



# Davenant Foundation School

## Pupil catch-up funding/ self- evaluation (secondary)

1. Summary information					
The year 7's low on entry were calculated based on the CAT's test results					
School	Davenant Foundation School				
Academic Year	2019-2020	Catch-up funding	13,388	Date of most recent Catch-up funding Review	Oct 2019
Total number of pupils Low on entry	13 (who scored below 4 in EITHER Eng/Ma)	5.78% - English (10 students) 7.51% - Maths (13 students)		Date for next internal review of this strategy	Oct 2020

2. Attainment		
The year 11's in 2018-2019 were calculated based on the SAT's scores and were identified as being below 4		
	All students	Low on entry
Student numbers at GCSE	160	English 3.95% / Maths 2.1% (10 students who scored below 4 in EITHER English or Maths)
Progress 8 score average	+0.29	+0.05
Attainment 8 score average	56.56	29.6

3. Barriers to future attainment (for students low on entry)	
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	As an academic focused school, a students' numeracy and literacy are key to their ongoing success. Students who have difficulty in these subjects may well continue to fall behind if they do not receive the opportunity to catch up.
B.	Davenant receives students from over 60 feeder schools on average. The prior learning of these students varies greatly and some students do not have the support to fill in the gaps they may have experienced.

<b>Additional barriers</b> (including issues which also require action outside school, such as low at)		
<b>C.</b>	Emotional barriers may also develop if a student feels that they are not or have not succeeded in a subject and it is essential that they receive emotional support to overcome the difficulties.	
<b>4. Intended outcomes</b> (specific outcomes and how they will be measured)		Success criteria
<b>A.</b>	One-to-one in Maths	Progress of all students is measured 3 times a year and PP students are a one of foci of the analysis. HoY's, HoD's and SLT all are involved in the analysis. It is the aim that PP students achieve at least as well as other students
<b>B.</b>	One-to-one in English	It is a part of the Davenant vision that all pupils will access our extra curricular provision. HoY's focus on the need for all PP students to access this programme and it is monitored twice a year as well as being reviewed by the PP Mentor.
<b>C.</b>	Emotional support	The PP mentor monitors and evaluates PP students and students are referred to them if there are concerns. These concerns are often of a wellbeing nature and students are then referred to a number of groups. The Mentor and HoY will monitor the impact of these groups. These groups use assessment tools to assess impact and development. These are reviewed by SLT.

## 5. Planned expenditure

**Academic year**      **2019 -2020**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP students identified and monitored by all	That all staff are aware of their PP students and are	PP students can become lost in a whole class and often will not highlight their own	The assessment and monitoring through line management is key	DHL	Annually by Governors
The suitability of the curriculum for all students is assessed in December before the curriculum model is drawn up for the following year	Suitable curriculum provision is available for all students.	As an academic school, the vast majority of our students take 10, GCSE's and some student benefit from focusing on a smaller number of GCSE's and or different courses that may assess in a different way.	This is a decision that is made at a senior leadership level and takes all the evidence and data into consideration.	ATH	Annually in December
<b>Total budgeted cost</b>					<b>88,000</b>

### ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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Students will be identified, assessed, monitored, and allocated to various targeted support programmes.	To allow the students to make the most of their experiences at Davenant and to help them overcome some emotional needs.	PP students often have emotional needs following on from the stress and challenges the family have faced	Through monitoring by the Mentor; academic, attendance and behaviour	DHL, JPD	Annually in June
The provision of a Mentor to oversee the provision for PP students	That each of the students have a curriculum and provision that meets their needs.	It is important that a single member of staff can monitor the ongoing data for the students and provide a safe space for them and a friendly face.	The Mentor is line managed by the Deputy Headteacher. There are regular review meetings	DHL/JK	Termly in Line Management

**Total budgeted cost** 40,250

### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
The provision of educational resources	To ensure that the PP students receive the same provision as non-PP students	To ensure that the students have the same opportunities and resources to succeed	It is a natural part of the school that any curriculum provision is made available free of charge to PP students	DHL/JK/JG	This is reviewed annually in October
Access to extracurricular and co-curricular opportunities are	As a school that values nurturing students not only academically but	It has been evidenced through on-going data that students behaviour is influenced positively and	It is embedded in the pastoral system and all parents are informed of the provision and our intention	DHL/JK/JG The pastoral team	This is reviewed annually in October

made available to PP students	also body and spirit we feel it is only fair to provide equal opportunities for PP students	giving students focus and the opportunity to succeed is excellent for their mental health and academic success			
<b>Total budgeted cost</b>					<b>15,729</b>

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>		<b>2018-19</b>		
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Examination monitoring	That all PP students achieve their target grades		Yes we will to work on the accuracy of the predictions	20,989
Students to receive all academic resources	All students to have fair access to examination resources	The students received every revision resource that is made available through school.	Yes, we will continue to provide these resources and to continue to raise the significance and importance of these students with our staff.	14,000 1,000
One to One Renaissance + Lexia LSA programmes	The students who need one-to-one additional support have free access to all the available courses	It is important to identify and work with students early who are struggling in areas of literacy and numeracy so that gaps do not develop in their learning. It has been demonstrated that the students feel more able to ask questions in small groups.	Yes, we will continue to provide these services. It is however important that the students also have the encouragement to attend these opportunities and are encouraged to attend.	35000 3750 13500

<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
The provision of a mentor for the PP	For students to have an advocate and to support them emotionally to avoid poor and disruptive	Students felt supported, ? Timeout cards were allocated last year.	Yes	12000
Interventions were oversubscribed	To provide a a mentoring and counselling service to support students emotionally and with their learning, one to one	Students were seen Students were discharged over the course of the year	Yes	13000 8750 6500
<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

Breakfast Club	<p>Some of the students do not have access to food in the morning and or have to leave for school due to their parents leaving for work. Providing the students with an opportunity for breakfast and a warm environment is important.</p>	<p>It is nationally recognised that students who have eaten breakfast do better in school and are ready to learn. It is also important that students are safe and able to relax before school.</p>	Yes, we will continue to provide this service.	7500
After school library	<p>A small number of students do not have access to a computer at home and more cannot access a printer. Some young careers or families living in cramped conditions also do not have space to do homework. Additional allowances for ink and paper are provided</p>	<p>It is very important that students do the homework set and have the facilities to access information and advice in a suitable environment to ensure that they do not fall behind.</p>	Yes, we will continue to do this.	2500

<p>Music, acting and sporting tuition, etc. is provided for this cohort as Davenant recognises the importance of developing the whole child.</p>	<p>Each PP students can access one extracurricular paid club per term.</p>	<p>All students are expected to attend extracurricular activities. This is encouraged by HoY's. We believe that learning to perform and compete are essential skills to ensure the full development of the students. It also allows each child to become an active member of the wider Davenant community.</p>	<p>The expectation for all students to participate has become an integral part of the academic monitoring to ensure that all students are actively participating and gaining access to this provision.</p>	<p>5729</p>
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<p>The above information to the best of my knowledge represents a clear and accurate account of actual and projected expenditure of the Pupil Premium Grant</p>	
<p style="text-align: center;"><b>Headteacher</b>  <b>Mr. Thorne</b></p>	<p style="text-align: center;"><b>Chair of Governors</b>  <b>Mrs. Vine-Morris</b></p>