

Devonport High School for Girls Pupil Premium Strategy Statement – 2022 to 2025



This statement details our school’s use of pupil premium (and premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	914
Proportion (%) of pupil premium eligible pupils	18
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date this statement was last reviewed	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	Mr L Sargeant Headteacher
Pupil premium lead	Mr L Norster Assistant Headteacher
Trustee lead	Mrs Ellen Blakeman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90497 = PP £20092 = PP+
Recovery premium funding allocation this academic year	£16767
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£127356

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, regardless of their background:

- make excellent academic progress compared with similar students nationally (prior attainment)
- achieve high attainment across a broad and balanced curriculum, particularly the English Baccalaureate subjects
- have a wider enriching school experience e.g. sports and educational visits
- receive excellent pastoral and wellbeing support

The aim of our Pupil Premium strategy is to support our disadvantaged pupils in achieving and experiencing the above. We consider the challenges faced by our vulnerable pupils, such as those in the care system or who act as young carers. The strategies outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This will have the greatest impact on closing the disadvantaged progress/attainment gap and at the same time benefit all learners in our school.

Our strategy is also integral to continuing wider school strategies for post Covid education recovery, most notably through our after school subject tuition programme targeting those pupils whose education was most impacted, including non-disadvantaged pupils.

Our approach will be adaptive and respond to the changing needs and challenges our pupils face based on robust systems of assessment, monitoring and intervention. To help ensure our strategies are effective we will:

- ensure all our pupils including disadvantaged pupils are academically challenged in all aspects of their work
- act swiftly to intervene at the point of need
- maintain a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- termly pupil progress meetings take place between key staff and students, informed via SISRA and Atkinson Reports
- any performance gaps identified will prompt departmental and or pastoral interventions
- pupil premium students will be provided with textbooks and core learning resources
- the school will facilitate the ease to which financial support can be accessed by pupils and their families

Challenges

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

Challenge number	Detail of challenge
1	Independent learning and homework is an issue for some of our disadvantaged learners due to a lack of access to learning resources or an appropriate learning space at home.
2	Targeted interventions – our assessment data suggests that sometimes individual disadvantaged pupils can fall behind their peers and whilst support is provided as need is identified the consistent implementation of classroom based/early interventions, particularly in the lower school, needs to be put in place earlier and in a more systematic manner.
3	Wellbeing and mental health – our assessments, observations and discussions with pupil and families have identified Social, Emotional and Mental Health issues as a growing challenge for some pupils, particularly disadvantaged – anxiety, depression and low self-esteem.
4	Attendance – attendance data indicates that attendance among disadvantaged pupils is lower than for non-disadvantaged pupils.
5	Parental/carer engagement – involving all parents/carers in supporting their children’s academic learning is a challenge. Lack of engagement with some of our disadvantaged families can be an issue e.g. parent/carer evenings. Not all parents/carers having full details of support available, and some find it difficult to access.
6	Extra-curricular – our student surveys indicate that student uptake of extra-curricular activities e.g. school clubs, is strong across all student groups including disadvantaged pupils, but we are ambitious to broaden our provision and further increase participation.
7	A broader more representative intake – as a grammar school, historically we have not had a school intake that is fully representative of the community. In particular the percentage of FSM students that sit the 11+, apply for and ultimately gain a place at the school.

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
Maintain high attainment and progress scores of Pupil Premium pupils.	Progress 8 scores for disadvantaged pupils to be inline with or above those of their peers – both within school and nationally.

Implement effective teaching strategies to close any gaps identified – high quality teaching for all.	High examinations outcomes and progress measures maintained and improved for all pupils and pupil groups – Analyse School Performance & L3VA.
More effectively targeting of Pupil Premium funding.	Pupil Premium pupils provided with textbooks and core learning resources. Parents use the full allocation of funding and school spends available budget.
Imbedded system of assessment, monitoring and intervention in place across all year groups.	Termly assessment cycles which inform departmental pupil progress meetings, RSL meetings, interventions and adapted classroom practice to better meet the needs of all learners.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • feedback from student voice, student & parent surveys and teacher observations. • an increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Above 95% (or whole school) attendance for Pupil Premium students with little or no gap between Pupil Premium and Non Pupil Premium.

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: £4988

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting departments in purchasing web based home learning platforms – e.g. Geography & History Educake.	Helps students with organisation and completion of home learning tasks which can be an issue for some of our disadvantaged learners. This has also helped teachers track and monitor process, especially in Lower Years.	1
Whole school approach to student	To track attainment and progress of Pupil Premium pupils leading to	2

data tracking using SISRA.	targeted interventions, with a focus on precise and specific teaching interventions – these classroom based strategies have the biggest impact on improving pupil progress e.g. FSM priority marking/feedback.	
Coaching programme (StepLab) to embed DHSG principles of excellence providing a framework for outstanding pedagogy.	High quality teaching has the greatest impact on closing the disadvantaged progress/attainment gap and at the same time benefitting all learners in our school.	2
Staff morning briefing CPD programme – Monday morning practice.		

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

Budgeted cost: £47626

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school subject tuition programme – disadvantaged pupils will be targeted for this small group support.	Small group tuition can be a very effective way of supporting those students with gaps in their learning, particularly post Covid.	1, 2
121 tutoring to support SEN student with behavioural needs	121 support being provided in English Literature and Language - shown to be effective with students with behavioural and processing needs.	2, 3
SchoolCloud – targeting disadvantaged families for parents' evenings appointments	Involving all parents/carers in supporting their children's academic learning is vital. Lack of engagement with some of our disadvantaged families can be an issue so prioritising parents evening appointments leads to better communication and support for the student.	5
ATOM – 11+ tuition and support materials aimed at	To encourage even greater representation of children at DHSG, we work in partnership with Atom	7

disadvantaged students	Learning, the leading online Key Stage 2 learning and 11+ preparation platform, to provide students who are eligible for Pupil Premium (both boys and girls) with free online learning and 11+ exam preparation. This programme is designed to help children get familiar with the type of questions they may see on the 11+, and build exam technique and confidence. They'll be able to access KS2 and 11+ practice questions, learning resources, and practice papers through their Atom Home account.	
Learning Support Assistant	Increase capacity of learning support team to help provide student support and interventions.	2, 3

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

Budgeted cost: £74742

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting Pupil Premium pupils with costs of accessing extra-curricular activities e.g. educational visits and music tuition.	Improve pupil engagement in extra-curricular activities has a positive impact of pupil well-being, attendance and outcomes.	2, 3, 4
Targeted club to better support Forces students	The establishment of a Forces Family Club providing a forum for pupils experiencing similar issues to receive specific support, peer to peer support and taking part in group activities and subsidised visits e.g. Stonehouse Barracks lunch in Officers Mess – these activities help with Forces pupils wellbeing.	3, 6
Targeted club to better support Young Carers	The Young Carers club is a fortnightly group which is mostly run by the students. They tend to go around the group saying what has been good and bad for them each week (no just focused on their caring role). They are currently trying to plan a video	3, 6

	<p>project that they would like to have ready for the Young Carers day of action in March. Sometimes they meet and chat, sometimes play games it's quite informal as that is what they have asked for. This club is part of the wider Young Carers support offered in school – these activities help support the wellbeing of pupils who are Young Carers.</p>	
Nurture Base Manager	<p>Increase capacity and better coordinate the work of our student support team helping identify and support student need will lead to improved well-being, attendance and outcomes.</p>	1, 2, 3, 4, 5
Young Devon Counselling service	<p>To facilitate pupil well-being. School counselling to provide confidential advice and guidance. Good mental and emotional health is an integral part of children's and young people's holistic development.</p>	3
Wider Pastoral support	<p>We will support our children socially, emotionally and behaviourally through our pastoral system, which comprises 5 Houses with one Tutor Group from each of the 5 Year Groups – years 7-11. Through the intervention of the Heads of House we will liaise with external support agencies and will continue to provide individual counselling for students who have been identified as being in need. Academic and Pastoral Mentoring programmes will continue to enable us to work with our most vulnerable students. The Peer Mentoring programme which has supported a range of aspects for pupil premium children including emotional wellbeing, organisation, settling in and friendships will continue. Our Support Advice Guidance & Engagement (SAGE) Co-ordinator will continue to work with students across a range of areas to boost self-</p>	2, 3, 4, 5

	esteem and confidence, which underpins higher achievement.	
Appointment of new Head of House to increase pastoral capacity with a rising pupil intake	Effective pastoral support is key in helping students stay healthy and reach their fully potential, especially disadvantaged students.	
Appointment of permanent Student Support Officer		
Establishment of a new Nurture Base – quiet working spaces, 2 rest/sensory rooms, reading nook and designated SENDCo office	There is a recognition that some of our disadvantaged/vulnerable students need a designated quiet and supportive space to help support with their studies and wellbeing.	2, 3

Total budgeted cost: £127356

Part B: Review of the previous academic year

Outcomes for disadvantaged (FSM) pupils

GCSE 2023/24				
	All	Non-Dis	Disadvantaged	National Non-Dis
Cohort	121	113	8	-
A8	75.4	75.73	69.2	50
P8	+0.78	+0.80	+0.32 (+0.89)	+0.16
Basics % (9-5)	97.5	97.3	100	53
EBACC % (9-5)	78.5	78.8	75	44

When analysing the above data, the small cohort size of Disadvantaged pupils needs to be considered. The performance gap highlighted above between Disadvantaged and Non-Disadvantaged pupils was due to the performance of 1 student who, due to various ongoing issues, sat 2 GCSEs – Maths and English. Examining the adjusted P8 figure in brackets above, the overall progress of Disadvantaged pupils was in line with that of their peers in school, meaning that on average they achieved nearly 1 grade higher than similar students nationally based on prior attainment. We were very pleased that all Disadvantaged pupils achieved their strong Basics pass as this was a real focus of our after school and holiday small group tuition sessions.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Maths/English/Science support	Sparx
ATOM 11+ support	Atom Learning
Home Learning Platform	Educake
SISRA online data analysis platform	Juniper
Online coaching platform	Steplab