



DRAYTON MANOR HIGH SCHOOL

PUPIL PREMIUM STRATEGY

2023-2024 to 2025-2026

Pupil premium strategy statement – Drayton Manor High School

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	1179 (Yr 7 – 11)
Proportion (%) of pupil premium eligible pupils	$7 + 471 / 1179 = 40.54\%$
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)	2023-2024 2024-2025 2025-2026
Date this statement was published	20/12/2023
Date on which it will be reviewed	01/12/2024
Statement authorised by	Ms L Mills
Pupil premium lead	Mr A Poole
Governor / Trustee lead	Neil Ellis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£440,450
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>	£114,540
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£554,990

Part A: Pupil premium strategy plan

Statement of intent

At Drayton Manor High School, our school values are ambition, character and civic virtue. Our school values reaffirm our motto, '*Nec Aspera Terrent*', meaning 'Hardships do not deter us'.

Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across the curriculum. We acknowledge that that as a result of the implemented strategies since 2021, there is now almost no 'gap' between disadvantaged and non-disadvantaged students. In spite of the impact of the pandemic, in 2023, disadvantaged pupils achieved a P8 score of +0.63 compared to a non-disadvantaged pupil P8 score of +0.67.

We identify the specific barriers to progress that this cohort present and develop annual strategies to support all those in receipt of the funding to achieve their potential. 40.54% of our 1435 pupils are identified as 'Pupil Premium', yet our IDACI records show that 52% of our pupils are in the bottom 30% of households nationally for the Income Deprivation Factor and 31% of our pupils are in the bottom 20% of households [source Income Deprivation Affecting Children Index IDACI]. These figures are a truer reflection on the impact of poverty and austerity on our pupils.

We are committed to providing the highest quality education through which disadvantaged students are empowered to meet and exceed their academic and personal goals. Quality-first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through Academic Mentoring and literacy interventions. Our approach will be responsive to 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.

We expect our pupil premium strategy to:

- Ensure that pupil premium students are ambitious and overcome the inherited attainments gaps on entry to the school and achieve equally well in their GCSEs.
- Develop the literacy of pupil premium students, so that their reading development is in line with their peers.
- Foster support for the personal development of pupil premium students; this will mean they leave Drayton Manor High School having participated in a range of extra-curricular

and enrichment opportunities that broadens their character and understanding of the role civic virtue plays in society.

To ensure they are effective we will

- Ensure disadvantaged pupils are supported and challenged as necessary in the work that they're set.
- Act early to intervene at the point need is identified.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve. This is overseen by a member of the Senior Leadership Team.

As a school we remain committed to continue 'levelling the playing field' for all pupils within the school to ensure that they have a greater chance of success in life and to act as a springboard for social mobility.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low reading and literacy attainment</p> <p>The literacy levels of disadvantaged students fall notably below the national average upon entry, a situation further exacerbated by the pandemic. These lower literacy levels have a ripple effect across the curriculum, affecting areas such as extended writing tasks, SPAG (spelling, punctuation, and grammar), and the students' capacity to communicate proficiently using subject-specific vocabulary. Moreover, their vocabulary breadth and cultural knowledge suffer due to limited exposure to extensive reading materials.</p> <p>The average reading and literacy age of incoming KS3 pupil premium students is lower than those from non-disadvantaged backgrounds. Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. Low literacy and vocabulary skills are a barrier to the achievement of pupil premium students.</p>
2	<p>Student engagement and homework completion</p> <p>Engagement of some disadvantaged pupils can be limited and family engagement in learning may also be variable - improving student engagement and the curriculum engagement of families in learning is crucial in raising achievement and improving outcomes. The pandemic exacerbated this challenge as family priorities have changed. Our</p>

	<p>assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures to a greater extent than for others. These findings are supported by several national studies.</p> <p>Students from disadvantaged backgrounds often encounter obstacles in finishing their homework. As these students progress through their academic journey, the necessity for them to keep up with homework becomes increasingly vital. Our insights suggest that if these students fall behind their peers, homework loses its appeal. Consequently, this challenge leads to substantial knowledge disparities, causing students to fall even further behind the expected academic standards for their age.</p>
3	<p>Emotional and pastoral support strategies relating to attendance</p> <p>Disadvantaged students' attendance is 2% below that of non-disadvantaged pupils and all attendance figures have been amplified negatively during the Covid-19 pandemic.</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic.</p> <p>Following the trend from the pandemic, referrals for support markedly increased for disadvantaged pupils. It is clear that the pandemic lockdowns had a profound impact on the social confidence of disadvantaged students and they have become more liable to require further intervention and support with their emotional well-being.</p>
4	<p>Metacognition and self-regulation</p> <p>Our observations highlight an issue among lower attaining disadvantaged students: a lack of metacognitive and self-regulation strategies, particularly evident in their struggle to effectively monitor and evaluate their responses when tackling higher order tasks. This challenge spans across various subjects in the curriculum.</p>
5	<p>Raising ambition</p> <p>In our experience, students from disadvantaged backgrounds are more likely to come from families who have had less exposure of higher education. Advancing to university-level or equivalent studies might be perceived as an unrealistic objective during their secondary-level education. Pupils from disadvantaged backgrounds often require extra guidance to explore the array of options available to them after completing Year 11 or Year 13.</p>

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.

Challenge Number	Intended outcome	Success criteria
1	To ensure literacy and reading attainment and progress gap of disadvantaged and non-disadvantaged pupils is closed.	<p>Reading and spelling ages will increase at a rapid rate, impacting on progress and narrowing the gap.</p> <ul style="list-style-type: none"> • Progress 8 score of the school. • % of pupil premium students reading at or above chronological age is the same as non-pupil premium. • Comparing those achieving 4+ in EBacc figures for disadvantaged pupils with non-disadvantaged pupils in our school and nationally. • Students accessing targeted interventions will show increasing numbers making secure progress in all subjects. • The vocabulary gap between disadvantaged and non-disadvantaged pupils will continue narrow. • Increased engagement of students with reading activities and accessing specific packages of support. <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
2	To ensure that there is no disparity in pupil's classroom engagement and homework completion between disadvantaged and non-disadvantaged pupils, and that disadvantaged student uptake in extra-curricular provision and student leadership is representative with the school cohort.	<ul style="list-style-type: none"> • The proportion of students achieving 4+ / 5+ in English and Maths improves and the gap between disadvantaged and non-disadvantaged is narrowed. • Improved A8 and P8 figures and the gap between disadvantaged and non-disadvantaged is narrowed. • Reduced numbers of fixed term suspensions and narrowing of the Disadvantaged gap for rates of Fixed Term Suspensions. • Lesson observations report high levels of student engagement. • Reported homework quality and homework completion from class teachers. • Homework detention data for disadvantaged students should reduce term on term. • Participation levels of disadvantaged pupils in extra-curricular and student leadership

3	To raise the levels of attendance and punctuality of our disadvantaged and provide support.	<ul style="list-style-type: none"> • Analysis of absence will show increasing levels of attendance among disadvantaged students. • Attendance data and comparison term by term. • A comparison of disadvantaged pupils' and non-disadvantaged attendance and punctuality.
5	To raise ambition and support our disadvantaged pupils to achieve places at universities, colleges and apprenticeships.	<ul style="list-style-type: none"> • Retention of disadvantaged pupils from Year 11 into the Sixth Form increased following increased entry criteria (September 23). • Increased percentage of disadvantaged pupils applying to Oxbridge and Russell Group Universities in Year 13. • Disadvantaged students in Year 11 and Year 13 to receive at least two careers meetings. • Percentage of disadvantaged pupils participating in the Polus Programme increases year on year. • Percentage of disadvantaged students participating in the school's 'speaker's programme'.

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

Budgeted cost: £269,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality-first teaching and recruitment of highly qualified staff	<p>Our pedagogical approach embeds high levels of knowledge and understanding in curriculum design and implementation. The EEF have found that this approach can have +5 months impact on progress: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Overstaffing enables us to decrease class sizes, which creates an opportunity for personalised and adapted learning provision for our most disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1, 2, 4

Metacognition and self-regulation approaches to teaching to support students to think about their own learning more explicitly by teaching those specific strategies for planning, monitoring, and evaluating their own learning.	The potential impact of metacognition and self-regulation approaches is +7 months additional progress. Evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective and that those approaches are more effective when they are applied to challenging tasks rooted in the usual curriculum content, although it can be difficult to realise this impact in practice as such methods require students to take greater responsibility for their learning and develop their understanding of what is required to succeed. EEF Research Link – Metacognition and Self-regulation	2, 4, 5
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 3
Purchase of teaching and learning materials for staff relating to pedagogy and supporting disadvantaged pupils.	Ensuring the high standard of teaching and curriculum, in relation to metacognition, and self-regulation, necessitates fostering a staff culture centred on continuous self-improvement. To achieve this, we facilitate faculty time, curriculum development time, Teaching and Learning Development Time and host a staff pedagogy reading group. Such CPD meetings and directed sessions are dedicated to providing whole-staff and small-group training in pedagogical techniques that specifically benefit our disadvantaged students.	2

Targeted academic support

Budgeted cost: £178,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
Future Frontiers works with 50 DA students from year 10-11 to provide a programme of coaching and access to professional role models.	In some cases disadvantaged pupils lack professional role models or access to see and understand the graduate employment landscape. Future Frontiers gives disadvantaged students access to this which encourages and promotes higher education to young people	2, 5

<p>Online education platforms (SMHW, Sparx Maths, Accelerated Reader).</p>	<p>The effect of homework has been rated as having an impact of +5 months by the EEF toolkit.</p> <p>Our findings suggest that online platform are an accessible way for pupils to access resources easily at home and at school through the use of the school library.</p> <p>Encouraging our pupils to read more has been effective and the EEF identifies 'reading comprehension strategies' as having a high impact: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>1, 2, 4</p>
<p>Three year Oxbridge programme run in partnership with Oxford University from Year 9-11 targeting 20% disadvantaged students.</p>	<p>The programme helps to build awareness and enthusiasm for higher education amongst the most able students which has been proven to inspire and engage students which leads to an increased motivation</p>	<p>2, 5</p>
<p>Targeted, systematic careers appointments for DA students in Year 9, 10, 11, and 13, on top of the statutory interview provided by school.</p>	<p>Students who have an awareness and ambition around their future are more likely to engage in school and take advantage of what school has to offer. Careers interviews supplement a lack of guidance and support that some DA students receive outside of school.</p>	<p>4,2</p>
<p>Targeted subject intervention for Year 11 and 13 taking place at specific times with subject teachers.</p>	<p>Students targeted who are below their target grade or who could be supported to reach the grade 4 / 5 in English and Maths make more progress in the mock exams after attending a series of teacher led intervention sessions.</p>	<p>2,4</p>
<p>Holiday intervention sessions</p>	<p>To address the setbacks caused by lockdowns and support disadvantaged students, we have initiated holiday intervention sessions. These sessions have proven effective in boosting student motivation and empowering them to take greater ownership of their revision.</p>	<p>2,4,5</p>
<p>Targeted homework club for SEN disadvantaged students and non-SEN disadvantaged students.</p>	<p>Disadvantaged pupils receive more homework detentions than non-disadvantaged pupils, but the number of detention students receive when attending homework club is reduced.</p>	<p>1,2,4</p>

Revision guide subsidies for disadvantaged pupils	As outlined, one of the challenges our disadvantaged students face is homework completion. If pupils would benefit from supplementing their learning outside of the classroom, or completing their homework with a revision guide, access to purchasing such materials should not be an obstacle. Thus, subsidising revision guides has proven effective to increasing access and engagement to homework.	1, 2, 4
Daily intervention provided by a newly recruited, additional non-teaching HOY to meet with the schools top 30 disengaged students. Check daily attendance, punctuality, homework, ATL, support learners.	Close interaction with students who are affected by challenges 2, 4, 5 can have a positive effect on organisation, engagement, enthusiasm, and attendance.	2,3,4,5
Weekly intervention provided by a newly recruited full time academic mentor to meet 75 students for a weekly academic mentoring session. Review ATL, homework, books and study materials, organisation.	Disadvantaged pupils have a number of barriers that can be overcome with the school's close support, attention and guidance. The Academic mentors dedicated time allows for real learning and understanding of the individual students need and can create a tailor made layer of support to improve the student response to the challenges faced	2,3,4
Reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 5

significant proportion of the students who receive tutoring will be disadvantaged, including those who are high attainers.		
Focused support across the curriculum to address gaps and improve disadvantaged students' vocabulary, reading comprehension and communication skills. Focused support across the curriculum to address gaps and improve Disadvantaged students' literacy.	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques, which enable them to comprehend the meaning of what they read. EEF Research Link - Reading Comprehension	1, 4
Maintaining and closing the minimal gap between disadvantaged and non-disadvantaged pupils at Key Stage 4.	Careful data management and robust whole school tracking systems to enable targeted interventions, across the Key Stage 4 curriculum, to be put in place for those falling behind or those with significant gaps.	2

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

Budgeted cost: £166,634

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast and pre-school study is provided with supervision in the dining hall each morning during mock exams for Year 11. After school study for Year 11 and 13 is provided through late staffing of the library.	Disadvantaged students have communicated a desire and need for calm, quiet workspace where they can study in school outside of school hours to allow them to develop subject understanding.	1,2,3,4,5
Breakfast club available to all but targeted at Disadvantaged students provides warm space	Student wellbeing is improved by being to school on time and receiving good nutrition before the school day begins	3

for students to have free breakfast every morning before school		
Additional capacity for attendance in the form of a Pastoral Support Worker (attendance) to support the communication and strategies to drive attendance of disadvantaged pupils	Systematic, tiered approach to attendance follow up yields positive results for attendance to school. Families with low attendance following the pandemic have several concerns that can be supported during meetings at school and at home to re-establish good attendance patterns	4
Additional capacity for the students in the sixth form in the form of a Pastoral Support Worker (attendance) to support the communication and strategies to drive attendance to lessons and to school for the sixth form	Systematic, tiered approach to attendance follow up yields positive results for attendance to school. Post pandemic, students in the sixth form require more support in establishing successful independent study patterns	2,4,5
Targeted analysis of pupil premium students' attendance to track and monitor PA weekly. Stepped approach to interventions (phone calls home, letters, home visits, offer of support from Early Help, CAMHS, counselling, referral to Academy Council, referral to LA attendance team) as required	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Students with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than students that missed 10-15% of all sessions • Students with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than students that missed 15-20% of KS4 lessons <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps: EEF Research Link – Parental Engagement</p>	3, 4
External counsellors for pupil struggles with pastoral issue	<p>We have employed external counsellors who work with a number of our disadvantaged pupils who struggle with a range of difficulties.</p> <p>The impact of employing external counsellors to support our students is highlighted by the EEF toolkit:</p>	3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	
Instrumental music lesson subsidies	<p>Participation in the arts, including music according to the EEF toolkit has a positive impact on pupil well-being and progress at a relatively low-cost.</p> <p>Our peripatetic music lessons are subsidised for disadvantaged pupils with a view to improving access to an arts-based approach which develops the whole-child: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	2,4,5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £614,231

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

1. Our results for 2022/2023 highlights that the performance of disadvantaged pupils was higher than in the previous two years in key areas of the curriculum, with a P8 score of +0.63 for pupil premium students compared to +0.67 for the whole school. Results for 2021/2022 in key areas of the curriculum achieved a P8 score of +0.25 for disadvantaged students, compared to +0.50 for the whole school. This achievement identifies that the previous gap between disadvantaged students and non-disadvantaged students has been diminished. Significant academic progress was achieved because of the implemented strategies in light of the challenges disadvantaged students faced post-pandemic. However, we know that we need to target subjects outside of the core, so that our disadvantaged and non-disadvantaged pupils benefit from external provision as part of their GCSE preparation and studies.

2. A significant decrease in the proportion of sanctions given to disadvantaged pupils was achieved during 2022-2023, so that by the end of the academic year, they were closer to being proportional to the overall % of pupil premium students on roll. 24% of pupil premium students improved by receiving reduced warnings in lessons, with 62% remaining on zero warnings. 48% of pupil premium students remained on zero Head of Year detentions, whilst 46% improved. The use of pastoral data and the fortnightly analysis to review this issue, and the provision of a targeted full-time non-teaching Head of Year intervention appeared to have a significant impact in reducing behaviour recidivism.

3. One area which remains a priority for the school is attendance for pupil premium students as it is disappointing to note that in 2022-2023, pupil premium attendance was 91.6% and 2% below that of the overall school attendance. Whilst this compares favourably against pupil premium attendance from 2021-2022, 91.4%, and positively against the national average attendance for pupil premium students, we will look to significantly improve this during the 2023-2024 academic year.

4. 82.1% of pupil premium students were entered for 2022-2023 which was a slight reduction on 2021-2022 where 83.9% were entered.

5. Our enhanced careers provision led to every single Year 11 and Year 13 student receiving at least one independent careers appointment, and disadvantaged students were seen at least

twice. Based on destinations data acquired on GCSE results day, we believe that no disadvantaged students will be NEET this year.

We note that 2022-2023 was the first year of a three-year pupil premium strategy and are confident to achieving our intent and objectives by the end of 2025-2026.

Externally provided programmes

Programme	Providers
Tuition – 1:1, 1:2, 1:3	<ul style="list-style-type: none">• Manning’s Tutors LTD• MyTutor LTD• National Tutor Programme