students with travel issues often have attendance issues.	4

Total budgeted cost: £272,530

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 2022 to 2023 academic year as part of our three-year strategy.

The school strategies were implemented across all tiered approaches. Reading ages across the school rose, with our disadvantaged students moving closer to their chronological age. Years 6 (current Y7), 8 (current Y9), 9 (current Y10) and 10 (current Y11) saw the most improvement with disadvantaged students on average making greater progress than their non-disadvantaged peers. Significant acceleration occurred in Y6 with an improvement of 23 months progress compared to 12 months, finishing with a higher average reading age than their non-disadvantaged peers. A similar significant pattern was mirrored in Y9 with an improvement of 16 months progress compared to 8 months, closing the reading age gap to 1 month. These positive gains across the year groups reflect the targeted literacy interventions put in place as well as the beginnings of our whole school literacy focus. The next step is to fully embed our T&L literacy focus, building on the success from 22/23, supporting the newly appointed Literacy Lead (June 2023), for all identified students to ensure the gap continues to close.

Further teaching and targeted academic support strategies were well designed and delivered. At KS2, disadvantaged students' performance in combined Reading, Writing and Mathematics remained stable after a significant increase (+14%) since results in 2019. The number of disadvantaged students meeting the expected standard in Maths has risen sharply over the last 2 years, with 1/3 more achieving a scaled score of at least 100. This demonstrates curriculum design, implementation and interventions are well matched to the needs of our disadvantaged students. In Reading, the gap between disadvantaged students and their peers meeting the expected standard is now only 3% and again, a significant increase in the proportion of students achieving 100 has been seen since 2019 (+20%). The positive gains are encouraging, however in 23/24 our key target is to improve disadvantaged students' achievement in the Writing element. Plans include; booster sessions running throughout the year, employing targeted support from a School Improvement Advisor and training our English KS2 lead as a moderator in the Worcestershire area.

At KS4 interventions and targeted academic support strategies led to a good level of progress for the disadvantaged students in 2023 with a predicted -0.07 (September) bringing them in line with disadvantaged students nationally. Attainment of disadvantaged students has remained steady in comparison to 21/22 and improved from 2019. 39% of students achieved a standard pass in English and maths and 15% a strong pass. Following the interventions put in place, specifically the use of Pet-Xi, the number who did not gain 4+ in English/maths was reduced based on the predictions made in their mock exams. Raising the attainment and progress of our disadvantaged students to the level of our non-disadvantaged students remains a priority. While disadvantaged students at TDMS perform in line with other disadvantaged students nationally, there is still a gap between our own students. We have held maths/English interventions weeks for students in Y10 and this will be repeated in Y11. We will also use Pet-Xi to provide small group interventions, delivered by external specialist tutors. Further teaching and targeted academic support strategies will remain a priority in lessons.

Wider strategies for both wellbeing and behaviour have shown a holistic improvement in the support students have had and, for our examination aged students at KS2/KS4, used to thrive throughout exams. This increased support from mental health and wellbeing professionals, as well as from our pastoral team must continue in 23/24. Attendance continues to be a challenge at both a national and local level. The overall attendance for all students in 22/23 (first 5 terms) is 90.5%, compared to 90.8% nationally. The attendance of our disadvantaged students has decreased, compared to 21/22, from 87.1% to 84.0%, however, this is in line with national. Attendance remains a key priority: we need to continue the focus on attendance at a whole school level (additional Senior Leader role created), ensuring it is top of the agenda with all members of staff increasing the accountability for all.

The strategies implemented to support behaviour of all students and in particular our disadvantaged students have started to make an impact. The total number of fixed-term suspensions for all students has fallen with 52 fewer suspensions in 22/23. However, the number of behaviour points received by our disadvantaged students is still disproportionate to their peers highlighting the need for this to continue as an area of focus. The next step is to continue this sustained work, increasing the support available for our disadvantaged students through our monitoring and decision making to continue to take a more proactive approach both in and outside of the classroom.

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Externally provided programmes

Programme	Provider
Behaviour and resilience mentoring	Think for the Future
Counselling	Well-being crew
English and Maths support	