



Pupil Premium Strategy Statement

SLT Responsible:	B Gallagher	Date of Review:	Autumn 2024	Next Review:	Autumn 2025
Statutory / Non-Statutory:	Statutory	Website:	Yes	Review Frequency:	Annually

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Pupil premium strategy statement – The Derby High School

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

All schools that receive pupil 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 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	958
Proportion (%) of pupil premium eligible pupils	32.04%
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)	2024-2027
Date this statement was published	31/12/2024
Date on which it will be reviewed	1/12/2025
Statement authorised by	
Pupil premium lead	Mr B Nassau
Governor / Trustee lead	

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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£330,950
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£330,950

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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 activity we have outlined in this statement is 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 all students than the national averages, particularly for disadvantaged SEND students.
2	Recruiting and retaining high quality, subject specialists to deliver teaching and learning.
3	Attendance for disadvantaged students is lower than non-disadvantaged students.
4	Increased social, emotional and mental health issues for significant numbers of students.
5	Lower aspirations of students, families and disadvantaged communities around enrichment, post-16 aspirations and cultural capital.

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
Narrow the attainment and progress gap between non-disadvantaged and disadvantaged students.	KS4 outcomes demonstrate that disadvantaged students' attainment and progress is at least in-line with outcomes for non-disadvantaged students.
Increased reading and comprehension levels across the curriculum. Specific intervention, including phonics, 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 students. Disadvantaged students with a reading age significantly below chronological age will make accelerated progress through the use of targeted interventions including Lexia and phonics. There is a whole-school approach to teaching reading skills and engendering a love of reading, adapted to suit different disciplines.
Curriculum areas are staffed by subject specialists who are motivated to continually raise the academic rigour of the curriculum and inspire students.	Successful recruitment in all shortage subject areas. Staff voice shows teachers have opportunity to develop as a subject practitioner. Staff voice shows opportunity to take pedagogical risks. Teaching staff exit interviews reveal staff turnover is due to development, not dissatisfaction.
Increased numeracy levels leading to improved Mathematics outcomes at KS4.	Assessment demonstrates a measurable closure of numeracy skills between non-

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	<p>disadvantaged students and disadvantaged students.</p> <p>Question level analysis of KS2 Maths outcomes informs a numeracy intervention programme.</p>
Provide an engaging and enriching curriculum that builds cultural capital, including memorable experiences.	<p>Ensure students have access to an extensive range of enrichment activities through The Derby Diploma.</p> <p>Enrichment participation levels are high, especially for disadvantaged students in The Derby Challenge cohort.</p>
To raise the aspirations and ambition of disadvantaged learners and provide opportunity for social mobility.	<p>Increased numbers of disadvantaged students going on to studies relevant to university entry and higher education qualifications.</p> <p>Embed The Gatsby Benchmarks across the curriculum.</p> <p>The Derby Challenge students receive a bespoke Scholars' Programme.</p> <p>Alumni continue to engage and inspire by sharing success stories with future cohorts.</p>
The attendance of disadvantaged students is in line with their non-disadvantaged peers. The whole school attendance target is 97%.	<p>The gap between disadvantaged and non-disadvantaged students is reduced.</p> <p>The number of persistently absent students decreases.</p> <p>School-home contact increased to improve overall attendance.</p> <p>Regular home visits to hard-to-reach students.</p>
Hard-to-reach students, including those with identified pastoral and SEMH needs, have a full range of support to engage with the curriculum and wider school life.	<p>Systems successfully identify barriers and triggers for disadvantaged students early.</p> <p>For students with pastoral and SEMH needs, interventions are used to improve their engagement with the curriculum.</p> <p>Bespoke curriculum pathways return disengaged students to full engagement with the curriculum.</p> <p>Early identification and communication of SEND needs.</p>
Parents of disadvantaged students actively engage with the school vision to support their child.	<p>Increased number of disadvantaged parents attending school events to improve student progress.</p> <p>Increased parental collaboration to support student potential and post-16 aspirations.</p>

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Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancing the quality of teaching and curriculum planning through high-quality CPD, including subject specific CPD.	<p>The best available evidence indicates that great teaching is the most important lever for improving 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
Curriculum development and bespoke CPD have a consistent focus on cultural capital and enriching experiences. Careers are threaded through the curriculum.	<p>Adaptations to the curriculum should support pupils to move forwards from their specific starting points, strengthening understanding as they go. Teachers can look for opportunities to capitalise on strengths they find whilst identifying areas that might need revisiting—understanding what foundations already exist is key if we are to build on them with new knowledge and skills.</p> <p>1. High-quality teaching EEF</p>	1, 2, 3, 5
Regular CPD ensures all teachers are skilled in providing incisive and timely feedback to students.	<p>Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the output or outcome of the task, the process of the task, the student's management of their learning or self-regulation, or about them as individuals (which tends to be the least effective).</p> <p>Feedback EEF</p>	1, 5
Staff work to continually improve their	High quality teaching is proven to have the highest impact on students:	1, 2, 5

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teaching of all students, including disadvantaged, through participation in coaching and Teaching and Learning Communities.	1. High-quality teaching EEF	
CPD for all staff focussed on student relationships to improve behaviour both in, and out of the classroom.	Supportive relationships are a key motivation for teachers joining the profession and both teacher and pupil surveys show that teachers usually have positive relationships with students. Research suggests that teachers knowing their students well can have a positive impact on classroom behaviour. Improving behaviour in schools	2, 3, 5
The whole school focuses on the teaching of literacy, a love of reading and numeracy across the curriculum.	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 is needed most with the literacy skills of other students addressed in a variety of ways across the curriculum. Reading comprehension strategies Toolkit Strand Education Endowment Foundation EE	1, 5
Continuation of implementing the Mathematics Mastery Approach in KS3 and KS4 and North West Math's Hub participation.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Employment of HLTAs to deliver targeted literacy and numeracy interventions	<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
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
<p>Appointment of Students' Aspirations Lead to 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 career routes linking to curriculum areas and have opportunities to participate in activities relating to these.</p>	<p>Careers education is crucial in developing the knowledge, confidence and skills young people need to make well informed, relevant choices and plans for 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>	3, 5

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Targeted approaches to tackle the needs of individuals with SEMH and pastoral needs through bespoke internal and external curricula such as the Resilience Programme.	For those pupils who need more intensive support with their behaviour, a personalised approach is recommended. Improving behaviour in schools	3, 4
Develop a bespoke curriculum for transitional phases e.g., Nurture and increased support for SEND students	Students can be grouped flexibly based on their individual needs shared with the group at that time. Such groups can be formed for an explicit purpose and disbanded when that purpose is met. It may be that a small group of pupils share the need for more explicit instruction to independently carry out a skill, remember a fact, or understand a concept. Allocating pupils to temporary groups can also allow teachers to set up opportunities for collaborative learning. EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf	3, 4, 5

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
A strong Inclusion Team (5 Heads of Year, SLT link for each year group, Inclusion Officers, Attendance Officer, and form tutors) who provide intervention and support for specific pupils with pastoral and SEMH difficulties. Testing is used to identify pupils for further support.	A growing body of evidence indicates that enhancing social, emotional, and behavioural skills (including emotional identification, articulation, and regulation; communication skills; conflict resolution skills; behavioural self-regulation; empathy and perspective taking) is a key determinant to young people's mental health and wellbeing, and supports them in achieving positive outcomes in school, work and life: Adolescent mental health: A systematic review on the effectiveness of school-	1, 3, 5

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	based interventions Early Intervention Foundation	
Provide students and parents with a range of pastoral and SEMH needs the opportunity to engage with the school through the Inclusion Team.	An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others. 2. Build a culture of community and belonging for pupils EEF	3, 4, 5
Develop strong links across all stakeholders, both in and out of the school setting.	Parental engagement in children's learning is associated with improved academic outcomes at all ages. The association is strongest when parent engagement is defined as parents' expectations for their children's academic achievement. Parental Engagement - Evidence from Research and Practice.pdf	3, 4, 5
Engage parents and carers in the whole school vision around revision, assessment, and learning.	Parental engagement in children's learning is associated with improved academic outcomes at all ages. The association is strongest when parent engagement is defined as parents' expectations for their children's academic achievement. Parental Engagement - Evidence from Research and Practice.pdf	1, 4, 5

Total budgeted cost: £ 330,950

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attainment: 2023/24

2023/24 PP Results (65 pupils)	Pupils eligible for PP at The Derby	Non-PP at The Derby
% Achieving grade 5+ English and mathematics	32.3	50.9
% Achieving grade 4+ English and mathematics	49.2	63.8
Progress 8 score average	0.08	0.53
Entering EBacc	24.6%	26.7%
Attainment 8 score average	39.87	42.98
Ave EBACC APS score	3.55	4.01
% Achieving EBACC 5+	9.2	6.9
% Achieving EBACC 4+	12.3	12.9

During the 2023/24 year, 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.

Further pupil funding was used in the 2023/24 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-disadvantaged students when required. The Inclusion Team worked hard to provide aid, support, intervention and advice.

Externally provided programmes

Programme	Provider

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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

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Further information (optional)

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