

Pupil premium strategy statement

Desborough College

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Desborough College
Number of pupils in school	741
Proportion (%) of pupil premium eligible pupils	11%
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Andy Murdoch
Pupil premium lead	David Cubbon
Governor / Trustee lead	Claire Murray

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£86,680
Recovery premium funding allocation this academic year	£22,880
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£109560

Part A: Pupil premium strategy plan

Pioneer Educational Trust Values

We will prepare children and young people to thrive at interpersonal, interpersonal, societal and global levels.

Through an exceptional curriculum, strong pastoral systems and meaningful personal development, our learners' experience will be inclusive, relational and empowering

Statement of intent

At Desborough College we ensure all students have unrestricted access to the broad and ambitious curriculum to which they are entitled. This will be partnered with quality first teaching to ensure the highest outcome for every student.

All students regardless of background or disadvantage will have fair and equitable opportunity to participate in activities and to develop wider skills outside of the classroom.

We will ensure that no pupil is excluded from any aspect of school life and through the Desborough Way will be taught the values of Courage, Kindness, Respect and Leadership.

Challenges

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

Challenge number	Detail of challenge
1	To increase our Progress 8 score compared to the national average.
2	Attainment 8 score lower than the school average.
3	Percentage of pupils with 5+ in English and Maths lower than the school average.
4	Ebaac entry lower than the national average.
5	Attendance of pupil premium students lower than the national average.
6	Limited life experiences and opportunities to join in enrichment opportunities due to their financial circumstances.

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
1. Improved progress 8 score among pupil premium students	To maintain or improve our PP progress 8 score compared to the rest of the school.
2. Increase attainment 8 score among pupil premium students	Gap will close in progress made between PP and non PP
3. Increase % of pp students achieving 5+ in English and maths	Gap will close in progress made between PP and non PP
4. Increase the Ebaac entry level	Ebaac entry level will rise to or beyond targeted level
5. PP attendance increases.	Attendance of identified PP pupils increases and the gap between PP and non PP narrows.
6. Pupils access a wide range of enrichment experiences both in and out of school.	Pupil surveys reflect enjoyment in school and improved attitudes to learning. Social skills, independence, perseverance and team work are developed.

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: £54,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
Membership of the National College - hundreds of high quality COD courses on pastoral and academic	The EEF recommends that at least half of the Pupil Premium budget be spent on improving the quality of all teaching in the school https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-	1, 2,3,4

<p>topics that can be undertaken independently by staff as part of 18 hours of annual CPD as well as directed to statutory courses on topics like KCSIE and Prevent duty.</p> <p>Membership of the Curriculum Thinkers community which is a network of secondary schools sharing ideas, resources and training on all things curriculum.</p>	<p>evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=intervention</p>	<p>1, 2,3,4</p>
<p>Refresher training for all staff in September 2023 on our three rules of Ready, Respectful and Safe as well as the best practice for restorative conversations.</p>	<p>Behaviour and Discipline in Schools. Gov.UK identify good behaviour as key to learning and safeguards.</p>	<p>1, 2,3,4</p>
<p>Continued use of Rosenshine's Principles of Instruction for departments and accompanying workbooks by Claire Grimes for all staff to ensure development of key teaching priorities of modelling, scaffolding, retrieval practice and questioning.</p>		<p>1, 2,3,4</p>

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

Budgeted cost: £32,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated Reading programme to continue to be utilised	<p>Link to the EEF study reviewing the programme</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader?utm_source=/projects-and-evaluation/projects/accelerated-reader&utm_medium=search&utm_campaign=site_search&search_term=accel</p>	1,2,3,4
<p>Continue and increase use of web based programs to be used in school at home.</p> <ul style="list-style-type: none"> • Lexia 	<p>Various studies have shown the benefit of computer based programs on improving literacy</p> <p>https://www.lexialearning.com/why-lexia/our-approach/evidence-for-essa</p> <p>The EEF have also conducted their own study.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/lexia?utm_source=/projects-and-evaluation/projects/lexia&utm_medium=search&utm_campaign=site_search&search_term=lexia</p>	1,2,3,4
Work more closely with department heads to identify students at KS4 with P8 score below 0 and organise small group extra tuition utilising teachers and Learning Support Assistants	<p>An EEF study into the effective use of teaching assistants shows they can be most effective in small intervention groups</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=intervention</p>	1,2,3,4

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

Budgeted cost: £21,912

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>PP lead to monitor behaviour and liaise with HOYs and stage early interventions.</p> <p>PP lead to liaise with pastoral team and HOYs to monitor student's wellbeing and act accordingly if necessary</p>		1,2,3,4
<p>PP lead liaises with attendance officer to identify students with below 95% attendance.</p> <p>Meetings arranged with students to discuss and identify any factors that can be resolved.</p> <p>Phone calls to parents to discuss further strategies.</p>	<p>It is widely understood and accepted that the lower attendance a pupil has the lower their overall attainment.</p>	1,2,3,4,5
<p>Investigate transport costs for pupils struggling financially to get to school.</p> <p>Reduction in cost of trips for PP</p> <p>Residential trip costs are reduced for PP</p> <p>Sports events promoted to PP are encouraged to attend</p> <p>Outdoor learning encouraged</p>	<p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest which can be evidenced in pupil books and data.</p> <p>Sports participation increases educational engagement and attainment.</p> <p>Outdoor adventure learning shows positive benefits on academic learning and self - confidence.</p>	5,6
<p>Continue the cross trust "Aspire" week for Pupil Premium boys. This is a Pioneer established event pre-COVID we have introduced to Desborough. The event is designed to provide pupils receiving the Pupil Premium with a</p>	<p>The value of improving cultural literacy through pupil premium spending has been evaluating as being successful, for example by A New Direction (A.N.D).</p> <p>https://www.anewdirection.org.uk/asset/3282/download</p>	

range of cultural experiences designed to develop their intrapersonal, interpersonal, societal and global skills.		
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Total budgeted cost: £ 109,560

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 2022 to 2023 academic year.

The Pupil Premium Catch up funding was used to stage small intervention groups across the core subjects for all Pupil Premium students in year 11 and year 10. The Pupil Premium P8 score for year 11 was a positive score at +0.42, our Pupil Premium Cohort outperformed the non-Pupil Premium cohort by +0.38.

The subject with the highest overall P8 score among PP students was English at 0.44.

In the 2021-22 academic year the attainment 8 score for PP students was 9.03% lower than for non-PP students. In the 2022-2023 year this gap narrowed to 3.42%.

Percentage of PP students achieving a pass in English and Maths rose from 60.71% to 68.18%.

Meetings were had with the relevant pupils and strategies implemented to improve attendance.

Continued use of the Lexia program and small focused groups were invited to attend morning sessions as well as encouraged to use at home.