



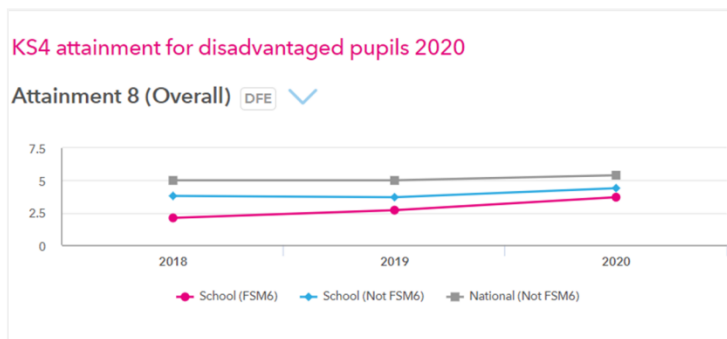
# PUPIL PREMIUM IMPACT SUMMARY

2019 - 2020



# OUTCOMES 2019 – 2020 (30 STUDENTS)

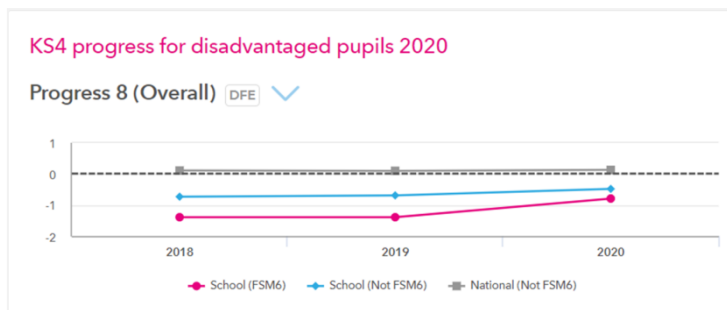
## ATTAINMENT



	2018	2019	2020
<b>PPG DEANES</b>	24.2	28.1	36.93
<b>NON PPG DEANES</b>	38	37	43.62
<b>NATIONAL PPG</b>	36.7	36.7	
<b>NATIONAL NON PPG</b>	50.1	50.3	54

- The attainment of Disadvantaged students has continued to improve this year.
- The A8 figure for Disadvantaged students was 36.93, an **increase of 8.83** on the previous year.
- **Disadvantaged HPA students outperformed their non-Disadvantaged HPA peers**, with an A8 score of 6.6 compared to 5.5.
- The attainment gap between Disadvantaged students and their non-Disadvantaged peers continues to narrow. At 6.69, **the attainment gap at The Deanes has reduced by almost 25% this year.**
- The attainment gap between Disadvantaged students at The Deanes and non-Disadvantaged students nationally is now 17.07, a **decrease of 5.13** from 2019.

## PROGRESS

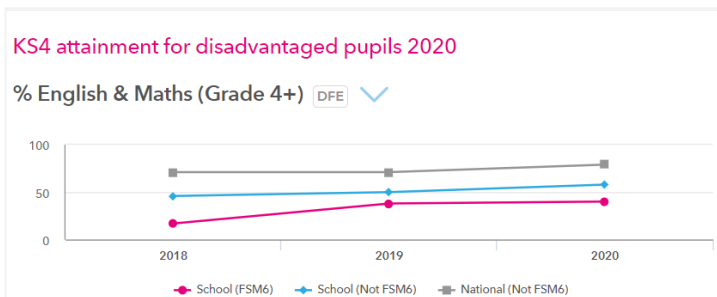


	2018	2019	2020
<b>PPG DEANES</b>	-1.33	-1.25	-0.79
<b>NON PPG DEANES</b>	-0.73	-0.69	-0.43
<b>NATIONAL PPG</b>	-0.44	-0.45	
<b>NATIONAL NON PPG</b>	0.13	0.13	0.13

- The overall Progress 8 score for Disadvantaged students has **increased by 0.46** this academic year.
- **Disadvantaged HPA students** made more progress overall than their non-Disadvantaged HPA peers, with a **P8 score of 0.08** compared to -0.85.
- The progress gap between Disadvantaged students and non-Disadvantaged students at The Deanes and nationally is narrowing.
- **The progress gap at The Deanes** has reduced from -0.56 in 2019 to **-0.36 this year.**
- The progress gap between Disadvantaged students at The Deanes and non-Disadvantaged students nationally is -0.92. This is **significantly above the gap between Disadvantaged and non-Disadvantaged students nationally** (-0.58 in 2019).

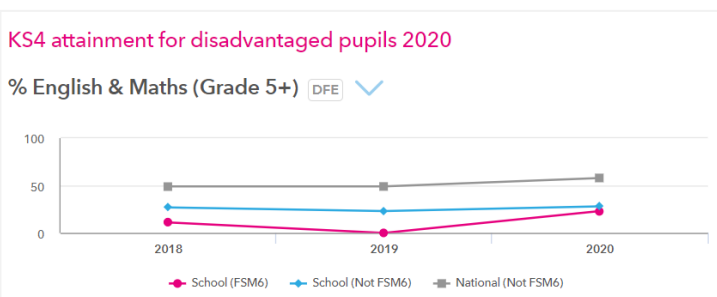
# OUTCOMES 2019 – 2020 (30 STUDENTS)

## ENGLISH AND MATHS 4+



	2018	2019	2020
PPG DEANES	24%	37%	40%
NON PPG DEANES	46%	50%	58%
NATIONAL PPG	44.5%	44.7 %	
NATIONAL NON PPG	71.5%	71.8%	79%

## ENGLISH AND MATHS 5+



	2018	2019	2020
PPG DEANES	14%	3%	23%
NON PPG DEANES	27%	23%	29%
NATIONAL PPG	24.9 %	24.7 %	
NATIONAL NON PPG	50.1%	50.1%	58%

- There has been a **3% increase** in Disadvantaged students achieving a Grade 4 and above in both English and Maths.
- Whilst **57%** of Disadvantaged students achieved **at least a Grade 4 in English**, just 40% achieved at least a Grade 4 in Maths.
- The overall **P8** score for Disadvantaged students in **English** was **-0.58** compared to -0.06 for non-Disadvantaged students.
- In **Maths**, the overall **P8** score for Disadvantaged students was **-0.84** compared to -0.60 for non-Disadvantaged students.
- The **attainment and progress gap** between Disadvantaged and non-Disadvantaged students has **increased at Grade 4 and above**.

- **Performance at Grade 5 and above has improved significantly**, with a **20% increase** in Disadvantaged students achieving at least a Grade 5 in English and Maths.
- Whilst **33%** of Disadvantaged students achieved **at least a Grade 5 in English**, 23% achieved at least a Grade 5 in Maths.
- The **P8 score for Disadvantaged HPA in English** was **0.68** compared to -0.39 for non-Disadvantaged HPA students.
- In **Maths**, the **P8** score for Disadvantaged HPA was **0.05** compared to -0.59 for non-Disadvantaged HPA students.
- As a result, **the attainment and progress gap** between Disadvantaged and non-Disadvantaged students at The Deanes **has narrowed at Grade 5 and above**.

**PUPIL PREMIUM IMPACT SUMMARY 2019-2020**

INTENDED OUTCOME	EXAMPLES OF ACTIONS	IMPACT
<p>To drive continued improvements in the quality of teaching and learning so that all students make faster progress, narrowing the attainment gap between Disadvantaged students and their non-Disadvantaged peers.</p>	<ul style="list-style-type: none"> <li>• CPD time dedicated to on-going curriculum development and collaborative planning to ensure that students are appropriately challenged to make progress.</li> <li>• for access to Pupil Premium funds to support the development of curriculum.</li> <li>• Roll-out the use of Pupil Profiles to support teachers' planning.</li> <li>• Enhanced system of monitoring of teaching and learning to identify areas of best practice and support improvements in areas of concern.</li> </ul>	<ul style="list-style-type: none"> <li>• 2020 outcomes indicate <b>increased A8 and P8 scores</b> for Disadvantaged students. <b>A8</b> has increased by <b>8.83</b>, <b>P8</b> has increased by <b>0.46</b>.</li> <li>• <b>Disadvantaged HPA students outperformed their non-Disadvantaged peers</b> with an A8 score of 6.6 and P8 score of 0.08.</li> <li>• <b>Performance at Grade 5 and above in English and Maths has improved significantly</b>, with a 20% increase in this measure for Disadvantaged students.</li> <li>• Departments have used <b>CPD time to plan collaboratively</b>, developing a bank of resources and sharing best practice within their teams.</li> <li>• All subjects have <b>reviewed and adapted their Key Stage 3 curriculum</b> plans to ensure that they at least meet the ambition of the National Curriculum.</li> <li>• Bids for Pupil Premium funding have <b>enhanced curriculum development</b> and enabled <b>support at the point of need</b> e.g. KS3 Mastery Curriculum in Science, Food ingredients for students in receipt of FSM and trips.</li> <li>• Pupil Profiles increasingly <b>informing classroom practice</b>. PASS data indicates that <b>Disadvantaged students feel well-connected</b> to the school community and are <b>positive about their relationships with staff</b>.</li> </ul>
<p>To improve the literacy and numeracy skills of Disadvantaged students so that their progress across the curriculum is accelerated.</p>	<ul style="list-style-type: none"> <li>• Half termly CPD to develop knowledge of strategies to support literacy and implement in departments.</li> <li>• Continued use of DEAR time and dedicated daily Accelerated Reader sessions to establish reading habits in Key Stage 3.</li> <li>• Scheduled Accelerated Reader lessons and testing delivered by English department.</li> <li>• Tiered approach to intervention, including in-class monitoring and support, literacy and numeracy Catch Up classes and targeted workshops.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff evaluation of CPD indicates <b>enhanced understanding</b> of tier 2 and tier 3 vocabulary and strategies to support students to decode and make use of subject specific vocabulary. <b>Use of these strategies have been evident in monitoring of teaching and learning</b>.</li> <li>• The <b>Learning Support Team</b> completed training in the use of <b>LEXIA</b> to support targeted literacy interventions to develop basic reading, academic vocabulary and comprehension skills necessary to fully access and engage in the curriculum.</li> <li>• Half termly tests in Maths indicated that 55% of students in the Year 7 numeracy intervention groups were secure in the areas targeted, with test scores of 80% and above (SPR1).</li> <li>• Half termly assessment in literacy indicated that the majority (92%) of students in the Y7 literacy intervention groups were secure in functions of sentence and use of punctuation; 58% of students were secure in vocabulary and their use of grammar (SPR1).</li> <li>• <b>20% of Disadvantaged students in Year 7 demonstrated an increase in reading age exceeding 20 months</b>. Despite these individual successes, <b>the negative impact of Lockdown on reading ages is clear</b> with 30% of this group showing a decrease in reading age over the last 12 months.</li> </ul>

## PUPIL PREMIUM IMPACT SUMMARY

INTENDED OUTCOME	EXAMPLES OF ACTIONS	IMPACT
<p>Further develop a personalised and targeted approach to barriers to progress so that all Disadvantaged students can fully engage in the curriculum.</p>	<ul style="list-style-type: none"> <li>Targeted academic intervention to support the progress of Disadvantaged students.</li> <li>On-going development of strategies to support emotional well-being and behaviour for learning including Mr Beezy mentoring and Strengthening Minds workshops for identified students.</li> <li>Continued participation in CRP and BETSA PP Networks to raise awareness of best practice for use of Pupil Premium spending.</li> </ul>	<ul style="list-style-type: none"> <li>The <b>'Boys 4+' English Language</b> intervention during Challenger lessons had a positive impact on achievement at Grade 4 and above in English and Maths for Disadvantaged Male students, with a <b>13% increase in attainment</b> from the end of Year 10 (20% PG SUM2, 33% attained).</li> <li>Positive evaluations of <b>Mr Beezy mentoring</b> with all students (Y11 Male PPG) involved agreeing that they found the sessions <b>motivational</b>. Comparing attendance data from Year 10, this highlights that 55% of students had improved attendance during this period. Similarly, conduct data for this group improved during their participation.</li> </ul>
<p>To improve the attendance of Disadvantaged students so that it is in line with the national average, increasing access to high quality teaching.</p>	<ul style="list-style-type: none"> <li>On-going use of Aquinas to support close monitoring and follow-up of attendance concerns.</li> <li>Continued provision of universal Breakfast Club.</li> </ul>	<ul style="list-style-type: none"> <li>Half term attendance report (6th March) indicates that <b>attendance gap had reduced to 4.3%</b> in 2020 as a result of a <b>1.1% increase in attendance of Disadvantaged students</b>. (PPG attendance 88.9 %, non-PPG 93.2%).</li> <li>The Breakfast Club continued to be <b>regularly attended</b> by a core group of 22 Disadvantaged students.</li> <li>Of the core group of Breakfast Club attendees, <b>8 had improved attendance</b> compared to the previous academic year. <b>The average increase in attendance for this group was 2%</b>.</li> </ul>
<p>To enhance the support for Disadvantaged students' learning at home in order to maximise progress.</p>	<ul style="list-style-type: none"> <li>Approach to homework reviewed.</li> <li>KS4 Study Skills workshop to inform parents on effective strategies to support their child's learning at home.</li> <li>Provision of stationary revision materials to support students' preparation for exams.</li> <li>Provision of Distance Learning for students for the period of partial school closure (March – July).</li> <li>Provision of resources to support home learning including revision guides and laptops during the period of partial school closure.</li> </ul>	<ul style="list-style-type: none"> <li><b>Revised approach to homework and monitoring implemented in September</b> including guidance for students, parents and staff and use of Epraise to set and record homework.</li> <li>A <b>timetable of Distance Learning</b> was provided to support students to maintain a <b>routine and structure</b> their studies during the Lockdown period. Activities were planned with consideration of factors such as limited access to wifi and computer equipment in order to increase accessibility.</li> <li><b>Monitoring of participation in Distance Learning identified students in need of additional support or guidance.</b> Overall, engagement in Distance Learning was inconsistent. The <b>curriculum was adapted to address missed learning</b> as a result of school closure, with Programme Leaders prioritising key content in schemes of learning and homework activities.</li> </ul>

**THE DEANES SCHOOL PROMISE #1**




**WE WILL REMAIN A SMALL SECONDARY SCHOOL SO THAT EACH AND EVERY ONE OF OUR STUDENTS CAN FEEL HAPPY, RESPECTED AND KNOWN AS AN INDIVIDUAL WITHIN OUR SAFE AND ACCEPTING COMMUNITY**

hi!  
COOL BYE  
hello  
thank you!




**i**matter AS AN INDIVIDUAL AT THE DEANES

**THE DEANES SCHOOL PROMISE #2**




**WE WILL CONTINUE TO CREATE A POSITIVE AND RESPECTFUL ENVIRONMENT FOR ALL MEMBERS OF THE DEANES SCHOOL, WITH CONSISTENTLY HIGH EXPECTATIONS AND STANDARDS**




**i**matter AS A LEARNER AT THE DEANES

**THE DEANES SCHOOL PROMISE #3**




**OUR CURRICULUM WILL CATER FOR INDIVIDUAL STRENGTHS AND NEEDS, ENABLING EVERY STUDENT TO MAKE OUTSTANDING PROGRESS AND ACHIEVE THEIR GOALS**




**i**matter AS A STUDENT AT THE DEANES

**THE DEANES SCHOOL PROMISE #4**



**EXTENSIVE OPPORTUNITIES FOR PERSONAL DEVELOPMENT WILL EQUIP OUR STUDENTS WITH THE SKILLS, ATTRIBUTES AND VALUES NEEDED FOR FUTURE LIFE**




**i**matter AS A FUTURE CITIZEN AT THE DEANES

**THE DEANES SCHOOL PROMISE #5**




**PARENTS AND CARERS WILL REMAIN CENTRAL TO OUR SCHOOL COMMUNITY. WE WANT THE FAMILIES OF OUR STUDENTS TO BE FULLY ENGAGED WITH ALL ASPECTS OF SCHOOL LIFE TO ENSURE THE MOST REWARDING LEARNING EXPERIENCE FOR THEIR CHILD**




**i**matter AS A PARENT AT THE DEANES

**THE DEANES SCHOOL PROMISE #6**



**ALL STAFF WILL HAVE ACCESS TO HIGH QUALITY TRAINING TO HELP THEM DEVELOP AS PROFESSIONALS, AND ENSURE THE HIGHEST POSSIBLE OUTCOMES FOR STUDENTS, AS WELL AS OPPORTUNITIES TO PURSUE THEIR OWN PASSIONS**



**i**matter AS AN EMPLOYEE AT THE DEANES