

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	849
Proportion (%) of pupil premium eligible pupils	16
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	June 2024
Statement authorised by	Mr L Sargeant Headteacher
Pupil premium lead	Mr L Norster Assistant Head
Governor / Trustee lead	Mrs Ellen Blakeman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£82292 = PP £23193 = PP+
Recovery premium funding allocation this academic year	£0
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	£105485

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 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 implementation of 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/carers 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/carers evenings. Not all parents/carers having full details of support available, and some find it difficult to access.

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 the use 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: £4352

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic baseline assessments – GL CAT4 for Year 7	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 early interventions or teacher instruction.	2
Whole school approach to student data tracking using SISRA	To track attainment and progress of Pupil Premium pupils leading to targeted interventions, both classroom and external.	2
Create over capacity in mathematics staffing to form a GCSE set 6 for small group and 121 tuition.	Small group tuition can be a very effective way of supporting those students with gaps in their learning, particularly post Covid.	1, 2

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

Budgeted cost: £16500

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
Purchase of Frog Education	Improving careers and further education provision in supporting high aspirations and outcomes amongst all pupils.	2
Learning Support Assistant	Increase capacity of learning support team to help provide student support and interventions.	2, 3
Home tutoring programme for student unable to access school due to acute medical condition	Individual subject tuition – English Literature, English Language, mathematics, sciences and history. Preparing and entering for core selection of GCSE subjects which able student to access further education.	1, 2, 3

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

Budgeted cost: £84633

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
Recruitment of Nurture Base Manager	Increase capacity and better coordinate the work of our student support team helping identify and support student need will lead to	1, 2, 3, 4, 5

	improved well-being, attendance and outcomes.	
Young Devon Counselling service	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.	3
Wider Pastoral support	We will support our children socially, emotionally and behaviourally through our pastoral system, which comprises 4 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. We will continue to support Services children through our support group led by a trained counsellor. 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-esteem and confidence, which underpins higher achievement.	2, 3, 4, 5

Total budgeted cost: £105485

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

GCSE 2022/23				
	All	Non-Dis	Disadvantaged	National Non-Dis
Cohort	124	117	7	-
A8	73.36	73.58	70.57	50.2
P8	+0.51	+0.52	+0.36	+0.17
Basics % (9-5)	98	98	100	57
EBACC % (5)	72	87	43	20

When analysing the above data the small cohort size of Disadvantaged pupils needs to be considered. Broadly speaking the attainment and progress gap between disadvantaged and non-disadvantaged pupils at Devonport High School for Girls has been and continues to be very small. The small gap in performance illustrated in A8 and P8 measures was the result of one pupils performance, with all but one disadvantaged pupil achieving a positive P8 score. Overall progress of Disadvantaged pupils was broadly in line with their peers in school meaning that on average they achieved over a third of a grade higher than similar students nationally based on prior attainment. We were very pleased that all Disadvantaged pupils achieved their strong Basics pass, particularly the mathematics element, as this was focus for spending on 121 mathematics tuition.

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 support	Sparx
English/Reading support	Sparx