

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.

Davenant Foundation School is a Christian ecumenical school built around the ethos of nurturing mind, body and spirit. With this in mind, we want all students, irrespective of background, challenges or financial difficulties to make good progress and attainment across the curriculum.

School overview

Detail	Data
School name	Davenant Foundation School
Number of pupils in school	1,225
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Adam Thorne, Headteacher
Pupil premium lead	Jill Katsikas Pupil Premium Mentor Debbie Lake DHT Jessica Escott AHT
Governor / Trustee lead	David Prosser

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 154,173
Recovery premium funding allocation this academic year	£ 16,385
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	£ 170,588
---	-----------

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. As a school we also offer a wide range of extra-curricular and co-curricular opportunities to enhance students experience of school and we don't want any student to miss out on these opportunities due to financial pressures. This gives parity for all students. The ethos of the school is that students will flourish in 'Body, Mind and Spirit' and achieving this means that students need to be able to access the full curricular, co-curricular and extra-curricular offer.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that parity, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not, through pastoral and emotional support alongside the academic support.

High-quality teaching (HQT) is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support. Through the already established English and Maths tutoring and through the National Tutoring Programme (NTP) for pupils whose education has been worst affected. The NTP funding has been focussed on MFL speaking element through the provision of additional tutoring. This need was highlighted through faculty meetings with the Head teacher.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment of our students' needs, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified through the establishment and monitoring of the Student Services Plans (SSP).
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

- Provision of Pupil Premium Mentor to champion the needs of disadvantaged students and monitor their progress.

Challenges

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

Challenge number	Detail of challenge
1	<p>The literacy attainment of disadvantaged students is generally lower than that of their peers. Diagnostic assessments (NGRT reading and spelling) suggest that many pupils particularly struggle with reading comprehension.</p> <p>Assessments on entry to year 7 in the last 2 years indicate that between 42%-58% of our disadvantaged pupils arrived with below age-related expectations compared with 21%-25% of their peers.</p>
2	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers.</p> <p>The year 7 maths sets (based on CATs data and internal assessment) show that PP students make up only 8% of the top half of the year group in maths attainment whilst they make up 21% of the bottom half.</p>
3	<p>Our Student Services referral system has highlighted that there is a higher proportion of pupil premium students accessing the emotional and mental well-being support in the school. Students were being referred for anxiety, low self-esteem, depression (diagnosed by a medical professional) amongst other things. This was partly due to concern about lost learning and exams as well as the impact of COVID on social interaction. These challenges were having an impact on attendance to lessons as well as attainment.</p> <p>Last year 19% of students accessing the pastoral support offer were pupil premium students compared to 12% of non pupil premium students.</p> <p>This is higher achieving students as well as those with lower base targets.</p>
4	<p>Post lockdown Head of Faculty meetings with the Head teacher and the year 9 options process highlighted the difficulties of studying a language by means of on-line learning.</p> <p>This struggle has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in Modern Foreign Languages – the oral element.</p>
5	<p>Metacognition is a school wide focus and is part of HQT. Many lower attaining students lack metacognitive/heuristic scaffolding strategies when faced with challenging tasks. This is across the curriculum.</p>
6	<p>Attendance data in recent years indicates that attendance among disadvantaged pupils has been between 1.95 – 2.29% lower than for non-disadvantaged pupils.</p>
7	<p>Davenant has a rich and diverse extra-curricular and co-curricular offer to enable engagement of students through our 'Beyond Davenant' programme which incorporates 'Prep4Life' and a leadership awards programme. This</p>

	<p>means that financially disadvantaged students may struggle to access the broad offer that the school makes available and could be disadvantaged for future courses or work.</p> <p>Many disadvantaged families struggle to support their student to access the wide range of opportunities and impacts both high and low achievers.</p>
8	<p>Lockdown, virtual lessons and a move online learning platforms has meant that financially disadvantaged students do not have the same access to IT facilities affecting both high and low attainers.</p> <p>Providing IT access to give students parity with their peers enables equal access to education.</p>

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	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. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved mathematical attainment among disadvantaged students across KS3 & KS4	Maths tests demonstrate an improvement in mathematical skills and an increased security in the core mathematical skills required to reach age-related standards.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing demonstrated through</p> <ul style="list-style-type: none"> • qualitative data from student voice and school surveys • Quantitative data from interventions
To improve attainment and engagement in MFL in KS4	Engagement in the NTP sessions and take-up of MFL at KS4. Improvement in progress levels.
Improved metacognitive skills among disadvantaged pupils across all subjects.	<p>Assessment for Learning (AFL) observations and Behaviour for Learning (B4L) grades will show increased engagement in lessons and self-regulation of learning.</p> <p>Departments will be able to evidence in policies and planning, the metacognitive strategies embedded in lessons.</p>
To achieve and sustain levels of engagement in co-curricular and extra-curricular activities in line with non-disadvantaged pupils.	Sustained levels of engagement by 2024/25 demonstrated by attendance levels in paid activities and trips and visits monitored through SSP review process.

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: £ 11,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Staff CPD focussed on metacognitive skills and their application in the classroom</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners and create new learning habits for future life skills. Research on the use of Teaching Assistants (TAs) to teach lower attaining students skills of heuristic scaffolding has been shown in several national reports e.g. DISS and MITA.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>5</p>
<p>Purchase of standardised diagnostic assessments.</p> <p>Training will be provided for use and to ensure correct interpretation of data.</p>	<p>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:</p> <p>https://educationendowmentfoundation.org.uk/public/files/Support/Tiered_Model/EEF-Diagnostic-Assessment-Tool.pdf</p>	<p>1,2,4</p>

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

Budgeted cost: £ 59,394

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging in the National Tutoring Programme to provide MFL support for those students most affected by the pandemic . A significant proportion of the pupils accessing the programme will be disadvantaged pupils.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>and small group: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>3,4</p>

<p>Provision of an MFL languages assistant to support the oral element of subject catch-up.</p>	<p>Oral language interventions support learners use of vocabulary, articulation and spoken expression and in turn support comprehension and reading skills. Oracy was one of the elements of MFL that were hit hardest by the effects of the pandemic.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions?utm_source=/education-evidence/teaching-learning-toolkit/oral-language-interventions&utm_medium=search&utm_campaign=site_search&search_term=language%20oral</p>	<p>4</p>
<p>The provision of specialist learning programmes to support with literacy development</p>	<p>Literacy interventions can have a positive impact on pupils' ability to access and understand a text as well as improve their expressive language. This is particularly the case when interventions are delivered over a short and intensive timespan.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia?utm_source=/projects-and-evaluation/projects/lexia&utm_medium=search&utm_campaign=site_search&search_term=lexi</p>	<p>1</p>
<p>Provision of small group and 1-1 maths tutoring.</p>	<p>Tuition targeted at specific needs and knowledge gaps can support low attaining pupils or those falling behind. Tutoring in this way ensures that the foundations of mathematics are in place to aid progression and close educational gaps. This also helps with metacognitive skills such as retrieval practice.</p> <p>There is also a maths specialist TA running targeted interventions. Tuition provides an opportunity to practice the skills recommended in https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3?utm_source=/education-evidence/guidance-reports/maths-ks-2-3&utm_medium=search&utm_campaign=site_search&search_term=maths%20inte</p>	<p>2,5</p>
<p>Provision of small group and 1-1 english tutoring</p>	<p>Tuition targeted at specific needs and knowledge gaps can support low attaining pupils or those falling behind. Boosting reading and comprehension skills help close the literacy gap with their higher attaining peers. Builds receptive and expressive language essential for accessing the curriculum.</p> <p>There is also an English specialist TA running targeted interventions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	<p>1,5</p>
<p>Provision of academic monitoring and mentoring</p>	<p>Providing a Lead Practitioner to directly monitor academic progress and assess provision means that students can be put on the best academic pathway and access the correct interventions. They also monitor attendance to ensure that lessons are not missed and support with learning skills such as metacognition.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-</p>	<p>1,2,5,6,7,8</p>

	toolkit/mentoring?utm_source=/education-evidence/teaching-learning-toolkit/mentoring&utm_medium=search&utm_campaign=site_search&search_term=mento	
--	--	--

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

Budgeted cost: £ 100,164

Activity	Evidence that supports this approach	Challenge number (s) addressed
Provision of pastoral mentoring from behaviour support manager, inclusion officer and key stage managers.	Having pastoral mentoring in place to cover a variety of needs means that students can be given targeted support in the way that best suits the situation of the student. The mentor can also monitor the student's engagement in the wider life of the school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring/	3,6,7
Provision of a Pupil Premium Champion	Having someone with an overview of the attainment, pastoral needs, behavioural needs or pupil premium students means that students can be monitored more effectively and placed with the most appropriate lead professional. This person is also the named person for pupil premium students who value access to a designated person which in turn provides a sense of stability. This person also assists with accessing financial support. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring?utm_source=/education-evidence/teaching-learning-toolkit/mentoring&utm_medium=search&utm_campaign=site_search&search_term=mentori	3,6,7,8
Provision of school counselling and a Psychology Intervention Manager (PIM) with an offer of small group and 1-1 emotional and mental well-being support.	Cognitive behavioural therapy type interventions can have a high impact on unsafe and risky behaviours. https://youthendowmentfund.org.uk/toolkit/cognitive-behavioural-therapy/ EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:	3, 6

	Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	
<p>Embedding the principle of the Essex programme of Maximising School Attendance https://schools.essex.gov.uk/pupils/SEND/Pages/SEMH---Maximising-School-Attendance.aspx</p> <p>Pastoral staff will get training and time to implement new procedures.</p>	<p>The Essex guidance has been informed by working with the Educational Psychology service and has improved attendance levels across the county.</p> <p>The programme focuses on the SEMH element of attendance.</p>	6,3
<p>Pastoral input from Head of Year and SLG – monitoring mental health provision, attendance and academic progression</p>	<p>Effective pastoral care is linked to academic engagement and performance and has a positive impact on attendance data.</p>	3,6,7
<p>Contingency fund for acute issues and provision of chromebooks, revision materials, school trips and music tuition etc.</p>	<p>To develop students academically and personally in order to give them a full curriculum offer, we need to be able to give students equal access to the opportunities of their peers.</p> <p>We have identified a need to set aside an amount of funding to be able to respond to these needs as they arise.</p>	All

Total budgeted cost: £ 170,558

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

In 2020-21 we received funding of £152,403 and this was used to support the same strategies as outlined for the current year. Due to restricted enrichment opportunities as a result of the pandemic, less was spent on supporting students access these, and more on pastoral support.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional) **Not applicable**

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	