

Driffield School and Sixth Form

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	Driffield School and Sixth Form
Number of pupils in school	1362
Proportion (%) of pupil premium eligible pupils	22.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/2021 to 2023/2024
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Scott Ratheram (Executive Principal)
Pupil premium leads	Deborah Dalton and Vicky Loftus (Deputy Headteachers)
Governor / Trustee lead	Karen Dow (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£266,794
Recovery premium funding allocation this academic year	£37,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£304,494

Part A: Pupil premium strategy plan

Statement of intent

Our ambitious curriculum is designed to ensure that all students, irrespective of their background, are able to thrive (both academically and personally) at Driffield School and Sixth Form. The curriculum we deliver is knowledge-rich and aims to equip all of our students with the knowledge, skills and experiences that they need to be successful people and have better lives.

High quality teaching and learning is at the heart of any successful curriculum. All our teaching staff are aware that quality first teaching is proven to have the greatest impact on closing the disadvantaged gap and our intention is to provide lessons that are motivating, purposeful and challenging; encouraging high expectations from all of our students.

We place a high value on literacy and vocabulary, which are both crucial to academic achievement, future learning and employment. We use a range of diagnostic assessments on transition to the secondary setting to identify cognition and learning needs of all students. These results are used to identify individual needs and inform targeted academic interventions that contribute to the attainment of students from disadvantaged backgrounds.

We always take into account wider challenges, such as attendance, and ensure that school leaders and teachers have an in depth understanding of the challenges that disadvantaged students face. Our robust pastoral system ensures that students are supported effectively with behaviour and social and emotional support, which may sometimes impact on their academic attainments.

To ensure our Pupil Premium strategy is effective, our monitoring and evaluation processes are cyclical and an integral part of our School Improvement Plan.

Challenges

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

Challenge number	Detail of challenge
1	Inconsistencies in effective classroom practices disadvantage PP students more than others. All PP students need to be able to access high quality teaching, in all subjects, and appropriate levels of challenge from subject specialists.
2	Disadvantaged students perform less well than other students nationally.
3	The vocabulary gap and low literacy skills are a barrier to learning for a high proportion of disadvantaged students.
4	Students with low prior attainment or low literacy and numeracy skills require additional specialist support to catch up and enable effective access to the full curriculum.
5	Students with low attendance are more likely to miss key learning over 5 years, directly impacting on outcomes. Last academic year attendance for all students was 95.4% and attendance for disadvantaged students was 93.6%
6	Lack of engagement or suspension means students are missing learning, with exclusion potentially leading to parents and students becoming disenfranchised with education.
7	Increased levels of social, emotional and mental health issues, such as anxiety, low mood and low self-esteem have been observed following the pandemic, particularly in relation to reduced social interactions, worry about lost learning and concerns about exams. This can be significant barrier to learning for some students.

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 progress	<ul style="list-style-type: none"> Progress 8 is in line with or above that of all students nationally
Improve destinations	<ul style="list-style-type: none"> Ambitious destinations are sustained at Post 16 and there are no NEETs
Increase proportion achieving Basics (4+ and 5+)	<ul style="list-style-type: none"> Percentage of students achieving both English and maths at 4+ and 5+ is improving towards national averages for all students
Increase Ebacc entry	<ul style="list-style-type: none"> Improved Ebacc entry rate so that it is in line with all other students in the school
Increase attendance	<ul style="list-style-type: none"> Sustained improved attendance for disadvantaged students with attendance for disadvantaged students at least 94%
Improved well-being	<ul style="list-style-type: none"> Students demonstrate an improvement in their well-being by demonstrating: <ul style="list-style-type: none"> Improved school attendance Positive take up and engagement in supportive activities offered by the Be Well programme Positive feedback through student voice Increased resilience within their learning Increased participation in extra-curricular activities
Improved engagement in learning activities and reduction in behaviours that lead to sanctions that remove students from the classroom, School Remove and suspension	<ul style="list-style-type: none"> Students are keen to learn and want to remain in the classroom. Reduction in the number of School Removes or suspensions for disadvantaged students

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: £89,450

Activity	Evidence that supports this approach	Challenge number(s)
<p>Improve Quality First Teaching by providing staff with high quality subject-specific CPD and embedding evidence-informed approaches across all subjects.</p> <p>Ensure that enough time is given for effective whole school and departmental CPD and that Subject Leaders are trained in what makes effective CPD that matches the needs of their department and whole school priorities.</p>	<p>EEF, Guide to Pupil Premium (Tier 1: high quality teaching)</p> <p>EEF, Effective Professional Development, guidance report</p> <p>EEF, Putting Evidence to Work: a school's guide to implementation (Quality First Teaching)</p>	1, 2
<p>Raise achievement of disadvantaged students through an ambitious curriculum, that is well designed and sequenced, equipping students with the knowledge and skills they need for future employment.</p>	<p>EEF, Guide to Implementation, guidance report</p>	1, 2, 4
<p>Ensure that the curriculum offer is appropriate and PP students are offered and guided towards appropriate qualifications.</p>	<p>Students with high value qualifications can access an increased number of destinations</p>	2, 4
<p>Prioritise 'disciplinary literacy' across the curriculum and embed a 3-year literacy improvement plan that ensures literacy is a whole school priority, across all subjects.</p>	<p>EEF, Improving Literacy in Secondary Schools, guidance report</p> <p>DfE, Reading Framework</p>	3, 4

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

Budgeted cost: £112,910

Activity	Evidence that supports this approach	Challenge number(s)
<p>Improve the achievement of disadvantaged students in maths and English through targeted support, engagement with the NTP (National Tutor Programme), and parental engagement led by KS4 PP Intervention Coordinators. PP students and those with high absence due to Covid have been prioritised</p>	<p>EEF, Guide to Pupil Premium (Tier 2: targeted academic support)</p>	2, 3, 4, 5

for the NTP programme.		
<p>Improve outcomes by delivering targeted literacy interventions (including phonics) across KS3 for identified disadvantaged students.</p> <p>KS2, CATS and NGRT reading tests will be used to inform literacy and reading interventions at KS3, prioritising disadvantaged students</p>	<p>EEF, Guide to Pupil Premium (Tier 2: targeted academic support)</p> <p>EEF toolkit (Phonics – high impact for low cost based on extensive evidence)</p> <p>Hart & Risley’s ‘30 million word gap’ study</p>	2, 3,4
<p>Students in Year 11 and Year 13 have a personalised timetable of additional 1-hour lessons that are held after the normal school day has ended. These lessons are taught by subject specialists and focus on key knowledge, concepts and skills that were covered during the first lockdown.</p>	<p>EEF, Guide to Pupil Premium (Tier 2: targeted academic support)</p>	2, 5

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

Budgeted cost: £ 102,134

Activity	Evidence that supports this approach	Challenge number(s)
<p>Raise attendance of disadvantaged students to at least 94% by:</p> <ul style="list-style-type: none"> • Embedding the principles of good practice set out in DfE’s Improving School Attendance • Re-establishing whole school attendance processes post pandemic <p>Our School Attendance Officer will prioritise disadvantaged students by:</p> <ul style="list-style-type: none"> • Carrying out first calling/home visits • Engaging hard to reach parents • Ensuring intervention is quickly targeted • Utilising the skills of others such as the pastoral team, SEND team or multi-agency partners to develop robust attendance plans 	<p>The DfE guidance has been informed by engagement by schools that have significantly reduced persistent absence.</p> <p>DfE Improving School Attendance</p>	5, 6
<p>Swift identification and priority access to interventions provided through the Be Well programme (whole school mental health programme). E.g.</p> <ul style="list-style-type: none"> • Mind workshops • Mind one to one support • SMASH support <p>Training for staff through the Be Well Programme (How to have a conversation about mental health,</p>	<p>It is widely recognised that a child’s emotional health and wellbeing influences their cognitive development and learning as well as their physical and social health and their mental wellbeing in adulthood, as set out in the document below</p>	5,6

<p>Youth Mental Health First Aid).</p> <p>Provide parental support through one to one intervention or parental workshops with the support of Mind.</p> <p>Access to extra-curricular and enrichment activities. E.g. twilight clubs/ trips and visits.</p>	<p>Promoting Children and Young People's Mental Health and Wellbeing - A Whole School Approach</p>	
<p>Embed the 6 recommendations of the EEF behaviour review.</p> <p>Clearly articulate expectations and school routines:</p> <ul style="list-style-type: none"> • Explicit teaching of school routines, via tutor time, assemblies, in the classroom and through the development of the Cornerstones Curriculum. • Reboot of school routines following each school holiday. • Further develop layers of support as a graduated response to behaviour intervention 	<p>EEF Improving behaviour in schools</p> <p>Creating a Culture: A review of behaviour management within schools</p>	<p>5, 6, 7</p>

Total budgeted cost: £ 303, 494

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.

It is important to note that, nationally, the grade distribution for 2021 was inflated from 2019 due to the nature of the method of assessment. Because of this, when we compare 2021 data to historical data we will focus on in-school gaps between disadvantaged and non-disadvantaged students. From 2019 to 2021, the in-school gap for the Basics measures reduced from 30% to 17% at the 9-5 measure and from 29% to 20% at the 9-4 measure. Similarly, the average Attainment 8 gap in 2019 was 4.4 and this reduced to 1.1 in 2021.

Although Progress 8 figures were not published nationally for 2021, we are able to look at the in-school gap for estimated P8 figures: the Progress 8 gap in 2021 was estimated to be 0.52 in comparison to 0.93 in 2019.

From January - June 2021, 105 students at KS3 took up the offer of 15 hours of online tuition through the NTP programme. Of the students who accessed this tuition and completed the initial and final assessments, TLC live judged that the average maths progress was 4.3 months gain and the average English progress was 3.1 months gain.

It is difficult to make meaningful comparisons for attendance data due to the disruptions caused by school closure periods and student absence through Covid measures. However, when comparing the autumn term 2021 with the autumn term in 2020, attendance of disadvantaged students increased slightly with the gap remaining broadly similar but was still above national average for this cohort. School attendance remains a priority for the school. Prior to the pandemic, there was a pattern of improving attendance compared to a national pattern of decreasing attendance.

During school closure periods, all vulnerable students were actively encouraged to attend school and complete work in smaller groups on school site. The uptake was strong during the spring term closure. For students that were not able to attend, regular contact with the student and parents/ carers was maintained via the pastoral team and form tutor.

Again, although meaningful comparison is difficult due to school closures, the number of exclusions for all students and disadvantaged students remained significantly lower than national averages. Disadvantaged student exclusion was 2.67% lower than national average. The number of incidents of exclusion is 9.5% less than this group nationally.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Social Mediation and Self Help (SMASH) - group work for KS3 and one to one support for KS 4	Humber NHS Trust
Mind Big Umbrella (one to one support)	Humber and East Yorkshire Mind
The Whole School Approach. This includes: <ul style="list-style-type: none">• Pupil Resilience (group work)• Managing Exam Stress (group work)• Managing transitions (group work)• Well Being Ambassador training• Staff Training (How to have a conversation about Mental Health and Youth Mental Health First Aid)• Parental support workshops	Humber and East Yorkshire Mind
Unstoppable Teen	Kevin Mincher