

Pupil premium strategy statement (Secondary)

School overview

School name	The Dukeries Academy
Pupils in school	704
Proportion of disadvantaged pupils	170
Pupil premium allocation this academic year	£244,690
Academic year or years covered by statement	2020-2022
Publish date	30 th September 2020
Review date	1 st September 2021
Statement authorised by	G Rae
Pupil premium lead	Emily Rosaman
Governor lead	Meg Staples

Disadvantaged pupil performance overview for last academic year

Measure	Academy Performance	Prior Attainment Information
Progress 8	0.12 (0.4)	4.43 (4.69)
Ebacc entry	20.4 (26.5)	
Attainment 8	40.7 (46.82)	
% Grade 5+ in English and maths	24% (38%)	

2020-21 Executive Summary

Identified Barriers	Desired outcomes	Teaching Priorities		Targeted Academic Support		Wider Support	
		Strategy Summary	Cost	Strategy Summary	Cost	Strategy Summary	Cost
Low levels of literacy, lexical field and reading at home. PP students on entry have lower literacy levels and reading ages than non-PP students on entry.	Students reading ages are in line with non-PP peers. Reading for pleasure is embedded in the extended curriculum as well as in lessons. Literacy levels are much improved across the curriculum and the lexical field of students is in line with their non-PP peers.	Ensure reading is embedded in the curriculum and embedded effectively in lessons.	£10,091	Catch up and intervention programmes focusing on improving literacy and lexical field acquisition.	£37,748	A range of reading strategies are implemented across the school to encourage reading or pleasure	£6,100
Poor long-term memory retention. Current predicted grades show that PP students perform lower than their non-PP peers, suggesting the need to work on students' long-term	The quality of home learning is such that gaps in students' learning are filled. Quality first teaching ensures that data is used effectively to identify and close the gaps in knowledge of PP students. Memory recall tasks are used consistently to test pupils' long term memory. The curriculum is sequenced in	Memory recall strategies are a key focus of all lessons. Quality PD ensures that these methods are used consistently and effectively across the curriculum.	£25,823	Improve the quality of home learning to ensure that it addresses the gaps in student learning.	£5,567	The PSHCE curriculum prepares students effectively to ensure that they can study well. It provides places to study quietly, and offers	£3,456

memory retention, from Year 7 onwards.	such a way that knowledge is delivered and test in a way that is cumulative to ensure long term memory retention, and ensure excellence in examination results.					support and suggestions on how to be a scholar.	
Lack of cultural coding and hinterland knowledge	PP students have access to cultural coding and hinterland knowledge beyond their current experience. The curriculum, both academic and extended, provides students with opportunities to broaden their hinterland knowledge, ensuring that they are aspiring for excellence and are futures-focused.	The curriculum is ambitious, with each Learning Cycle making reference to our six key curriculum foci. Learning Cycles and Episodes choose knowledge carefully to ensure that this is both broad and balanced. Teachers are trained in how to deliver a diverse curriculum that both reflects but also extends our students cultural coding and hinterland.	£10,181	Reading strategies are introduced to ensure that students have regular access to high-quality and diverse texts.	£2,874	The PSHCE curriculum, including lessons, assemblies and focus days, ensure that students have access to widen their cultural coding and hinterland knowledge. Cultural experience trips are paid for by PP funding or DANCOP funding so that PP students do not	£8,422

						miss out due to financial barriers.	
Home learning and parental engagement. PP parents' attendance at parents evenings is less than their PP counterparts – 68% of Non-PP students in comparison to 52% of their PP peers.	PP students are ambitious and scholastic. They complete home-learning consistently well because they understand its importance and are focused on ensuring they are successful in the future. The parents of PP students attend parents evenings because they value the education we are providing for their child and enthusiastic about the support that they can offer.			Home learning is linked directly to Learning Cycles and Learning Episodes. SPL aim to address the digital poverty gap that may be preventing some of our PP students from being successful. Details of assessments are sent to parents so they are able to support academically.	£10,000	Parental engagement is the focus of both SPL and PLs. Events and activities aim to encourage these parents to become involved in the school, as well as ensuring that regular contact takes place with these parents to ensure a positive and purposeful relationship with school.	£3,768
Low aspirations – almost all PP students that go to university are first generation.	PP students are as ambitious as their non-PP counterparts. They continue in their education at the Dukeries, choosing academic options that demonstrate their desire	The revamped curriculum is challenging and ambitious. and does not just reflect students' current	£20,000	PP students are a key focus for academic intervention, to ensure that they are not falling behind their non-PP counterparts. The	£60,377	The extended curriculum provides a range of opportunities for PP students to experience links to	£2500

	<p>to be excellent. They see themselves as scholars and are keen to excel.</p>	<p>experience, but instead, encourages them to be scholars. Learning Cycles and Episodes make reference to being futures-focused to ensure that a successful life beyond school is articulated to these students.</p>		<p>intervention package is far-reaching and bespoke to the needs of our students and include a range of different strategies.</p>	<p>scholarship and academia, raising aspirations as a result. Targeted programmes such as ambition Nottingham, identify HAP pp learners in year 7 and offer a programme right through to year 11. This then becomes NTU progression and Sutton Trust pathways in year 12 and 13.</p> <p>Career interviews are prioritised in year 9 and 11 for PP (DANCOP) students.</p> <p>DANCOP specific funding for PP students so they can attend University experience days and STEM events.</p>	
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Attendance.	Attendance for PP is excellent; and is in line with their non-PP counterparts.	Attendance is a focus in tutor time - tutors talk about good attendance and focus on improving attendance through the tutor attendance cards – relaunch HT2	£400		<p>Pastoral leaders monitor the attendance data of all students in their year groups closely with an emphasis on PP. Pastoral Leaders hold 'Team around the student' meetings and attendance panels with parents. Pastoral Leaders make attendance a priority and have a caseload of students whom they are focusing on. Positive and improved attendance is celebrated.</p> <p>Counselling used to support attendance with particular emphasis on PP.</p>	£37,414

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 21
Attainment 8	Achieve national average for attainment for all pupils	Sept 21
% Grade 5+ in English and maths	Achieve average English and maths 5+ scores for similar schools	Sept 21
Other	Improve attendance to national average	Sept 21
Ebacc entry	Better national average EBacc Entry for all pupils	Sept 21

Teaching priorities for current academic year

Measure	Activity	Predicted cost
<p>Priority 1: Excellent PD, particularly for early-career teachers.</p>	<p><i>Ensure that all teaching staff, at all levels, have access to the very best PD linked to PP provision.</i></p> <p><i>The ATTInstitute is utilised so that best practice in our Trust is identified and embedded.</i></p> <p><i>Specialist PD opportunities are attended by PP leads, so that the very latest research can be understood, shared and applied.</i></p> <p><i>Run the NQT/RQT Training weekly and all new staff to attend.</i></p> <p><i>Ensure the induction programme for new staff is implemented and evaluated for effectiveness.</i></p> <p><i>Ensure that QA processes are implemented that involve staff at every level.</i></p> <p><i>Collate staff views in regular staff surveys, where priorities for staff are actioned.</i></p> <p><i>Key staff to embark on NPQ courses.</i></p> <p><i>Curriculum training is delivered and staff have sufficient time in their teams to develop and embed a knowledge rich and academic curriculum that improves hinterland knowledge as well as academic performance.</i></p> <p><i>Assessment is utilised continuously effectively to address gaps in students' knowledge, identified as a huge barrier for disadvantaged students post-Covid lockdown.</i></p> <p><u>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19 Resources/The EEF guide to supporting school planning - A tiered approach to 2020-21.pdf</u></p> <p><u>https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/</u></p>	<p>£2,000 Resource costs</p> <p>£10,000</p> <p>£4,336</p> <p>£987</p> <p>£4,500</p> <p>£4,000 (% cost of staff time)</p> <p>£20,000 (% cost of curriculum lead)</p> <p>£8,000 (Training time, implementation, evaluation and redirection)</p>

<p>Priority 2: Recruitment and retention of the very best staff.</p>	<p><i>Ensure that all staff have access to clear development pathways. For example, all talented leaders and teachers have access to NPQ programmes.</i></p> <p><i>Ensure that Bluesky is managed effectively so that development pathways are clear in PD conversations.</i></p> <p><i>PD programmes are planned to a high standard, so that the best staff choose to stay for their own development.</i></p> <p><i>Staff wellbeing is made a clear priority so that staff feel valued and looked after.</i></p> <p><i>Workload reducing strategies are implemented to ensure staff are happy, without compromising on effectiveness.</i></p>	<p>£8,000</p> <p>£2,100</p> <p>£3,200</p> <p>£900</p> <p>£150</p>
<p>Priority 3: Blended Learning</p>	<p><i>Students and staff are given bespoke training on how to use MS Teams and become highly adept at using this platform.</i></p> <p><i>Ensure that the Academy is more versatile and able to offer highly effective and wide-ranging online opportunities that build on Academy-based learning.</i></p> <p><i>Ensure that organisational systems are tried and tested so PP students are not disadvantaged should we experience a local / national lockdown.</i></p> <p><i>PP students are provided with the equipment and resources they need in instances where this is a barrier.</i></p> <p><u>https://ies.ed.gov/ncee/wwc/distancelearningstudy</u></p> <p><u>https://educationendowmentfoundation.org.uk/news/eef-publishes-new-review-of-evidence-on-remote-learning/</u></p>	<p>£500</p> <p>£3,675</p> <p>£4,000</p> <p>£8,650</p>

Barriers to learning these priorities address	<i>Low literacy levels and reading ages. Poor long-term memory retention. Lack of cultural coding and hinterland knowledge.</i>	
Projected cumulative spending		£84,998

Targeted academic support for current academic year

Measure	Activity	Predicted cost
Priority 1: Reading and Oracy Drive	<i>Purchase of high quality, high engagement and challenging texts to ensure disadvantaged pupils have access to quality reading material.</i>	£1,688
	<i>Creation of academic reading mats for library texts to mimic caregiver interaction on reading for disadvantaged pupils.</i>	£150
	<i>Promotion of reading culture via online 18 by 18 campaign, stair book decals and teachers as readers campaign to combat societal neglect of a reading culture in socio-economic environment for disadvantaged pupils.</i>	£250
	<i>Group One PP targeted reading interventions including Scholastic Reading, Carnegie Reading and Think Further Reading Extracts Home Learning programme.</i>	
	<i>Regular spelling tests to assist learning gaps.</i>	£568
	<i>Brilliant Club Academic Scholarship and Reading Programme for designated pupils including 10 PP from Group 1.</i>	
	<i>MOOC academic reading scheme to be introduced to all year groups with PP targeted.</i>	£1,500
	<i>D.E.A.L. sessions led by SLT to improve fluency and engagement and address disadvantage as outlined in Quigley's Closing The Reading Gap</i>	
<i>Cultural Celebration Days to celebrate reading such as Burn's Night, World Book Day, International Poetry Day to be embedded in the curriculum and participation from all teachers to support reading culture and engage disadvantaged learners.</i>	£1,895	

	<p><i>Tutor Reading time as class reads for KS3 to address fluency and engagement issues.</i></p> <p><i>Library rebranding as quiet study and reading area to enable disadvantaged learners to have a suitable environment to read, overcoming potential issues with home environment.</i></p> <p><i>Literacy interventions across KS3 for low attaining disadvantaged pupils</i></p>	<p>£3,000</p> <p>£4,300</p> <p>£2,300</p> <p>£1,200</p>
<p>Priority 2: One to one, small group and targeted support using bespoke intervention programmes</p>	<p><i>Run the catch-up programme for English and Maths</i></p> <p><i>Allocate money to FLs to ensure that PP strategies are a key focus at a department level.</i></p> <p><i>Hold regular RAM meetings with a key focus on PP students and adopt effective strategies accordingly.</i></p> <p><i>Teaching assistants are regularly assigned to PP students to help address gaps in learning identified by staff.</i></p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/response-to-intervention/</p>	<p>£37,748</p> <p>£20,000</p> <p>£40,377 (% of staffing costs dedicated to PP intervention)</p>
<p>Priority 3: Resource management and addressing the digital poverty gap.</p>	<p><i>Collate a list of students who lack the technological resources required to access MS Teams from home.</i></p> <p><i>Provide paper-based work packs for students that require these.</i></p> <p><i>Provide the appropriate technology, where applicable to students studying from home.</i></p> <p>https://educationendowmentfoundation.org.uk/evidencesummaries/evidence-reviews/digital-technology-2019/</p>	<p>£2,500 Printing and delivery costs</p> <p>See above for addressing technological issues</p>

Barriers to learning these priorities address	<i>Low levels of literacy and low reading ages. Home learning. Long-term memory retention.</i>	
Projected cumulative spending		£117,476

Wider strategies for current academic year

Measure	Activity	Predicted cost
Priority 1: Cultural engagement – improving hinterland knowledge and cultural coding	<p><i>Introduce DEAL, ensuring that texts are ambitious and diverse.</i></p> <p><i>Run an assemblies programme that focuses on a wide range of diverse ideas and viewpoints.</i></p> <p><i>Create an extended curriculum programme that aims to broaden students' cultural coding and hinterland knowledge.</i></p> <p>https://culturallearningalliance.org.uk/what-is-cultural-capital/</p> <p>https://educationendowmentfoundation.org.uk/news/learning-about-culture/</p>	<p>£856</p> <p>£5,647</p>
Priority 2: Attendance	<p><i>Provide additional capacity for counselling team to target and support PP attendance (evidence of impact from previous year). The new pastoral Leader for Year 9 to be the link and to monitor access and waiting lists in relation to PP as well as impact.</i></p> <p><i>Enhance the capacity of the Pastoral Team with a key focus on attendance so there is one Leader per year group in KS3 and 4.</i></p> <p><i>Tutor time attendance cards</i></p> <p>https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance/</p>	<p>Counselling costs £30,030</p> <p>£7,354</p>

Measure	Activity	Predicted cost
	https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/	
Priority 3: Parental Engagement and home learning.	<p><i>Introduce a 'Texting Parents' programme across KS4 to improve parental engagement ahead of GCSEs.</i></p> <p><i>Implement a new home learning policy, shared with staff and students which streamlines the home learning system.</i></p> <p><i>Create training videos for MS Teams and share with staff and students.</i></p> <p><i>Ensure that all parents are contacted prior to parent's evenings to encourage attendance.</i></p> <p>https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/</p> <p>https://educationendowmentfoundation.org.uk/evidencesummaries/teaching-learning-toolkit/parental-engagement/</p> <p>https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/homework-secondary/</p>	<p>£3,678</p> <p>£5,567</p> <p>£874</p>
Barriers to learning these priorities address	<i>Attendance. Parental Engagement. Cultural coding and lack of hinterland knowledge.</i>	
Projected cumulative spending		£54,006

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<i>Ensuring enough time is given over to allow for staff professional development. Ensuring staff are able to attend all online sessions.</i>	<i>Staff wellbeing is consistently addressed. Staff have access to sufficient technology.</i>
Targeted support	<i>Access to the library Access to texts Time given over to staff to implement interventions</i>	<i>Ensure that intervention time is always fully staffed and staff are given sufficient time to embed actions. Meetings should only be taking place when necessary to discuss the impact of these actions. Ensure that the library has copies of the texts that students are needing to read to complete these challenges. Ensure a RA is in place so that the library can be used safely.</i>
Wider strategies	<i>Engaging the families facing most challenges. Ensuring attendance at extended curriculum opportunities. Ensuring that enough time for opportunities is given over to the extended curriculum. Covid 19 restrictions. Technology.</i>	<i>Consider drop-down days at KS3. PL to work closely with hard-to-reach families. Rewards a possibility for attendance at extended curriculum opportunities. Ensure RA are in place to allow activities to take place safely. Ensure students with technological issues are provided hard copies of work. Ensure that students have access to hardware provided by the school if they are entitled to this.</i>

Review: last year's aims and outcomes

Aim	Cost	Outcome	Evaluative Summary
The proportion of Outstanding teaching is increased by ensuring that all staff systematically check student's understanding over time with a focus on how concepts link together with a focus on Maths, Science and Geography	£31,750	<i>PP students are now a higher priority than ever and staff receive bespoke training on this. Teaching is very strong across the school and is demonstrated by excellent outcomes.</i>	<i>A number of departments will remain a key focus on and new staff will need to be trained on using the PP strategy and associated evidence to inform best practice.</i>
Continue to use the areas of best practice in the CPD program to improve the quality of reading and writing activities in the classroom across the academy.	£29,480	<i>Maths LP has now moved to HOF to guide the department in this way. Quality CPD ensured a team of very strong staff, with particular success of our TeachFirst students. PP strategy was shared.</i>	<i>PP strategy needs better embedding at a faculty level this year. CPD programme remains strong but must also account for new staff members and potential blended learning approaches.</i>
The literacy programme is embedded and impact is seen in all lessons in every subject area.	£5,550	<i>CUPS marking is successfully used across school and is embedded in lessons. The Literacy catch up programme has proved incredibly successful – one major success was a catch-up student in Y7 who has left with an Alevel in English Literature in Y13.</i>	<i>The literacy focus now needs to expand to include lexical field and reading, now that the literacy marking is embedded.</i>
Marking and feedback is consistent and it impacts on students' progress	£7,350	<i>The monitoring and marking cycle was implemented and was successful. PP students' books were a much greater focus than ever before and marking was proven to be having a key impact on improved progress</i>	<i>Marking continues to be strong, and will main a background focus at school, but will not be a specific PP strategy this year.</i>
Attendance is improved	£105,079	<i>The attendance officer, up until lockdown was working on home visits and ensuring students were in school regularly through an attendance case loads and many of the attendance interventions were successful.</i>	<i>It seems that counselling had the biggest impact on students' attendance, so this is something we will be dedicating more resources to this coming year.</i>
Opportunities for students to experience activities that expand their cultural	£18,625	<i>Assemblies addressed key issues throughout the year. The careers advisor has had real success in his meetings with students, reflected most strongly in the</i>	<i>We need to widen this area this year to ensure that students have access to an extended and academic curriculum that is</i>

awareness outside the classroom have been created.		<i>amoutn of students that have gone on to their first choice universities.</i>	<i>diverse and able to widen students' cultural coding and hinterland knowledge.</i>
To develop links with the community and positive partnerships further. To increase activity and promote a healthy lifestyle.	<i>£57,299</i>	<i>Bike racks have been installed and training given. Assemblies and national awareness days helped raise the profile of a healthy lifestyle. Links were made with community groups, and, in terms of parents, they were all invited to revision skills evenings to develop their relationship with school.</i>	<i>More focus is again needed on healthy lifestyles this through for all students, which will be addressed through our developed PE team. More is again going to focus on parental engagement as detailed in this year's plan.</i>
Cumulative Cost	<i>£255,133</i>		