Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged students.

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	The Deanes
Number of pupils in school	547
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was first published	December 2021
Date on which this statement was updated	December 2023
Date on which the updated statement will be reviewed	September 2024
Statement authorised by	Desi McKeown, Headteacher
Pupil premium lead	Kelly Corp, Deputy Headteacher
Governor / Trustee lead	Denise Bottom, Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,153
Recovery premium funding allocation this academic year	£47,058
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,572
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	£224,783

Part A: Pupil premium strategy plan

Statement of intent

At The Deanes, our Promises outline our commitment to ensuring that all members of our school community make good progress and achieve their goals. We recognise the strengths and needs of each of our students as individuals and continue to have consistently high expectations and standards for all groups of learners. We have a shared moral purpose and shared ambition to provide the high quality teaching and opportunities needed for all students to achieve their potential.

At The Deanes, we understand the potential barriers to progress for disadvantaged students and are dedicated to 'closing the gap' between their progress and attainment and that of their peers, both within school and nationally. The focus of our pupil premium strategy is to support disadvantaged students to achieve across the curriculum, including those who are already high attainers.

High quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support (including literacy and numeracy). This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' 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 the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

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 students excel. To ensure they are effective we will:

● ensure disadvantaged students are challenged 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 students' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Literacy and numeracy skills on entry to Year 7 are lower than national, impeding progress across the curriculum and limiting outcomes at KS4.
2	Lower rates of attendance amongst disadvantaged students is a significant barrier to their progress.
3	A high proportion of disadvantaged students also have SEND. In our current school cohort, 37% of disadvantaged students have SEND; 11% of disadvantaged students have an EHCP.
4	Mid-year admissions, particularly at Key Stage 4, have experienced gaps in their learning which further compounds their disadvantage and slows progress (24% of disadvantaged students are MTA).
5	Some students, including disadvantaged students, require additional emotional and behavioural support in order to fully engage with their learning. PASS data indicates that some disadvantaged students have a low Self-Perception as learners. Scores for Attitudes to Attendance and Preparedness for Learning are lower than for their non-disadvantaged peers.
6	Some disadvantaged students do not have the same access to wider cultural experiences as their peers.
7	Some disadvantaged students do not have access to resources to support their learning. This can limit their participation in lesson activities and home learning.

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
Improved progress and attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects.	● In-school gap in the A8 and P8 measures between Deanes' disadvantaged and non-disadvantaged students is closed. ● Trend in attainment for disadvantaged students indicates on

	track to meet that of non-disadvantaged students nationally.
To improve core literacy and numeracy skills of disadvantaged students so that their progress across the curriculum is accelerated.	- Lesson observation and book sampling indicates that teaching staff are deploying whole school strategic reading strategies in lessons. - KS3 GL Assessment data indicates that identified gaps in literacy and numeracy are reduced for all students (including disadvantaged) compared to students nationally. - Reading age data (NGRT and Lexia) indicates improved comprehension skills for all students, including disadvantaged students. - Assessment data at KS3 indicates that disadvantaged students' progress is in line with non-disadvantaged students.
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	- Attendance of disadvantaged students is in line with the national average. - Persistent absenteeism is minimised and in line with non-disadvantaged students.
To ensure the implementation of the curriculum matches our ambitious intent for students with SEND.	- Improved teacher awareness of effective strategies to support learners with SEND is developed through CPD. - Teachers make effective use of Pupil Premium profiles and redesigned I&S documents and are aware of effective strategies to support their students. - Lesson observations and book looks indicate that teachers are adaptive in their teaching. - Lesson observation and student voice indicates that teachers make use of effective strategies to support the progress of students with SEND. - Assessment data indicates that the progress of students with SEND (including disadvantaged) is increased and at least in line with expected progress.
Students requiring additional emotional and behavioural support (including some disadvantaged students) will continue to be	A high standard of student conduct is evident in behaviour data. Students' attitudes to learning are positive (PASS data, STAGs); the number of

well supported in order to fully engage with their learning.	incidents are reduced for disadvantaged students and in-line with their non-disadvantaged peers (Call Out and Seclusion data). ● Interventions put in place ensure that students, including the most vulnerable, are supported to make progress (progress and attendance data).
Disadvantaged students have access to the support and resources needed to fully access the curriculum, including during periods of partial closure.	Sustained high levels of engagement demonstrated by: ● Teacher reports and class observations ● Student voice and parent surveys ● Attendance to Homework Club and homework completion rates Extensive opportunities to enhance students' Cultural Capital: ● Participation in a broad range of 'Challenger' activities ● Participation in extra-curricular activities.

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of GL standardised diagnostic assessments (PT, NGRT and PASS).	EEF: The examination of what could be hindering disadvantaged students' attainment will involve diagnostic assessment of academic challenges, but also take account of wider challenges, such as attendance. Pupil_Premium_Guide_Apr_2022_1.0.pdf (d2tic4wvo1iusb.cloudfront.net) Diagnostic_Assessment_Tool.pdf (d2tic4wvo1iusb.cloudfront.net) Data from these tests is used to ensure that students receive the correct additional support either through intervention, teacher instruction or adaptations to the curriculum.	1-5
On-going updates to Pupil Premium Profiles so that teachers are aware of individual barriers and strategies to support disadvantaged students.	John Dunford: Identification of the main barriers to learning for PP-eligible students. NFER: More successful schools view each student as an individual, each with their own challenges, talents and interests. EEF: Build an on-going, holistic understanding of your pupils and their needs. EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1 - 7

Whole school CPD programme targets identified areas for development – Adaptive Teaching.	EEF: Adapting planning prior to the lesson and adjusting practice during the lesson is essential for High Quality teaching. Ensure all pupils have access to High Quality teaching. EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net) Feedback Very high impact for very low cost based on extensive evidence.	1, 3,4,5
Whole school CPD targets identified areas for development – Maximising Opportunities to Learn.	EEF: Consistency and coherence at a whole-school level are paramount. Effective classroom management can reduce challenging behaviour, pupil disengagement. Improving Behaviour in Schools	EEF (educationendowmentfoundation.org.uk) Creating a positive and supportive environment for all pupils, without exception EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net)	3, 5
Embed whole school strategies to support the development of students' literacy skills. On-curriculum development, including opportunities to encourage wider reading and explicit vocabulary instruction.	EEF: Reading comprehension strategies Very high impact for very low cost based on extensive evidence. Teachers should prioritise teaching Tier 2 and Tier 3 vocabulary, which students are unlikely to encounter in everyday speech. Improving Literacy in Secondary Schools	EEF (educationendowmentfoundation.org.uk) Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	EEF (educationendowmentfoundation.org.uk) Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:	1, 3, 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
	https://www.oup.com.cn/test/word-gap.pdf	
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance including Maths Mastery training and support from consultant.	1 The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. 2 Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)	1, 3, 4, 5
On-going development of whole school approach to homework.	EEF: High impact for very low cost based on very limited evidence	1, 4, 6, 7
Departmental bidding process for funded curriculum enhancement and subject association membership.	EEF: Technology and other resources focussed on supporting high quality teaching and learning	1, 7

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

Budgeted cost: £180,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist Primary teacher employed to	EEF	1, 3, 5

support the transition of Year 7 students working significantly below Key Stage 2 expectations.	Complement high quality teaching with carefully selected small-group and one-to-one interventions. EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf (d2tic4wvo1iusb.cloudfront.net)	
Specialist reading teacher employed to provide targeted intervention to students in KS3.	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: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	EEF (educationendowmentfoundation.org.uk)	1, 3
Academic mentors employed to provide targeted literacy and English intervention for students in Key Stage 3 and 4.	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: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	EEF (educationendowmentfoundation.org.uk	1, 4
Specialist teachers employed in the 'iMatter Centre' to support the progress of students at risk of becoming Anxious School Refusers.	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: One to one tuition	EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition	EEF (educationendowmentfoundation.org.uk	1, 2, 3, 5
Continued use of Bedrock Learning programme in Year 7 and 8 (and introduction to Year 9) to support students' vocabulary acquisition. The programme is adaptive to the needs of individual students, helping to grow and reinforce their vocabulary and reading skills by	EEF: Reading comprehension strategies - very high impact for very low cost based on extensive evidence. Teachers should prioritise teaching Tier 2 and Tier 3 vocabulary, which students are unlikely to encounter in everyday speech. Improving Literacy in Secondary Schools	EEF (educationendowmentfoundation.org.uk)	1, 3

combining explicit vocabulary instruction and comprehension exercises.		
Academic mentor deployed to enhance the delivery of the Lexia PowerUp Literacy programme to targeted students. This computer based programme is adaptive to students' needs and targets three key areas: word study, grammar and comprehension. Lexia licence renewed.	EEF: Phonics (Lexia Core5 KS1) High impact for very low cost based on very extensive evidence. ESSA (Lexia PowerUp) PowerUp-Research-Brief-Supporting-Struggling-and-Non-Proficient-Middle-School-Readers-with-the-Lexia®-PowerUp-Literacy®-Program.pdf (lexiauk.co.uk)	1, 3
KS3 and KS4 Homework clubs with access to computers and LSA support.	EEF: High impact for very low cost based on very limited evidence	3, 6, 7
On-line tutoring via National Tutoring Programme provided for identified KS4 students in Science.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition	EEF (educationendowmentfoundation.org.uk)	1, 4
Year 11 Core intervention for targeted students (including disadvantaged).	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: Small group tuition	EEF (educationendowmentfoundation.org.uk)	1, 4
Funding for the Brilliant Club's Scholar's Programme. The programme provides targeted academic support and cultural capital for academically able disadvantaged students. The	DfE: Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Pupil premium: overview - GOV.UK (www.gov.uk) The Brilliant Club has been cited by Ofsted as an 'effective use of pupil	

programme develops the key lateral thinking skills key to academic learning and offers students an insight into a university education.	premium funding' through The Scholars Programme.	
Revision guides and materials provided to all Disadvantaged students in KS4		4, 6

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

Budgeted cost: £29,783

Activity	Evidence that supports this approach	Challenge number(s) addressed
On-going use of Aquinas to support the close monitoring and follow up of attendance concerns.	John Dunford: Attendance barriers addressed as a priority for PP-eligible pupils. DfE Framework for Securing Full Attendance	2
On-going provision of universal Breakfast Club. This is currently subsidised through Family Action's *National School Breakfast Programme*.	EEF: Universal free breakfast clubs can contribute to increased attendance, an enhanced sense of well-being, improved behaviour for learning and consequently improved outcomes. DfE Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation	2, 5, 8
On-going development and resourcing of 'Challenger' Lessons to ensure that all disadvantaged students have opportunities to engage in a range Character Development activities.	EEF: All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Life skills and enrichment	EEF (educationendowmentfoundation.org.uk) Arts participation +3 months	6, 7, 8

	(Moderate impact for very low cost based on moderate evidence) Aspiration interventions (Unclear impact for very low cost based on insufficient evidence) Outdoor adventure learning (Unclear impact for moderate cost based on insufficient evidence)	
Re-establishing a wide of high-quality extracurricular activities. Disadvantaged pupils will be encouraged and supported to participate.	EEF: All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. Life skills and enrichment | EEF (educationendowmentfoundation.org.uk) Arts participation +3 months (Moderate impact for very low cost based on moderate evidence) Aspiration interventions (Unclear impact for very low cost based on insufficient evidence) Outdoor adventure learning (Unclear impact for moderate cost based on insufficient evidence)	6, 7, 8
Implementation of an explicit Behaviour Curriculum.	EEF: Teaching learning behaviours will reduce the need to manage misbehaviour. Improving behaviour in schools (d2tic4wvo1iusb.cloudfront.net)	5
Continued use of the Pastoral Support structure to support the enhance the monitoring of behaviour data and proactive implementation of appropriate intervention.	EEF: Behaviour Interventions +3 months (Moderate impact for moderate cost)	5

Strengthening Minds Anger Management and/or Self Esteem Programme for identified students.	EEF: Social and emotional learning +4 months (Moderate impact for very low cost based on very limited evidence)	5
Small amount of funding reserved to support learners to attend and achieve.	EEF: School uniform Unclear impact for very low cost based on insufficient evidence	1, 2, 8

Total budgeted cost: £224,783

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 students in the 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged students during the 2022/23 academic year using Key Stage 4 performance data and our own internal assessments.

Outcomes for students completing exams in 2023 are summarised in the table below:

	Progress 8	Attainment 8	4+ En/Ma (%)	5+ En/Ma (%)	Ebacc entry (%)
PPG Deanes	-0.62 (↑ 0.38)	33.6 (↑ 2.8)	37 (↑11)	24 (↑1)	0 (↓13)
PPG National	-0.57 (↓0.02)	34.9 (↓2.6)	43 (↓1.6)	25 (↓4.6)	27.7 (↑0.8)
Non-PPG National	-0.17 (↓0.02)	50.2 (↓2.6)	73	52.2 (↓4.8)	43.4 (↑0.5)

For 2023, the Progress 8 score for our disadvantaged pupils was -0.62 and the Attainment 8 figure was 33.6. These figures are an increase on outcomes from 2022 and indicate a continuation of the trend of improving outcomes for our disadvantaged students. It is worth noting that this data includes outcomes for five 'atypical' students; with the data for these students removed, the Progress 8 score would be -0.19 and the Attainment 8 figure would be 39.59.
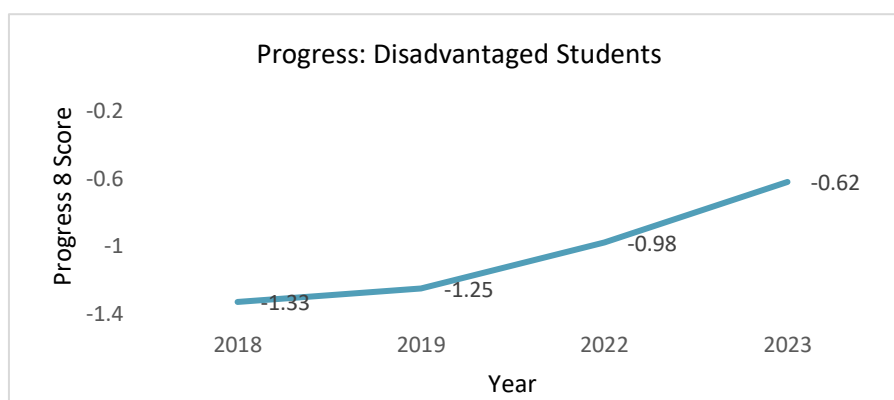
At Grade 4 and above, significant improvements in outcomes for disadvantaged students include:

- an 11% increase in Standard Passes in both English and Maths
- a 20% increase in students achieving Grade 4+ in Maths
- a 19% increase in students achieving Grade 4+ in Science

- a 12% increase in students achieving a Grade 4+ in a Humanities subject.

In addition, there has been a 15% increase in disadvantaged students achieving a Grade 5+ in Science and an 8% increase in disadvantaged students achieving a Grade 5+ in a Humanities subject. In English, there has been an 11% increase in disadvantaged students achieving Grade 7 and above.

We have compared our results to national figures to help gauge the performance of our disadvantaged students. The Progress 8 score for our disadvantaged students is now in the 47th percentile nationally (Middle 20%) when compared to all schools with a P8 measure. As a result of a 0.38 increase, the Progress 8 score for disadvantaged students at The Deanes is 0.23 higher than the Essex average and is in line with disadvantaged students nationally (difference of 0.05). Similarly, the Attainment 8 scores for disadvantaged students at The Deanes are in line with those nationally (1.3 difference), as is performance at Grade 4+ and 5+ in English and Maths (6% and 1% difference respectively). As a result of there being no disadvantaged students entered for Languages, the entry for Ebacc is significantly below that of disadvantaged students nationally.

Nationally, the KS4 disadvantage gap index has widened compared to 2021/22 and is now at its highest level since 2011 (3.95). The national Progress 8 gap is 0.40 and the Attainment 8 gap is 15.3. In contrast, the disadvantaged gap at The Deanes has continued to narrow as a result of improved outcomes. The Progress 8 gap has further reduced to 0.17 and the Attainment 8 gap has reduced to 4.96. Nevertheless, the overall progress and attainment of the school's disadvantaged students in 2022/23 was below our expectations as gaps persist between outcomes for these students and their non-disadvantaged peers, both within school and nationally.

Our analysis suggests that a significant factor is the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged students. Absence from school due to illness resulted in lower attendance figures for Year 11 disadvantaged students nationally (82.9%) and for Year 11 disadvantaged students at The Deanes (83.5%). A further consideration is the impact of Mid Term Admissions; 38% of the disadvantaged cohort joined the school after the start of Year 7 and have experienced gaps in their learning which further compounds their disadvantage and slows progress.

The National Tutoring Programme was used for targeted intervention in either English or Maths for a group of 27 students. As shown in the table below, outcomes improved for students engaged in the programme, most notably at Grade 5+ and 7+ English.

NTP English/Maths 27 students (12 disadvantaged, 3 SEND)	Pre-NTP Predicted Grades	KS4 Outcomes
P8	-0.47	-0.39
A8	41.11	40.97
4+ En /Ma	36%	41%
5+ En / Ma	20%	19%
4+ English	92%	74%
5+ English	24%	48%
7+ English	0%	11%
4+ Maths	44%	48%
5+ Maths	24%	26%
7+ Maths	8%	7%

GL Assessment's Progress Test data for students in Key Stage 3 indicates that in 2022-23, the majority of disadvantaged students made at least expected progress in English and Maths in the academic year (with the exception of Year 8 English). Additionally, the overall gap between the progress made by disadvantaged students and their peers has continued to narrow. As shown in the table below, the level of progress made by disadvantaged students was higher than non-disadvantaged students in Year 7 English and Maths (all categories), Year 8 Maths (Expected Progress), Year 9 English (Expected Progress) and Year 9 Maths (Higher/Much Higher than Expected Progress).

GL Progress Tests Autumn 2022 - Summer 2023	English										Maths									
	SAS		Expected Progress (%)		Higher/Much Higher than Expected Progress (%)		4+ GCSE indicator (%)		5+ GCSE indicator (%)		SAS		Expected Progress (%)		Higher/Much Higher than Expected Progress (%)		4+ GCSE indicator (%)		5+ GCSE indicator (%)	
Cohort	PPG	Gap	PPG	Gap	PPG	Gap	PPG	Gap	PPG	Gap	PPG	Gap	PPG	Gap	PPG	Gap	PPG	Gap	PPG	Gap
Year 7	94.8	-2.5	67	+10	14	+1	48	-15	30	-4	97.3	+2.9	71	+8	18	+15	70	+8	39	+8
Year 8	88.5	-1.5	45	-18	0	-2	55	-12	9	-12	89.2	-1.2	72	+10	13	-4	35	-11	19	-14
Year 9	85.7	-0.8	60	+3	8	-21	45	-24	23	-29	84.8	-1.1	63	-4	17	+7	39	-28	29	-19

GL data also indicates that attainment on entry is lower than national, particularly for disadvantaged students. Whilst below national, the SAS score for disadvantaged students in the Year 7 cohort is significantly higher than in previous years, particularly in Maths where it is 2.9 higher than that on non-disadvantaged students. Projected outcomes suggest that the gap between the performance at GCSE reduces lower down the Key Stage, with Year 7 disadvantaged students outperforming non-disadvantaged students at both Grade 4+ and 5+ Maths. At Grade 5+, GCSE indicators are higher for disadvantaged students in Maths than in English across the Key Stage. At Grade 4+, GCSE indicators for English and Maths are similar in Year 9 and 20% higher in English for Year 8.

Booster Intervention Autumn 2022 – Autumn 2023	English					Maths				
	SAS AUT 22	SAS AUT 23	Expected progress (%)	Higher than expected progress (%)	Much higher than expected progress (%)	SAS AUT 22	SAS AUT 23	Expected progress (%)	Higher than expected progress (%)	Much higher than expected progress (%)
Current Year 8 (9 students, 4 disadvantaged)	70.6	71.1	89	11	11	72.3	74.9	50	12.5	0

'Booster' provision is in place to support the transition to secondary school for students working significantly below end of Key Stage 2 expectations. As shown in the table above, the mean SAS score has increased in Maths and English for students in the current Year 8 Booster class when compared to baseline scores from Autumn 2022. In addition, the vast majority (89%) of the group are making at least expected progress in English, with 22% making 'Higher/Much Higher' than expected progress. In Maths, half of the group are making at least expected progress.

As part of a tiered approach to the development of students' skills as readers, all staff engaged in half termly whole school CPD on the most effective strategies to implement in the classroom and how to embed opportunities for reading into curriculum plans. All students in Year 7 and 8 participated in a weekly Bedrock Vocabulary lesson, with targeted students extracted to work in small groups with a specialist reading teacher or participating in Lexia sessions.

Progress category	National	Group (Start point to end point)	
	%	%	No. of students
Much higher than expected progress	10%	11%	30
Higher than expected progress	15%	11%	29
Expected progress	50%	51%	134
Lower than expected progress	15%	10%	26
Much lower than expected progress	10%	17%	46

As shown in the table above, GL NGRT data for Summer 2023 indicates that the majority (73%) of students in Key Stage 3 made at least expected progress in reading when comparing their scores to test data from Autumn 2022, with 22% making 'Higher/Much Higher than expected' progress.

Further analysis of GL NGRT data indicates that the majority of disadvantaged students in KS3 made at least expected progress, with at least 22% in each year group making 'Higher/Much Higher' than expected progress. Despite this, overall progress for Year 8 was disappointing, particularly for disadvantaged students. In addition, overall mean SAS scores for disadvantaged students remain below national average and gaps persist between our disadvantaged and non-disadvantaged students. As a result, we have reviewed and further updated our approach, including the introduction of weekly Reading lessons and intervention for these students who are now in Year 9 and targeted support for those in Key Stage 4.

NGRT Summer 2023	Mean SAS		Overall stanine		Progress					
					Expected (%)		Higher than expected (%)		Much higher than expected (%)	
	PPG	Non	PPG	Non	PPG	Non	PPG	Non	PPG	Non
Year 7	96.0	101.3	4.0	5.4	44	55	7	12	15	6
Year 8	90.9	97.1	3.8	5.0	27	54	8	4	16	17
Year 9	91.0	105.5	4.1	5.9	50	60	20	16	5	10

The overall impact of last year's targeted reading interventions for students requiring additional support through Lexia or with a Specialist Reading teacher is summarised below. In addition to this data, the tracking of students' progress in specific components of reading e.g. fluency and comprehension has been enhanced for this academic year.

Reading Intervention	Cohort	Reading SAS		Progress		
		Baseline	End Point	Expected (%)	Higher than expected (%)	Much higher than expected (%)
Lexia Power Up Stanine 1	Year 7 – 7 students (4 disadvantaged, 6 SEND)	73.6	75.1	57	0	0
	Year 8 – 9 students (4 disadvantaged, 6 SEND)	75.8	76.7	56	0	11
Specialist Reading Intervention Stanine 2-3	Year 7 - 10 students (3 disadvantaged, 7 SEND)	85.0	84.8	40	10	10
	Year 8 - 17 students (9 disadvantaged, 11 SEND)	82.9	82.4	65	6	0

Data for the academic year 2022-23 indicates that the overall attendance of disadvantaged students at The Deanes was 1.1% higher than that of disadvantaged students nationally, particularly in the current Year 10 (+1.6%) and the Leavers cohort (+0.6%). In addition, there was a further 1.8% reduction in the overall attendance gap between disadvantaged and non-disadvantaged students at The Deanes (-4.1% 2023, -5.9% 2022).

2022-23	All	Current Year 7	Current Year 8	Current Year 9	Current Year 10	Current Year 11	Leavers
Deanes PPG	84.4		87.8	84.2	85.8	80.5	83.5
FFT National PPG	83.3		88.7	86.2	84.2	83.0	82.9
FFT National Non-PPG	92.6		94.4	93.1	92.1	91.7	91.4

Whilst the attendance gap is narrowing, lower rates of attendance amongst disadvantaged students remains a significant barrier to their progress. The attendance of disadvantaged students in the current Year 11 and Year 9 was significantly below the national figure for disadvantaged students in 2022-23 (-2.5% and -2% respectively) and

remains so for the current Year 11 (-4.9%). As indicated by current attendance data, there are significant attendance gaps between disadvantaged students (The Deanes and nationally) and their non-disadvantaged peers.
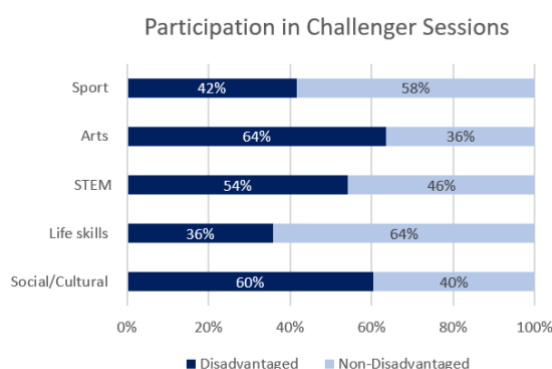
Autumn term 2023-24	All	Current Year 7	Current Year 8	Current Year 9	Current Year 10	Current Year 11
Deanes PPG	86.1	90.6	86.8	86.8	84.7	78.8
FFT National PPG	86.4	90.9	87.2	85.4	84.1	83.7
FFT National Non-PPG	92.4	95.5	93.8	92.9	92.5	92.3

Analysis of PASS data indicates that disadvantaged students' attitudes to learning are positive. As shown in the table below, scores for disadvantaged students in Key Stage 3 are in line with their non-disadvantaged peers and are above national in the majority of indicators. Whilst overall scores for 'general work ethic' are higher, scores for 'self-regard as a learner' and 'response to curriculum demands' are lower when compared to non-disadvantaged students. PASS data for individual students is used to target appropriate interventions.

KS3 PASS factor percentiles	Feelings about school	Perceived learning capability	Self-regard as a learner	Preparedness for learning	Attitudes to teachers	General work ethic	Confidence in learning	Attitudes to attendance	Response to curriculum demands
Disadvantaged	43.3	31.8	22.6	41.2	57.4	60.1	39.9	50.3	17.5
Non-disadvantaged	55.2	31.8	33.6	41.2	57.4	36.3	39.9	50.3	29.2

Student conduct data shows continued improvement, with the number of sanctions (Call Out, Seclusion and Suspension) declining for disadvantaged students overall. The Strengthening Minds Self-esteem programme has been re-established this year and the Positive Behaviour programme has been introduced. These are targeted interventions intended to support students to regulate their behaviour effectively.

Pupil Premium funding has been used to bolster the extensive opportunities we provide to enhance students' Cultural Capital through our 'Challenger' sessions. All disadvantaged students in Years 7-10 have engaged in a broad range of activities, particularly arts, social/cultural and STEM based courses. In addition, funding has been used to support a range of trips and enrichment activities, each including a representative proportion of disadvantaged students.

Participation in Challenger Sessions

	Disadvantaged	Non-Disadvantaged
Sport	42%	58%
Arts	64%	36%
STEM	54%	46%
Life skills	36%	64%
Social/Cultural	60%	40%

Disadvantaged students have again achieved success through their participation in The Brilliant Club. 50% (7 out of 14) of our 2022/2023 cohort were disadvantaged students and achieved the following grades: 1st x 1, 2:1 x 2 and 2:2 x 1. In 2023/24, 64% (9 out of 14) enrolled are disadvantaged students. Academic support is further provided for the most able disadvantaged students through the provision of mentoring. This has been taken up by 67% of (4 out of 6) of the High Prior Attaining disadvantaged students in Key Stage 4.   Similarly, 100% of the High Prior Attaining disadvantaged students in Year 7 have engaged in the academic enrichment programme.

High quality homework is consistently set across all subjects and year groups. For disadvantaged students, the overall completion rate is 71.2% compared to 83.7%. Access to the Library and computers is provided as well as support from staff in our Homework club. During the Autumn term (2023), this was accessed by 26 disadvantaged students, with an average of 5 sessions attended and a maximum of 19 sessions. In addition, we have provided 10 disadvantaged students with a laptop/device to support their studies, as well as revision guides for all disadvantaged students in Key Stage 4.

Externally provided programmes

Programme	Provider
Science tuition	National Tutoring Programme
The Scholar's Programme	The Brilliant Club
National School Breakfast Programme	Family Action

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- On-going development of Gatsby compliant careers provision, including embedding careers into the curriculum, opportunities for meaningful engagement with Post-16 providers and employers and participation in Make Happen activities.

- Targeted provision for PP-eligible students to include additional support with Post-16 applications, priority Connexions appointments and careers-insight days.

Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils. We also participate in local network meetings focused on effective use of the Pupil Premium and have a 'Disadvantaged Champion' as part of Essex County Council's 'Addressing Educational Disadvantage' strategy.

We have used both the EEF's implementation guidance and ECC's 'Addressing Educational Disadvantage' strategy to help us develop our own strategy and will continue to utilise these through the implementation of our activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.