

# PUPIL PREMIUM STRATEGY STATEMENT

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Belper School and Sixth Form Centre
Number of pupils in school	1226
Proportion (%) of pupil premium eligible pupils	210 (17%)
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022/23/24
Statement authorised by	N. Goforth
Pupil premium lead	S. Davies
Governor lead	F. Atkinson

## Financial Overview

<b>Funding</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£190,000
Recovery premium funding allocation this academic year	£26,250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£216,250</b>

<b>Planned Spend</b>	<b>Amount</b>
Quality Teaching (for example, CPD, recruitment and retention)	£45,000
Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)	£75,000
Wider Strategies (for example, related to attendance, behaviour, wellbeing)	£96,250

## Part A: Pupil premium strategy plan

### STATEMENT OF INTENT

Our ultimate goal is to ensure students from all backgrounds succeed and enjoy school regardless of need, so that they can enjoy happy, stable, successful, caring and fruitful lives, and become the model citizens of the future. “Create Your Future” is aimed at all students.

Our PP strategy will move us ever closer to this ultimate goal through addressing the shortcomings and barriers facing disadvantaged students, both internally and externally, and providing them with the opportunities, strategies and tools to succeed.

Equality of opportunity; fairness; high expectation; challenge; support (academic /pastoral & physical); citizenship; collaboration and partnership are some of our guiding principles.

## CHALLENGES

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

Challenge number	Detail of challenge
<p><b>1. Improving attendance rates, ensuing students spend more time learning</b></p>	<p>Absence and PA is higher among disadvantaged students compared to non-disadvantaged (by around 3%, but pandemic disruption makes comparison difficult). The pandemic has compounded this problem.</p> <p>There is a need to address this issue so that disadvantaged students enjoy more time learning in school as well as benefitting from enrichment activities.</p> <p>Linked to this, once in school, we need to ensure students spend as much time in lessons as possible with a behaviour policy that is fit for purpose, minimising withdrawal from lessons, other than for additional support.</p>
<p><b>2. Improve progress / attainment through Quality First Teaching</b></p>	<p>One of our biggest challenges continues to be how to close the progress/attainment gap. Disadvantaged students currently do not perform as well as non-disadvantaged students. Whilst progress rates across the school have significantly improved over a number of years, a gap persists. We have narrowed this gap in recent years, but this very much remains ‘work-in-progress’.</p> <p>Consistent, high quality teaching and learning lies at the heart of this. At school students spend most of their time in lessons and it is from here that the greatest impact can be made in raising aspirations, challenge, engagement and opportunity, as well as developing oracy, literacy and numeracy.</p> <p>Ensuring a curriculum that best meets all students’ needs as one key milestone that will help to secure this.</p>
<p><b>3. Develop cultural capital</b></p>	<p>Disadvantaged students can face external barriers and achievement/progress can be hindered by a lack the cultural capital. There can be a lack ambition, guidance, encouragement, expectation, parental engagement, etc.</p> <p>Students can also face physical challenges, for example, not having a suitable work space at home, having limited access to technology or access to inspirational music/sport/cultural events.</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.

Intended outcome	Success criteria
Good attendance Disadvantaged student attendance to be in line with national average for non-disadvantaged students	Measurement against national statistics as published in Analyse School Performance (ASP)
Good progress and attainment Disadvantaged students to achieve P8, A8, 5+EM and EBacc APS in line with national averages for all students	Measurement against national statistics as published in Analyse School Performance (ASP)
Good career plans Disadvantaged students to have rich, fulfilling lives ready to enter society as well-rounded model citizens	Students have good qualifications (above), are/have had a wide range of enriching experiences. Though difficult to measure, we will look at qualification outcomes, destinations and use student surveys to gauge success.

## 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.

### Quality Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop whole school L&amp;T strategies to promote progress of disadvantaged groups</p> <ul style="list-style-type: none"> <li>• New vision for L&amp;T to be a key area of focus for our new DHT</li> <li>• The DHT will carry out a Curriculum Audit in the Autumn Term with a key emphasis on embedding structure and sequencing to embed skills and knowledge</li> <li>• The new DHT will be reviewing and updating our Feedback policy</li> <li>• Provide CPD for teachers and leaders to develop new strategies and styles based on research</li> <li>• Cloud School management system (New) training will sharpen tracking and monitoring</li> <li>• QA carried out to see strategies are being delivered, to monitor effectiveness, support teachers and hold to account where necessary</li> <li>• Preferential staffing in Maths and English, to benefit PP students</li> </ul>	<p>Extensive research shows that mastery, metacognition and self-regulation can have a high impact.</p> <p>L&amp;T will become a key focus for driving improvement generally and in relation to disadvantaged groups. A whole host of evidence from the Sutton Trust, School Inspection Handbook, previous Ofsted/HMI visits and common sense suggest that this is where the greatest impact can be made.</p> <p>Developing a broad, balanced and ambitious curriculum, accessible to all will be a key element of this, as research shows. Quality learning and teaching (and feedback) will ensure this curriculum is delivered effectively.</p>	<p>1,2 &amp; 3</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Literacy and numeracy sessions delivered across the curriculum, with bespoke literacy sessions delivered by English teachers</li> <li>• Reading “buddies” from sixth form to support KS3 students with extra reading sessions</li> <li>• Lexia literacy support for year 7 students with low reading ages</li> <li>• Provision of GCSE Pod and Seneca Learning online revision packages for all KS4 and KS5 students</li> <li>• Displays around school designed to engage, motivate and inspire students</li> <li>• Our key stage 3 classes are predominantly mixed ability and are not set or streamed</li> </ul> <p><b>High Quality Middle Leaders:</b></p> <ul style="list-style-type: none"> <li>• Develop high quality leaders in all areas with a focus on disadvantaged students through CPD</li> <li>• Introduce NPQs for selected middle leaders</li> <li>• Effective LM meetings with a PP focus</li> <li>• INSET training for all staff on PP students</li> </ul>	<p>Specific evidence from the EEF T&amp;L Toolkit includes:</p> <ul style="list-style-type: none"> <li>• Reducing class size +3 months</li> <li>• Digital technology +4 months</li> <li>• Homework +5 months</li> <li>• Feedback +8 months</li> <li>• Avoid setting / streaming +1 month</li> </ul>	

## Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Academic support provided for disadvantaged students in order to accelerate progress among disadvantaged groups.</p> <ul style="list-style-type: none"> <li>• 5 student intervention coordinators to provide mentoring to target group of around 6 students each</li> <li>• 'Period 6' after school lessons in all subjects for Y11/13 to support students following disrupted learning due to the pandemic</li> <li>• NTP used to support targeted PP students across the school</li> <li>• Extra literacy and numeracy support for KS4 students unable to access the full range of options</li> <li>• Additional specialist TA support in maths</li> <li>• Bespoke academic provision, intervention and support are offered via our ACCESS area and Learning Support</li> <li>• RAGG Interventions providing catch up lessons in English, maths and science will specifically target disadvantaged students among their respective cohorts</li> <li>• Block revision programme for Y11 during the Summer term</li> <li>• Y11 Information Evening providing key information for parents</li> </ul>	<p>We have a strong record of improving progress and attainment over many years now. Our own empirical evidence and reviews suggest many of the steps we are taking are making a difference for our students.</p> <p>Some of these activities are supported by external research, such as the EEF. For 2021-22, these activities now need to focus more closely on disadvantaged student academic progress, which is an area still requiring improvement.</p> <p>Specific evidence from the EEF T&amp;L Toolkit includes:</p> <ul style="list-style-type: none"> <li>• Digital technology +4 months</li> <li>• Homework +5 months</li> <li>• Individualized instruction +3 months</li> <li>• One to one tuition +5 months</li> <li>• Peer tutoring +5 months</li> <li>• Small group tuition + 4 months</li> </ul>	<p>2</p>



Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• Exam breakfasts for last minute preparation and tips</li> <li>• Mentoring for appropriate disadvantaged students who fall under the more able category</li> <li>• Weekly after school homework club and library access planned</li> <li>• Continue to develop on-line revision software for all key stage 4 students</li> <li>• Provide PP students with laptops so they can access online resources from home such as GCSE Pod</li> <li>• Peer Tutoring to be used to support academic study</li> </ul>		

## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Improved behaviour management</b> (a key focus in our PP strategy):</p> <ul style="list-style-type: none"> <li>• We have appointed a new AHT i/c of behaviour who has introduced a new behaviour policy, with inclusion as a focus.</li> <li>• We have appointed a new behaviour mentor to support students with challenging behaviour</li> <li>• We have created a pastoral support room to provide short term support for students who need to be out of lessons for a short time</li> <li>• Our pastoral team strives to maintain very good links with parents</li> <li>• Our Access team provide longer term alternative provision options for students unable to access a full range of subjects</li> <li>• The new behaviour policy and system emphasises a more positive, flexible and constructive approach to managing misbehaviour to reduce time lost to learning</li> <li>• Cloud School MIS is already making an impact on recording, tracking and monitoring positive and negative behaviour, which in turn is impacting positively on classroom management</li> <li>• Reward policy has been reviewed leading to an increase in the use of positive reinforcement in lessons</li> </ul>	<p>Our 'Wider Strategies' are quite complex and diverse, and there are a number of measures not identified here that will impact positively on disadvantaged students.</p> <p>However, these are some of the measures we are taking that will have an impact on improving the lives and opportunities of disadvantaged students, and their families.</p> <p>These measures will help raise aspirations, opportunity, provide greater equality and support.</p> <p>Extensive research by the Sutton Trust supports many such measures.</p> <p>Evidence from the EEF T&amp;L Toolkit includes:</p> <ul style="list-style-type: none"> <li>• Behaviour interventions +3 months</li> <li>• Self-regulation +7 months</li> <li>• Parental engagement + 3 months</li> <li>• Outdoor learning +4 months</li> <li>• Social and emotional learning +4 months</li> <li>• Summer school + 2 months</li> </ul>	<p>1, 2 &amp; 3</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• We have created an outdoor learning space to build positive relationships and self-esteem using staff from the Inspire project</li> </ul> <p><b>Transition</b></p> <ul style="list-style-type: none"> <li>• Our HoY and SENDCo liaise very closely with feeder schools in the summer term for the incoming year 7</li> <li>• We provide a short summer school in August for students anxious about the move or maybe vulnerable</li> <li>• Staff are provided with key information about all such students in the training days in September</li> </ul> <p><b>Attendance procedures:</b></p> <ul style="list-style-type: none"> <li>• We have a new attendance officer with a new line manager who will rationalise student attendance management and reporting</li> <li>• Cloud School will aid tracking and reporting and rationalising staffing will increase knowledge and accountability</li> <li>• All attendance reports now have flags for PP students to enable monitoring</li> <li>• Weekly tracking for PP students with poor attendance/behaviour</li> <li>• HoY will run focused attendance challenges at designated points during the year</li> </ul>		

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Wider Pastoral Support measures:</b></p> <ul style="list-style-type: none"> <li>• Learning and Safeguarding Mentors support students with pastoral/emotional/mental health/etc. issues which can disproportionately affect disadvantaged students</li> <li>• Learning and Safeguarding mentors have an additional role of 'mentoring' Y7 PP students arranging support for them and their parents where needed</li> <li>• The Family Support Worker provides support for families in need, many of these are disadvantaged students. She has won an award for her work supporting families in need</li> <li>• Positive Play Support is offered for some students for 30m per week as part of Derbyshire County Council's Early Intervention Strategy</li> <li>• Parental engagement to improve with targeted communication</li> </ul> <p><b>Physical Support:</b></p> <ul style="list-style-type: none"> <li>• Provide laptops so students can access online provision</li> <li>• Support with resources such as revision guides, art equipment, PE kit, food technology equipment, prom costs etc.</li> <li>• Breakfast provision</li> <li>• Support for enrichment activities and trips</li> </ul>		

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Careers:</b></p> <ul style="list-style-type: none"> <li>• Careers programme built into the weekly PSE sessions</li> <li>• Funded trips to places of higher education / universities to raise aspirations (pandemic permitting)</li> <li>• We have a careers advisor and have bought in careers service to provide high quality careers support to students</li> <li>• All disadvantaged students receive at least one careers interview in key stage 4</li> </ul>		

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021 and it is therefore difficult to make accurate/true judgements regarding strategy outcomes. Nevertheless, we are acutely aware that the progress/attainment of disadvantaged students is still work in progress and this remains a key focus for the school.

Likewise, it is also difficult to make meaningful judgements with regard to attendance, reduction in referrals/exclusions etc. due to the pandemic.

### Externally provided programmes

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

Programme	Provider
GCSE Pod	Soundbite Learning
Revision resources in PE	Zig Zag Education
Drama online	Digital Theatre Plus