

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.

School overview

Detail	Data
School name	The De Montfort School
Number of pupils in school	188
Proportion (%) of pupil premium eligible pupils	21.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 to 2123/24
Date this statement was published	December 2021
Date on which it will be reviewed	June 2022
Statement authorised by	Ruth Allen Headteacher
Pupil premium lead	Stuart Weston Senior Deputy Headteacher
Governor / Trustee lead	Alan Neal

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,145
Recovery premium funding allocation this academic year	£27,695
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£48,955
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	£269,883

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students at the school, including the most disadvantaged, to make good progress and have the opportunity to study an academic curriculum including the opportunity to study EBacc subjects providing them with the qualifications that allow them to move on to further education and higher-level apprenticeships.

The focus for our pupil premium strategy is to provide the necessary support for our disadvantaged students to enable them to achieve their potential. Our strategy is focussed on what research states has the biggest impact on student outcomes as well as providing a personalised response tailored to the individual challenges that our disadvantaged students face.

Our strategy focusses on the four key areas:

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

High quality teaching is the foundation of our approach as this is proven to have the greatest impact on closing the attainment gap. By looking at identifying which strategies have been proven by research to have the biggest impact on outcomes, this year we will be focussing on ensuring that the following are implemented to a high standard in every classroom:

- Clear explanation;
- Modelling;
- Feedback;
- Student practice coupled with immediate feedback; and
- Homework.

We are focused on ensuring that all students and in particular our disadvantaged students have excellent rates of attendance, have access to classrooms that are free from disruption allowing access to high quality teaching via subject experts as well as ensuring that students' levels of literacy and numeracy are in line with their chronological age so that they can access an academic, knowledge-based curriculum. Pastoral care is focussed on the removal of challenges outside the classroom ensuring that students have access to the necessary emotional and welfare support required as well as ensuring that they are equipped and can continue their learning outside of the classroom.

We plan to ensure that all students have the opportunity to recover academically following the pandemic through the provision of targeted high-quality teaching and tutoring as well as providing the necessary targeted pastoral work to support students' social and emotional development.

Challenges

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

Challenge number	Detail of challenge																					
1	<p>The reading age data for the school indicates that the average reading age of the disadvantaged students at the school is lower than that of their non-disadvantaged peers. The current reading age information shows that as the students move through the school there is an increasing difference between their reading and chronological age thus impacting on their progress in all subjects.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Reading age</th> <th>Chronological age</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>10.01</td> <td>10-11</td> </tr> <tr> <td>7</td> <td>11.01</td> <td>11-12</td> </tr> <tr> <td>8</td> <td>11.03</td> <td>12-13</td> </tr> <tr> <td>9</td> <td>11.10</td> <td>13-14</td> </tr> <tr> <td>10</td> <td>12.10</td> <td>14-15</td> </tr> <tr> <td>11</td> <td>12.11</td> <td>15-16</td> </tr> </tbody> </table>	Year	Reading age	Chronological age	6	10.01	10-11	7	11.01	11-12	8	11.03	12-13	9	11.10	13-14	10	12.10	14-15	11	12.11	15-16
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2	<p>Initial assessments of the number of students who are currently working at expected or working towards the national standard at KS2 show an attainment gap for disadvantaged students at KS2. Although there is a gap in both the writing and maths assessments, the maths attainment shows the greatest difference and is the key reason for the differences in the overall attainment prediction.</p> <table border="1"> <thead> <tr> <th></th> <th>Disadvantaged students</th> <th>Non-disadvantaged students</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>75.0%</td> <td>72.6%</td> <td>+2.4%</td> </tr> <tr> <td>Writing</td> <td>25.0%</td> <td>36.9%</td> <td>-11.9%</td> </tr> <tr> <td>Maths</td> <td>46.4%</td> <td>74.0%</td> <td>-27.6%</td> </tr> <tr> <td>RWM</td> <td>14.3%</td> <td>32.1%</td> <td>-17.8%</td> </tr> </tbody> </table> <p>The 2019 SAT results for the school shows that 20% of disadvantaged students met the standards in reading, writing and maths, compared to 71% of non-disadvantaged nationally. The average score for maths was 97 compared to 106 nationally for non-disadvantaged students. In writing, The average score was 99 compared to 105 nationally for non-disadvantaged students.</p>		Disadvantaged students	Non-disadvantaged students	Difference	Reading	75.0%	72.6%	+2.4%	Writing	25.0%	36.9%	-11.9%	Maths	46.4%	74.0%	-27.6%	RWM	14.3%	32.1%	-17.8%	
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3	<p>Maths assessments at KS3 and KS4 show that there is a difference between the attainment of the disadvantaged students compared to their non-disadvantaged peers.</p> <ul style="list-style-type: none"> At the end of Year 8, 28.5% of disadvantaged students were working at or above the expected level, compared to 46.7% of non-disadvantaged students. 																					

	<ul style="list-style-type: none"> ▪ At the end of Year 9 the gap was wider, 23.8% of disadvantaged students were working at or above the expected level, compared to 51.4% of non-disadvantaged students. ▪ At the end of the first Year of KS4, there was a difference of 1 grade between disadvantaged students (average grade 2.51) compared to non-disadvantaged students (3.50) <p>In 2019, the attainment 8 score for disadvantaged students was 6.1, compared to a national figure of 9.8 of non-disadvantaged students. The progress 8 score was -0.03, compared to a national figure of +0.11 for non-disadvantaged students.</p>
4	<p>English assessments at KS3 and KS4 show that there is a difference between the attainment of the disadvantaged students compared to their non-disadvantaged peers.</p> <ul style="list-style-type: none"> ▪ At the end of Year 8 there was only a small difference, 28.6% of disadvantaged students were working at or above the expected level, compared to 29.8% of non-disadvantaged students. ▪ At the end of Year 9 the gap was wider, 4.8% of disadvantaged students were working at or above the expected level, compared to 30.4% of non-disadvantaged students. ▪ At the end of the first Year of KS4, there was a difference of 1 grade between disadvantaged students (average grade 3.34) compared to non-disadvantaged students (4.36) <p>In 2019, the attainment 8 score for disadvantaged students was 7, compared to a national figure of 10.6 of non-disadvantaged students. The progress 8 score was -0.37, compared to a national figure of +0.11 for non-disadvantaged students.</p>
5	<p>Analysis of the attendance data for the last 3 years shows 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'.</p> <p>The autumn term 2021 attendance data shows the cumulative absence rate of disadvantaged students is 8.2% compared to 5.9% for the non-disadvantaged students. 38% of students were classified as 'persistently absent' compared to 17.45% of non-disadvantaged students</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
6	<p>Our assessment and evaluation shows that disadvantaged students receive more detentions than non-disadvantaged students. They also receive a greater number of FTE.</p> <p>Current behaviour data shows that the average number of detentions for disadvantaged students is 1.6, nearly double the average of 0.9 for non-disadvantaged students. For disadvantaged students, the current FTE rate is 4.02%, compared to 1.54% for non-disadvantaged students.</p>
7	<p>Our assessments including student voice activities, observations and discussions with students and families have identified social and emotional challenges and issues for many students. These issues consist of anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is</p>

	partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.
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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 so that their reading age is in line or better than their chronological age
Improve the attainment of all students and in particular our disadvantaged students in reading, writing and maths at 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
Improved attainment of all students and in particular our disadvantaged students in maths and English at both KS3 and KS4	By the end of our current plan in 2023/24: <ul style="list-style-type: none"> ▪ KS3 assessments demonstrate that the number of students assessed at the expected standard has increased in English and Maths to 75%. ▪ The difference between the disadvantaged and their peers has reduced to 5% in both English and maths. ▪ 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 65% (8.8% in 2019).
To improved attendance of all students and in particular our disadvantaged students so that it is in line or better than that of non-disadvantaged students	By 2023/24: <ul style="list-style-type: none"> ▪ 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.
To improve the behaviour of all students and in particular our disadvantaged students in order to ensure full access to the curriculum	<p>By 2023/24 behaviour data demonstrates:</p> <ul style="list-style-type: none"> ▪ 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%)
To provide targeted pastoral support to remove identified challenges and support the social development of all students and in particular our disadvantaged students	<p>By 2023/24 improved wellbeing of all students and in particular disadvantaged students demonstrated by:</p> <ul style="list-style-type: none"> ▪ 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: £ 78,882

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised reading assessments for diagnostic purposes	Standardised reading tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction	1
Partial funding for a lead teacher responsible for the pupil premium strategy	To ensure that the strategy for improvement of the outcomes for disadvantaged students is successful a leader with specific responsibility for this area is required	All
Provision of WALKTHRU's books for staff development		All
Supporting the delivery of specific interventions in literacy and numeracy by the funding the salary of a specific teaching assistant	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 & 4
Partial funding for the provision of resources for literacy interventions. Lexia licences and Fresh start provision for less confident readers	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text. The EEF research show that these strategies can have an impact of +6 months The EEF evidence can be found here . The report on improving literacy in schools can be found here	1 & 4
Funding of Hegarty maths as a numeracy intervention strategy and	Evidence for this approach comes from the EEF report 'Mathematics in Key Stages 2 and 3'. The report can be found here	3

provide opportunities for homework.	The EEF research shows that a homework strategy can have an impact of +5 months. The EEF evidence can be found here	
Funding for curriculum resources to support students are 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 & 4

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

Budgeted cost: £ 75,154

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging in the school led tutoring programme to ensure that all disadvantaged students in Years 6, 10 and 11 and selected students in Year 9 have access to 15 hours of tutoring. Including one to one tuition for some students	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 Small group 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 specific week-long course from PETXI for students 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. The EEF evidence can be found here	3 & 4
Funding for the provision of specific week-long course from PETXI for students KS2 students to support students achieving the national standard in	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.	2

reading, writing and maths	The EEF evidence can be found here	
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 & 4
Provision of additional support for disadvantaged students with the lowest attendance with the purchase of EdLounge class seats	The EEF shows that individualised instruction can have an impact of +4 months. The EEF evidence can be found here	5

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

Budgeted cost: £115,847

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of a dedicated family support worker for disadvantaged students to support and improve attendance	The National Foundation for Educational 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	5
Partial funding of the Provision of a dedicated pastoral support worker for each year group to support and improve attendance and behaviour of disadvantaged students. In addition the members of staff will provide additional support in supporting anxiety and welfare issues	The National Foundation for Educational 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. The EEF evidence can be found here	5, 6 & 7
Partial funding of the Provision of a Head of learning for each year group to support and improve attendance and behaviour of disadvantaged students. In addition the members of staff will	The National Foundation for Educational 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	5, 6 & 7

provide additional support in supporting anxiety and welfare issues	The EEF research shows that behaviour interventions can have an impact of +4 months. The EEF evidence can be found here	
Partial funding for the school attendance office to support and improve the attendance of the disadvantaged students	The National Foundation for Educational 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	5
Partial funding of the school counsellor to work with students support anxiety and welfare issues	DFE guidance 'Mental health and behaviour in schools' identifies that schools have a central role in supporting mental health issues in school. The report can be found here	7
Funding to support students with participation in extracurricular activities	The EEF has shown that extra-curricular participation can have an impact of +3 months The EEF evidence can be found here	All
Contingency fund for acute issues.	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

Total budgeted cost: £ 269,883

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.

Our centre assessed grades for 2020/21 showed that there was a difference in the performance of disadvantaged pupils at the end of KS4 demonstrated by average attainment 8 figure for disadvantaged students of 33.72 compared to the non-disadvantaged students of 44.43. This was broadly in line with the results in 2019.

Although the overall entry was low, no disadvantaged students were entered for the EBacc qualification. An increase in the number of students accessing the EBacc qualification is a key area of development in this year's strategy.

As evidenced in schools across the country, the full and partial closures were most detrimental to our disadvantaged pupils. They were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended.

We supported disadvantaged students with the provision of resources to support learning at home in particular the provision of IT equipment and internet access. Our most vulnerable students were asked to attend the provision in school during lockdown. Although the numbers varied day to day, on average 18% attended the school provision from January 2021. In addition, tutors conducted a welfare call each week and discussed the engagement of the students on the remote learning activity.

The impact of the pandemic was mitigated by our provision of a high-quality curriculum throughout the year including during partial closures. Student were provided with resources for independent work as well as having access to live online lesson.

The overall attendance of the disadvantaged students in 2020/21 was 88.1%, slightly lower than 90.0% 2018/19 and 89.1% 2019/20. There are still significant gaps between the attendance of the disadvantaged students and their non-disadvantaged peers, the attendance of non-disadvantaged students in 2020/21 was 94.0%. Good attendance is essential for progress and therefore attendance will remain a key part of our strategy.

Our assessments demonstrated that student behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide wellbeing support and targeted interventions where required. This work continues.

Externally provided programmes

Programme	Provider
Tutoring for disadvantaged students	TLC Live