

Pupil premium strategy statement – The Derby High School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium (and recovery 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	964
Proportion (%) of pupil premium eligible pupils	35.5%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2021/22 – 2024/25
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Ms C H Hubert
Pupil premium lead	Mr B Nassau, Assistant Headteacher
Governor / Trustee lead	Ms S Burns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£294,505
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£84,180
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£378,685

Part A: Pupil premium strategy plan

Statement of intent

Our intention at The Derby High School is that all pupils, irrespective of their background or the challenges they face, make good progress and secure high attainment across the curriculum.

The focus of our Pupil Premium strategy is to support disadvantaged pupils to achieve that goal, 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 and provide appropriate support to overcome those challenges. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach. The strategies outlined in The Derby Way are designed 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 will not just focus on academic support but also inclusion support.

Students from disadvantaged backgrounds typically have lower attendance and a higher number of behaviour points when compared to non-disadvantaged students. The better the attendance of a student the more progress they make (National Forum on Education Statistics 2009).

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, 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 are set
- act early to intervene at the point need is identified
- provide a range of enrichment opportunities and curriculum experiences to raise the aspirations of disadvantaged students

Challenges

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

Challenge number	Detail of challenge
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1	Literacy and numeracy skills are weaker on entry for disadvantaged students including disadvantaged SEND students.
2	Engagement with enrichment, within and beyond the curriculum, to increase cultural capital and support well-being post pandemic.
3	Attendance for disadvantaged students is lower than non-disadvantaged students.
4	Increased social, emotional, and mental health issues with a significant number of students. Including newly vulnerable due to the pandemic.
5	Engagement of students, families and communities around The Gatsby Benchmarks to support progression through school and raise; post-16 aspirations, EBacc uptake and engagement in key transition points.

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
Continue to narrow the gap between disadvantaged and non-disadvantaged students and raise academic attainment and progress.	KS4 outcomes demonstrate that disadvantaged pupil attainment and progress is at least in-line with national outcomes for non-disadvantaged pupils.
Increased reading and comprehension levels across the curriculum. Specific intervention in place to increase the pace of progress for the weakest readers.	Diagnostic testing demonstrates a measurable closure of reading and comprehension skills between disadvantaged and non-disadvantaged pupils. Disadvantaged pupils with a reading age significantly below chronological age will make accelerated progress. There is a whole-school approach to teaching reading skills and engendering a love of reading, adapted to suit different disciplines.
Increased numeracy levels leading to improved Mathematics outcomes at KS4	Assessment demonstrates a measurable closure of numeracy skills between disadvantaged and non-disadvantaged pupils. Maths teachers are skilled at using a mastery approach to close knowledge gaps.
Provide a relevant, rich and varied curriculum including memorable inspiring experiences.	Ensure students have access to an extensive range of enrichment opportunities through The Derby Diploma.

	<p>Enrichment participation levels are high, especially for disadvantaged pupils; barriers to participation are identified and overcome.</p> <p>All pupils engage with at least one enrichment opportunity each term</p>
The average attendance of disadvantaged students is in-line with their non-disadvantaged peers nationally.	The gap between disadvantaged students and non-disadvantaged students is reduced. The number of persistently absent students will decrease.
Achieve and sustain improved wellbeing for all students including those who are disadvantaged.	<p>PASS testing and pupil voice indicate students demonstrate improved attitudes to learning and engagement in the curriculum.</p> <p>Interventions are in place to deal incisively with SEMH needs.</p> <p>The Resilience Curriculum embeds personal development across the school and builds pupils' confidence and independence.</p>
To raise the aspirations of disadvantaged learners and provide opportunity for social mobility.	<p>Increased numbers of disadvantaged students going on to studies relevant to university entry and HE qualifications.</p> <p>Embedding the Gatsby benchmarks across the curriculum.</p>
Parents of disadvantaged students actively engage with the school events to support their child.	Increased number of disadvantaged parents attending school events and regular conversations take place throughout the year regarding the progress of the pupils.

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: £ 52,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the quality of teaching and curriculum planning through high quality CPD.	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p>	1, 2, 4, 5
Whole school focus on the teaching of literacy across the curriculum.	<p>Students who are below expected standard at KS2 in reading and have a low reading age will have gaps in their literacy skills which will affect future learning in the curriculum. In targeting those students most at need with bespoke provision, it facilitates rapid progress where it's needed most with the literacy skills of other students addressed in a variety of ways across the curriculum.</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EE</p>	1
Continuation of implementing the Mathematics Mastery Approach in KS3 and KS4. NW Maths Hub participation.	<p>Research suggests that there is a deeper understanding in mathematics derived from the teaching of mastery maths. The impact of mastery learning approaches is an additional five-month progress, on average, over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1

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

Budgeted cost: £ 118,600

Activity	Evidence that supports this approach	Challenge number(s)
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Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	<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:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>And in small groups:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2
A mentoring programme for key Year 11 pupils to help them achieve aspirational outcomes.	<p>Regular contact with student will help to guide and support them with revision skills, coping with examination pressure. Parents involved with dialogue.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	2, 5
Targeted Literacy and numeracy support during weekly 1:1 / small group interventions.	<p>Small group tuition:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 2
Appointment of Students' Aspirations Lead to	Careers education is crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for	2, 5

<p>develop the CEIAG offer and raise aspirations. Pupils have access to high quality, bespoke CEIAG support.</p> <p>At key transition points (KS3 – KS4 and KS4 – KS5) aspiration data is used to inform decision making by pupils/ parents/ carers.</p> <p>Pupils are sign-posted to possible career routes linking to curriculum areas and have opportunities to participate in activities relating to these.</p>	<p>their future. This is especially true of pupils from poorer backgrounds, who are less likely to have family or friends with the insight and expertise to offer advice. High quality careers education can help them progress smoothly into further learning and work.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf?v=1671506171</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 208,103

Activity	Evidence that supports this approach	Challenge number(s) addressed
Close monitoring of SEND and disadvantaged pupils' attendance using the SoL tracker, with incentives put in place.	Embedding principles of good practice set out in DfE's Improving School Attendance	2, 3

<p>Timely interventions for attendance dropping. Daily telephone calls ensuring students are contacted directly by the Attendance Officer/ Head of Year.</p> <p>Focused intervention for pupils who have attendance below expectations - EBSA work within school to identify the reasons for declining attendance.</p> <p>SLT champion for attendance.</p> <p>Non-teaching HOY to allow time for more direct, daily contact with home.</p>		
<p>The Derby Diploma provides a programme to support disadvantaged pupils to have higher aspirations throughout the school years and beyond.</p>	<p>Experiences for pupils will raise aspirations and therefore will raise attainment and progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>1, 2</p>
<p>Identify disadvantaged pupils who require support with school purchases e.g. PE/ Uniform/Food Ingredients/ Revision Guides. Targeted support for pupils who do not have the family finance to purchase equipment/ resources/ uniform to be able to participate in school activities.</p>	<p>Targeted students to be able to participate in extracurricular activities lessons.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	<p>2</p>
<p>Deliver Duke of Edinburgh Bronze Award for all Year 9 pupils and Silver Award for 30 Year 10 students.</p>	<p>Experiences for pupils will raise aspirations and therefore will raise attainment and progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	<p>2, 4</p>

<p>Increased number of disadvantaged parents attending school events and regular conversations take place throughout the year regarding the progress of the pupils.</p> <p>Increased communication prior to parental events to ensure high levels of engagement.</p> <p>Year 11 and Year 10 'Working with Parents' evenings.</p> <p>Parent voice meetings and 'Friends of the Derby' meetings throughout the year.</p> <p>Use of wider Inclusion team to assist with more direct contact in advance of Parents' Evenings'.</p>	<p>Part of the EEF's recommended tiered approach to Pupil Premium spending is a focus on wider strategies to raise attendance, improve behaviour and provide social and emotional support:</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p>	<p>1,2,3,4,5</p>
<p>Relationship Hub Therapy offered. Holistic therapy offered. Inclusion Support Officer appointed and available for well-being.</p> <p>Mental-health member of staff available.</p> <p>Additional pastoral support to overcome the barriers to learning – non-teaching HOY.</p> <p>Professional counselling for students with emotional difficulties/ family breakdown/ bereavement</p>	<p>Increased mental health pressures effecting the wellbeing of progress of students. Newly vulnerable students identified following Covid and lockdowns.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	

Total budgeted cost: £ 378,685

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

22/23 PP Results (51 progress, 54 attainment)	Pupils eligible for PP at The Derby (23 National) Derby KS2 Avg: 97.5 National KS2 Avg: 102.81	Pupils not eligible for PP at The Derby (23 National) Derby KS2 Avg:101.5 National KS2 Avg: 105.68
% achieving grade 5+ English and Maths	29.6% (29.4 %)	35.2% (51.2 %)
% achieving grade 4+ English and Maths	48.1% (49.1 %)	63.1% (72.3 %)
Progress 8 Score average	0.44 (-0.41)	0.4 (0.18)
Attainment 8 score average	35.33 (43.13)	41 (48.67)
avg EBACC APS	3.22 (3.26)	3.81 (4.38)
%achieving ebacc 5+	7.4% (8.4 %)	10.7% (18.7 %)
%achieving ebacc 4+	20.4% (13.6 %)	19.7% (26.8 %)
Progress 8 - English element	0.66 (-0.39)	0.58 (0.16)
Progress 8 - Maths element	0.18 (-0.39)	0.15 (0.16)
Progress 8 - EBACC element	0.36 (-0.45)	0.24 (0.19)
Progress 8 - Open element	0.56 (-0.44)	0.59 (0.18)
Pupils achieving a Positive Overall Progress 8 score	62.7 (41.5%)	64.4% (58.3%)

During 2022/2023 disadvantaged pupils were offered wide ranging support to access the curriculum and remove barriers to learning. This included; providing targeted interventions, both academic and pastoral, prioritisation for counselling, mentoring and careers guidance as well as opportunities to access enrichment alongside the core curriculum offer.

As a result, disadvantaged pupils at The Derby High School made better progress than non-disadvantaged pupils nationally. Attainment and progress for disadvantaged pupils has increased. Internal gaps between disadvantaged and non-disadvantaged pupils have diminished, outcomes for PP students at The Derby High School are better than non-PP students in the measures outlined above over the course of the year.

Further pupil funding was used in the 2022/23 academic year to provide a range of successful interventions around literacy, attendance, careers guidance and to provide social, emotional and mental health support for disadvantaged and non-disadvantages students when required. The Inclusion team worked tirelessly to provide aid, support, intervention and advice.

Challenge 1: The budget has part funded two Literacy and one Numeracy HLTAs providing intervention to close gaps in reading age and numeracy. Data shows that the school is making good progress with narrowing gaps in both areas.

Challenge 2: Students are accessing enrichment activities; there has been a further increase in numbers accessing this academic year. Disadvantaged students are as likely to access enrichment as non-disadvantaged students.

Challenge 3: Attendance for disadvantaged students is above the national all figure. Strategies are having impact. The PA figure for disadvantaged students was below the national average.

Challenge 4: Disadvantaged students are accessing a wide range of support networks across the school. Where students are accessing support, it is time limited and intervention and support strategies are ensuring students are accessing the curriculum.

Challenge 5: Engaging high prior attaining disadvantaged students is a key focus for the 2023/34 academic year. Raising the aspirations of disadvantaged students is key. The school is now a PP GM Higher school and opportunities are being created to impact aspirations and therefore outcomes.

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
NTP	Tutor Trust

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.