

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	The Dorcan Academy				
Academic Year	2022-23	Total PP budget (inc. Recovery Premium £58,374, based on 211.5 x £276)	£262,762	Date of most recent external PP Review	2017
Total number of pupils	794 Budget 736.5	Number of pupils eligible for PP	208	Date for next internal review of this strategy	Sep 2022
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
Progress 8 score average					
Attainment 8 score average					
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Literacy				
B.	Numeracy				
C.	Attitudes to learning /Lack of aspiration and knowledge of the working world				
D.	Access to resources				
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>					
E.	Attendance				
F.	Mental health				
G.	Parental engagement				
4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>				Success criteria	

A.	<ul style="list-style-type: none"> • Reading ages of disadvantaged students at the end of the year are in line with or improving in relation to their chronological age • Disadvantaged students are confident in articulating their learning, including asking and answering questions • Disadvantaged students' range and use of academic vocabulary increases • Improved Spelling, Punctuation and Grammar of disadvantaged students 	<p>Catch up reading interventions show increase towards chronological age Literacy intervention strategies address specific barriers and result in closing of learning gaps Work scrutinies show SPAG being challenged and students acting upon feedback Disadvantaged students' progress is at least progress neutral</p>
B.	<ul style="list-style-type: none"> • All disadvantaged students know their Times Tables fluently by the end of Year 7 • Disadvantaged students achieve at least progress neutral targets in Maths 	<p>Tutor times tables' quizzes show progress from starting points Numeracy intervention strategies address specific barriers and result in closing of learning gaps Use of Maths Sparx to close learning gaps</p>
C.	<ul style="list-style-type: none"> • All disadvantaged students have an average attitude to learning score of 2 or above • Increased number of disadvantaged students taking part in all aspects of academy life. • All disadvantaged students have an individual careers interview in Y8 and have a career 'goal' • Disadvantaged students are proportionally represented in Academy leadership positions • Disadvantaged students complete Home Learning on time and to a good standard 	<p>Bi-termly reports on Attitudes to learning Numbers show an increase in no. of disadvantaged students taking part in extra-curricular activities. Record of careers interviews and impact on ATL Increased numbers of disadvantaged students in leadership positions Increased numbers of students completing Home Learning on time and to a good standard</p>
D.	<ul style="list-style-type: none"> • All disadvantaged students are able to access remote learning, when required, and resources for Home Learning. • All students have a suitable space to study independently 	<p>All students have access to curriculum resources which will support their progress</p>
E.	<ul style="list-style-type: none"> • Attendance of disadvantaged students is improving towards the national average for all students 	<p>PP Attendance data - currently 88.4%; non-PP – 94.0%. Evaluation of impact of attendance interventions.</p>
F.	<ul style="list-style-type: none"> • Students are resilient and able to manage their own mental health so that it does not impact learning 	<p>Attendance to and engagement in lessons improves</p>
G.	<ul style="list-style-type: none"> • Parents are interested and confident in supporting their children with their learning 	<p>Increased attendance at parents' evenings and other parental events which support learning.</p>

5. Planned expenditure

Academic year 2022-23

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue to implement whole school literacy strategy, including training, with a specific focus on disciplinary reading and 'closing the vocabulary gap' (See literacy action plan)	Raise standards of literacy and oracy in all subjects to reduce the vocabulary gap and ensure students are word-rich	<p>Alex Quigley research' Closing the Vocabulary gap': disadvantaged students lack 'cultural capital' and are likely to have a much more limited vocabulary. Academic vocabulary needs to be taught explicitly and methodically to close the gap.</p> <p>Students need to know and understand the academic vocabulary associated with each subject discipline to gain high marks in examinations.</p>	<p>Tier 2 vocabulary and their roots to be taught via tutor time. Word list to be tested before and after to evaluate impact and assess understanding.</p> <p>Tier 3 vocabulary to be taught explicitly through each subject's curriculum.</p> <p>Literacy ambassadors in each department ensure whole school strategy is implemented. Monitored by Literacy Lead – KKE.</p>	<p>KKE (Literacy lead/Lead practitioner) SWH – Tutor literacy co-ordinator</p> <p>OJO (Director of Teaching and Learning) Literacy team also includes: NDE – Head of English and KMU librarian</p>	<p>Ongoing monitoring via Learning walks and Coaching programme</p> <p>Termly testing for Tutor time vocabulary</p> <p>Bi-termly reports</p> <p>All literacy catch-up programmes and materials</p> <p>Literacy co-ordinator time (TLR)</p> <p>Estimated cost: £16,555</p>
Use of 'Talk the Talk' charity to lead oracy training and development in Year 7	To develop confidence in oracy to support transition	To write confidently, students need to be able to talk confidently, articulating their thoughts, opinions and answers. Our Disadvantaged students are more likely to lack the vocabulary to express themselves confidently.	Taught in groups of around 30. For transition, tutors benefit from working with their tutor groups. The trainers are high quality. Ensure the strategies used are followed up and implemented in lessons.	KKE OJO	<p>Regularly via Learning walks and coaching observations.</p> <p>Impact questionnaire following the sessions</p> <p>Estimated cost: £6,515</p>

<p>A focus on high standards of literacy in students' written work and books</p>	<p>Students write with good spelling, grammar and punctuation (SPAG). Students act on feedback given by teachers.</p>	<p>Students lose marks in examinations for SPAG.</p> <p>EEF research suggests that timely, relevant feedback to students where students are given time to act upon the feedback increases students' progress more rapidly.</p>	<p>Regular work scrutinies within departments and across the academy.</p> <p>The quality of feedback is evaluated using rigorous agreed criteria which requires learning gaps to be identified and closed and literacy errors to be challenged and addressed.</p>	<p>PMO</p>	<p>Termly work scrutinies</p> <p>Learning walks</p> <p>Termly Curriculum review meetings/Deep dives with Heads of department</p> <p>SLT, LM and Curriculum Leader (CL) time</p> <p>Estimated cost: £4,989</p>
<p>DEAR session coupled with use of Accelerated Reader programme</p>	<p>Access to reading more complex texts than a student can read alone improves vocabulary and fluency as they listen to a book read to them.</p>	<p>'Just reading' – Westbrook et. Al.</p> <p>The impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms.</p> <p>Quigley: Reading is the most effective mechanism for increasing vocabulary.</p> <p>Students who have quizzed using AR because of DEAR have improved on their results and have gone on to read independently.</p>	<p>Extended school day for an additional 20 minutes.</p> <p>Ensure sufficient texts for each student to have a copy and extras to allow for rotation.</p> <p>Acquisition of new challenging texts.</p> <p>Regular monitoring of the strategy.</p>	<p>KKE KMU</p>	<p>Bi-termly</p> <p>Extension of school day by 20 mins per day</p> <p>DEAR books</p> <p>Books for higher able</p> <p>Replenishment of books for the library</p> <p>Accelerated reader licence</p> <p>Estimated cost: Tutor time £24,102 Books and software £2,798</p>
<p>Spelling competition</p>	<p>Students' spelling of the targeted words improves.</p>	<p>Students lose marks for incorrect spelling in their exams; therefore, it is vital that they learn to spell key terms accurately.</p>	<p>Tutors to issue words and reinforce the element of competition and the need to learn them.</p> <p>Learning walks of Tutor time</p>	<p>SWH</p>	<p>Weekly learning walks of tutor time (Academic focus weekly)</p> <p>Estimated cost: £1,804</p>

Year 7 and 8 Tutor Times Table challenge	All Y7 students know their times tables fluently and make progress from their starting points	Instant recall means secured in long term memory. Essential for all other aspects of maths.	One tutor group session per week to be dedicated to learning times tables using 'the 99 club' resource.	SME	Weekly and Bi-termly Maths TLR Times tables resources Estimated cost: £3,752
'Motivate for 8' Strategy.	Raised aspirations with students aiming to achieve 8 good GCSEs including English and Maths	Students are more motivated when they have a 'career goal' to aim for. This is especially true for boys. Endorsement by local employers gives the strategy kudos.	Deputy Head Curriculum lead to drive forward. High profile in assemblies Follow up meetings with students in quadrants 3 and 4 after each data drop Support with careers interviews for identified students Motivate for 8 celebration evening to be held.	LMO	3 times a year following data drops Raising aspirations team: PP lead, Careers lead, External careers advice for all disadvantaged students (In Y8 and Y10/11) Deputy Head and staff time Estimated cost: £23,974
Careers programme, including Beta talks and Eton X courses	Raised aspirations by providing opportunities that parents may not or are unable to offer, to interact with and learn from employers about the skills needed for the workplace.	Where students have a career goal they are more likely to be motivated to succeed. Students from disadvantaged backgrounds may not have access to wider opportunities. Eton X courses allow students to work independently on relevant employment based courses that they can then put on their CV.	Raising aspirations team working together to seek out opportunities - DH Curriculum, Careers lead, Raising aspirations lead. Organising frequent and regular visitors to the school to talk about their employment and their journey to success.	ABR/JAO	Raising aspirations team: PP lead, Careers Lead, DH Questionnaires to measure the impact – end of Y10 and halfway through Y11 + parental questionnaires Summer term – Cold assessment with Y10 then again in Y11 Estimated cost: £2,115

<p>Whole school revision strategy taught to all students</p>	<p>Students are confident to revise independently by the time they take their GCSEs. Decreased stress/anxiety for exams</p>	<p>The new GCSEs require heavily on memory. 'Learning is defined as an alteration in long term memory. If nothing has been altered in long term memory, nothing has been learned.' Sweller, J., Ayres, P., & Kalyuga, S. (2011).</p>	<p>Year 10 and 11 students taught to use the Leitner method (flash cards) and the Cornell method of note taking via live tutor sessions. Resources provided. Year 7 students taught skills by lead practitioners. All other students receive top-up via assemblies. Teachers reinforce in lessons via use of Knowledge Organisers. Y10 and 11 allocated Tutor time for independent revision. Follow up opportunities during Growth Mindset days (Covid permitting) for other year groups.</p>	<p>PMO</p>	<p>Weekly Learning walks of tutor time Growth Mindset days – 4 times a year Resources – i.e. Flash cards and wallets GCSE pod subscription AHT and Lead practitioner time Estimated cost: £9,386</p>
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<p>Increase the uptake of the completion of Home Learning – established Homework club and Study/Revision club to support disadvantaged learners</p>	<p>Students' complete HL on time to a good standard. Parents understand the importance and support its completion</p>	<p>Home learning at KS3 takes the form of Knowledge organisers to ensure no student is disadvantaged and to ensure that learning is committed to long term memory.</p> <p>New rationale: students are more likely to see the relevance if they are doing it for their own benefit. We have removed detentions for non-completion and instead are rewarding those who complete. Those who complete to a high standard enter a half termly prize draw to win Amazon vouchers.</p>	<p>Post holder to oversee quality of HL. Parents meeting to share the science around completion of HL and Knowledge organisers Implement rigorous QA processes. Homework club in place for all students staffed by teacher/TA Y10 and 11 Study session introduced by PP co-ordinator after school each evening to allow students to access ICT facilities after school.</p>	<p>SME JAO</p>	<p>Fortnightly monitoring Termly report TLR (Home Learning) Knowledge organisers Maths Sparx subscription English online HL programme Homework club staffing (Intervention sessions 5 nights a week for one hour) Estimated cost: £8,566 PP co-ordinator time – one hour a night after school ICT facilities Reward vouchers: £800 Estimated cost: £10,236</p>
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<p>Rigorous attendance tracking by attendance officer and home visits carried out by EWO and PSOs to ensure good attendance</p> <p>Use of minibus pick up for targeted students</p>	<p>Disadvantaged students' attendance increases towards the National average for all students</p>	<p>Disadvantaged students' have significantly lower attendance than non-disadvantaged. Often this is due to a lack of resilience by students and parents.</p> <p>Home visits are highly effective in securing a speedy return to school or when parents fail to respond to attendance calls or meetings.</p> <p>Having our own EWO means that we are likely to be more successful in getting students in.</p>	<p>PSO's are freed up p3 daily to make the home visits by other staff covering the lesson removal room. PSO's require a valid driving licence.</p> <p>Safeguarding procedures are followed rigorously with PSO's visiting in pairs.</p> <p>Weekly checks on attendance by the Safeguarding and Attendance lead followed by a phone call where there has been no response, prior to a home visit.</p>	<p>BKO / PSO</p>	<p>Reviewed termly via the attendance report</p> <p>Outsourced EWO appointed at annual cost of £28,500</p> <p>PSO time and travel £3,325</p> <p>Minibus and driver costs Estimate £12,242</p> <p>Estimated cost £44,067</p>
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<p>Thrive training for Pastoral Support Officers to enable them to respond effectively to mental health and behavioural needs.</p> <p>Mental health champion training for students</p>	<p>Students are able to manage their emotions and their behaviour and are ready to learn.</p>	<p>Where students are not in a positive mental state they either do not attend school, or when they are at school, are unable to engage in learning.</p> <p>An ability to provide a high standard of pastoral care rooted in research-based practice, such as the Thrive programme, which is government recommended, will hopefully decrease the numbers of students not ready to learn.</p>	<p>Time given for Pastoral Support Officers to do training.</p> <p>Time given for PSO's to meet students.</p> <p>Additional members of staff required to undertake supervision of the reflection room and dealing with behavioural incidences to allow pastoral interventions to take place.</p>	<p>PSO's / DHT</p> <p>PSO's/DHT</p> <p>Behaviour and Attendance officer appointments x 2</p>	<p>Supply cover costs to cover PSO's doing pastoral training</p> <p>Thrive training subscription costs going forward</p> <p>Pastoral Support Officer salaries</p> <p>Estimated cost £21,544</p>
Total budgeted cost					£178,855

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Intelligent use of information to support underperforming students with a mentor at the earliest intervention point	<p>All students remain on track to achieve positive progress.</p> <p>Specific subject interventions address barriers and allow re-teach and closing of gaps.</p>	Closing learning gaps early avoids bigger gaps forming. Based on evidence from 2018-19, specific mentoring of disadvantaged students (where they are shown their current progress) shows that we care and motivates them to stay on track.	<p>Following each data drop, use of the four quadrants (pixl) to identify underperforming students.</p> <p>Meetings arranged with action points which are followed up.</p> <p>Monitoring to ensure progress results.</p>	LMO	<p>At each data drop (3 times a year)</p> <p>Mentoring time: JAO salary, a proportion of DH time, SLT and HOH time</p> <p>Estimated cost: £21,843</p>
Targeted 1:1 and small group (up to 3) tuition in Maths for disadvantaged students and those below expectation	Students are on track to achieve positive progress in Maths	Evidence from previous years shows that this is effective for targeted students who increase in confidence and improve their predicted grade.	Careful targeting of students. Careful focus on areas where students are least confident.	LMc (Head of Maths)	<p>August – exam results</p> <p>HoF Estimated cost: £1,234</p> <p>Termly monitoring</p>

<p>Maths small group intervention to increase progress of disadvantaged students in Maths towards at least progress neutral</p>	<p>Increased students' attainment and achievement by working in a small class, and areas taught target gaps in knowledge</p>	<p>Of those in Year 11 receiving this intervention in 2021-22 there was a 10% increase in students attaining the Grade 4 outcome.</p>	<p>Selecting the students appropriately according to need. Measuring the impact of intervention on a termly basis.</p>	<p>JAC (Maths intervention tutor)</p>	<p>Data drops 3x a year Intervention staff costs Estimated cost: £12,325</p>
<p>Catch up programme for Y7 students who arrive not secondary ready</p>	<p>Increased expected and good levels of progress are achieved in Maths among targeted students within year 7.</p>	<p>In 2021-22 92% of Y7 PP students were on a trajectory of positive progress and 88% of Y8 PP students were on a trajectory of positive progress.</p>	<p>Targeting of all Year 7 students below a scaled score of 90 within Maths. Early morning intervention means no learning time is missed.</p>	<p>TA / Intervention tutor</p>	<p>Termly monitoring Bi-termly reports to SLT and governors Catch up numeracy programme costs Estimated cost: £10,080</p>
<p>Reading catch up programmes Lucid programme to test and diagnose weaknesses</p>	<p>Students' reading ages increase in line with chronological age. Weak literacy skills are diagnosed specifically with intervention in place to close gaps.</p>	<p>Evidence shows that from the start to the end of the year numbers of students at or above the expected reading age in Years 7 – 9 increased by at least 4%.</p>	<p>Students have been put into groups that are below and well below their chronological ages for varying degrees of support. Read, Write Inc is used for students who have standard scores below 85.</p>	<p>TA /Admin staff</p>	<p>Termly reporting Lucid test taken before and after intervention Bi-termly testing of reading ages for all students 3 times for those in catch up programmes Literacy co-ordinator (LP) time to identify students, monitor and evaluate programmes Estimated cost: £6,240</p>

<p>Catch up literacy Academic mentor (separate government funding)</p>	<p>Weak literacy skills are diagnosed specifically with intervention in place to close gaps.</p>	<p>Having an academic mentor has enabled a much wider range of students to be diagnosed in terms of reading support including identification of dyslexia.</p> <p>Specific learning needs can be addressed, e.g. spelling, handwriting, comprehension</p>	<p>Students access via library lessons and needs identified before placing in an appropriate specific intervention.</p>	<p>Academic mentor</p>	<p>Lucid test before and after intervention</p> <p>Cost of academic mentor (government 60% of salary school 40% plus oncosts) Estimated cost: £16,855</p>
<p>Skills Academy (National Literacy Strategy) small group literacy catch up programme</p> <p>Lexicon Leap for EAL students</p>	<p>Reading ages increase in line with chronological age</p>	<p>81% of students who followed this programme made progress in their reading and comprehension.</p>	<p>Undertaking a 2 week trial period for Skills academy intervention before proceeding to ensure it matches with students' interests.</p> <p>Ensuring the guidelines of the Catch-up programme are followed for the greatest impact and ensuring it is delivered by trained staff.</p> <p>Targeting of students in specific groups (MA boys with standardised scores above 85 for Lexonic Advance)</p>	<p>MAG (SENCO)</p>	<p>Before and after results recorded.</p> <p>Bi-termly intervention impact reports</p> <p>Lexicon Leap, Read, Write, Inc. Lucid.</p> <p>Skills Academy resources. Staff costs to deliver</p> <p>Intervention TA time to deliver programmes</p> <p>Estimated costs: £13,266</p>

<p>Typing speed support course and netbooks for those with poor handwriting</p>	<p>Students do not lose marks in exams and assessments due to poor handwriting</p>	<p>Of those who took this course in 2018, (pre-pandemic) handwriting legibility improved by 22% and spelling by 34%. Net Books were given to those who needed further support enabling their performance in exams. No scripts returned from exam board for transcribing.</p>	<p>Identify students who are in need of net books – if they use them as a matter of course in lessons, can use them in exams.</p>	<p>MAG (SENCO)</p>	<p>Termly monitoring Bi-termly reports to SLT and governors Estimated cost: £6,922</p>
<p>Free revision guides, texts and resources made available for disadvantaged students</p>	<p>There are no barriers to revision for disadvantaged students</p>	<p>Research has shown that these resources are only effective where students have taken the initiative to access them therefore these are offered, but only given if students request and collect.</p>	<p>Ensure that free resources are only given to those students who are pro-active in collecting them.</p>	<p>Subject leaders</p>	<p>Termly and at End of year Estimated cost: £4,347</p>
<p>Support for vulnerable /anxious students in the Bridge or at Riverside (alternative provision)</p>	<p>Attendance and therefore progress, of vulnerable disadvantaged students, improves</p>	<p>Data shows that the Bridge (previously Hub) is successful in increasing attendance of students who would otherwise be school refusers.</p>	<p>Appropriate selection of staffing. Ensuring the aim is always to get students back to lessons. Timely and specific support for students who have been bereaved or in need of counselling.</p>	<p>MAG (SENCO)</p>	<p>Attendance weekly monitoring Termly report Bi-termly progress TA support Estimated cost: £19,549 Riverside provision Estimated cost: (3 students) £21,000</p>

Alternative provision EOTAS Fernbrook	KS3 students at risk of PEX receive bespoke intervention and support at EOTAS to enable them to successfully return to school.	Not successful in turning around students' behaviour but does allow disruption free learning at school whilst student is away. To be used sparingly.	Relies on there being excellent intervention and effective strategies for successfully reintegrating students back into mainstream.	MSH (Deputy Head)	Via SLT meetings at least termly Staff Cost Estimated Resource DH Time Estimated cost: £24,975 EOTAS budget estimate: £15,000
ELSA intervention for students with social, emotional and behavioural issues	Reduction in suspensions for disadvantaged students and those with SEND	This is a new provision.	Relies on quality of TA providing the interventions and relationships with students	MAG (SENCO)	Termly reports Estimated cost: £2,307 TA costs £6,185 ELSA training costs: £600
Budgeted costs					£165,872

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Skilling up parents to support their child to succeed through targeted workshops	Parents are confident to support their child with Home Learning, revision, etc.	The students who have parental support achieve more highly than those who don't.	Advertise well in advance via Headlines, Facebook and Twitter. Send reminders on the day. Phone calls to targeted parents.	LMO	Termly Estimated cost: £7,002
Increase attendance to at least 95% (or the National average) for all students Specific targeted attendance for groups of students with below expected attendance according to graduated response	Attendance of disadvantaged students improves in line with national average for all students	Our internal data shows that where students attend for 80% or more of the time students achieve at least a progress neutral score. The higher the attendance, the better they achieve. Phone calls to those with poor attendance makes a difference. Attendance improved in 2018-19 (pre-pandemic) due to more rigorous procedures and monitoring by Pastoral Manager, HOH and the appointment of an Attendance lead.	Attendance procedures updated again in September 2022 Weekly monitoring via Tutor time. Absences acted on promptly at all levels. Daily phone calls to disadvantaged students with poor attendance. Home visits where required Targeting poor attenders for mentoring intervention and ongoing monitoring EWO appointed	Mr Child	Termly – 6 times a year Estimated costs: PSO costs £36,546 Attendance officer £4,232 EWO (already costed) SLT Attendance lead £22,047
Improve Attitudes to learning to support increased progress and academic independence	Attitude to Learning (ATL) scores for disadvantaged students are in line with those of non-disadvantaged	Our data shows that ATL of PP students was -0.21 lower than non-PP at the start of the academic year and by the end of the year had reduced to -0.19.	ATL criteria clarifies expectations. Copy in students' link book. Criteria to be used on bi-termly reports.	LMO / PMO	Bi-termly Estimated cost: £6,064

Mentoring of 'key' students with less than positive attitudes to learning or those who are underachieving	Students' improve their attitude to learning and therefore their progress; barriers to learning are identified and addressed.	Some of our students lack positive role models or adults with the time to focus on them and their progress. Having someone to work with them who wants them to succeed has been proven to have a positive impact. Of those mentored last academic year 53% agreed that it helped to improve their grades 58% agreed it helped to improve their effort and 42% agreed it helped to improve their wellbeing during Y11.	Careful matching of student with mentor. Regular mentoring. Time for mentors to meet students (tutor time is ideal)	JAO (PP Lead) SLT and HOH	Termly PSO costs HoH costs SLT costs PP Lead costs Lead practitioner costs (e.g. for Highly able) Estimated cost: £42,835
Continue to improve behaviour of disadvantaged students through early intervention by behaviour team	Further reduction in isolations and exclusions of PP students	During 2020-21 isolations and suspensions for PP students showed a decreasing trend throughout the year and a further reduction on 2019-20.	Use of barriers to learning questionnaire to identify issues Early intervention by pastoral assistants and HOH	Mrs Morley (DH)	Behaviour report produced termly PSO costs TLR Behaviour lead Pastoral Manager Estimated cost: £45,479
Identification of barriers to learning using MINT class	Staff share best practice and can effectively provide for students' learning needs	Easy access to information whilst planning supports teachers to ensure lessons are planned with individuals in mind.	Data meetings	LMO/SBA	Termly via DDI meetings Estimated cost: £1,008
Ensure equality of opportunity of leadership positions and experiences for disadvantaged students	Disadvantaged students are proportionally represented in leadership positions	Some disadvantaged students lack aspirations which limits their progress. Providing leadership opportunities will raise their expectations and aspirations and provide positive role models for other students to follow.	Target disadvantage students for prefect and Head boy/girl positions.	DTA	Twice yearly Estimated costs: PP Lead £1,995 TLR Student Leaders £10,966

Provide 1:1 careers and options interviews for disadvantaged students	All PP students have a post-16 destination. All Y10 PP students have a work experience placement. All Y10 students are on suitable courses. No. of NEETS is reduced.	Disadvantaged students benefit from having 1:1 advice and support with their option choices, college applications and work experience planning. 1:1 options' interview meant that students made the right choices and have settled well into Y10.	Work experience evening for parents has been introduced to support parents in helping their child to find a suitable placement. 1:1 support will be required in addition to this.	ABR (Head of Careers) JAO Abbott (PP Lead)	Monitoring at least twice a year Attendance Officer Careers Lead and Careers advisor PP lead time Estimated cost: £2,932
Provide opportunities for disadvantaged students to acquire 'cultural capital' through extra-curricular opportunities	No student is disadvantaged by not having access to opportunities which will enhance their education.	Alex Quigley research: Disadvantaged students miss out on experiences which add to their 'cultural capital' and academic understanding.	Continue to fund DoE for disadvantaged students; music lessons for PP students funded, Year 7 camp and Pencelli and other school trips which develop resilience. Seek out new opportunities to increase 'cultural capital'	Julia Abbott – PP lead	Annually DoE funding for PP Camp and proportional representation on trips Music lessons Estimated cost: £10,000
Budgeted cost					£181,566
TOTAL BUDGETED COSTS 2021 - 2022					£526,294

6. Review of expenditure previous year: Spent £446,115

Previous Academic Year		2021-22		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Continue to implement whole school literacy strategy, with a specific focus on reading and 'closing the vocabulary gap' (See literacy action plan)	Raise standards of literacy and oracy in all subjects to reduce the vocabulary gap and ensure students are word-rich	Data (taken from Accelerated Reader reports and a Diagnostic Reading Assessment (DRA) shows that across KS3, intervention attendees, on average, increased their reading age by 15.3 months. By the end of the academic year, every single year group had increased the number of students whereby their reading age was in line with their chronological age. Our most disadvantaged students showed positive improvements in all categories (PP, FSM, SEN and EAL) across all year groups. On average, PP students increased their reading age by 4%, FSM students by 3.3%, SEN students by 4% and EAL by 6.3%.	We will continue to embed this approach across the academy and improve the monitoring of the impact, particularly through tutor time activities. This was hindered somewhat due to the pandemic. All subjects have curriculum maps with Tier 2 and 3 words embedded.	£15,767
Use of 'Talk the Talk' charity to lead oracy training and development in Year 7	To develop confidence in oracy to support transition	These workshops have been extremely impactful in supporting our transition programme, allowing students to get to know each other, articulate their thoughts and to develop confidence at the start of the academic year. By the end of the day all students had given a presentation in front of their peers and were awarded with a certificate of participation.	It is beneficial for any new member of staff to the academy to observe and participate in the sessions, thus introducing them to our oracy strategy.	£6,205

<p>A focus on high standards of literacy in students' written work and books</p>	<p>Students write with good spelling, grammar and punctuation (SPAG). Students act on feedback given by teachers</p>	<p>Curriculum Leaders conduct regular book scrutinies according to QA schedules and in collaboration with SLT ensuring that high standards are maintained.</p>	<p>Focus to be maintained.</p>	<p>£4,752</p>
<p>DEAR session coupled with use of Accelerated Reader programme</p>	<p>Access to reading more complex texts than a student can read alone improves vocabulary and fluency as they listen to a book read to them.</p>	<p>DEAR session continues to be a valuable activity. Data shows that students who undertake quizzes on their DEAR book gain higher marks than when they read their own books independently, showing greater understanding of the text.</p>	<p>DEAR to be continued.</p>	<p>£25,620</p>
<p>Spelling focus in tutor time</p>	<p>Students' spellings of the targeted words improves</p>	<p>By the end of Term 4 during the 2021/2022 year, 82% of students in Y7 made progress with improved spelling of the key words. In Y8, 77% showed improvement, and in Y9 66% showed improvement- students achieved 75% or above of correct spellings.</p> <p>During Term 6, when Ofsted visited, the data reported was as:</p> <p>Year 7: Of 115 participants 91 students achieved 75% or above.</p> <p>Year 8: Of 125 participants 102 students achieved 75% or above.</p> <p>Year 9: Of 116 participants. 99 students achieved 75% or above.</p>	<p>Students were tested twice: at the end of Term 3 and during Term 6. This year, students will have completed three tests. Word of the Week posters throughout the Academy reinforce the emphasis on spellings. From Learning Walks, it is also clear that teachers are integrating the weekly words into their teaching. In addition to learning the words in the Closing the Gap tutor sessions, time during these tutor sessions has been allocated for tutors to review all of the learnt words. Spelling dictionaries supported students' memorisation of the words. Refresher opportunities offered to tutors through the Development Forum sessions.</p>	<p>£1,718</p>

<p>Motivate for 8 Strategy</p>	<p>Raised aspirations with students aiming to achieve 8 good GCSEs including English and Maths</p>	<p>There has been an increase in local businesses endorsing the certificate to affirm students have a good ATL and are making good progress.</p> <p>20.5% of students achieved 5 GCSE grades 5 and above including English and Maths, and 31.4% of students achieved 5 GCSE's grades 4 and above including English and Maths. The PP verified progress measure was -0.82.</p>	<p>Use of the Hosforth quadrants has proved an understandable method for reporting to parents; an award has been produced for students who achieve a good ATL and make positive progress throughout the year.</p>	<p>£22,832</p>
<p>Year 7 Tutor Times Tables challenge</p>	<p>All Y7 students know their times tables fluently and make progress from their starting points</p>	<p>Data gathered from the baseline and final assessments showed students improved their scores by 15.3% suggesting an increase in the fluency of times-table facts by year 7. Students who scored extremely high (>85%) in the initial baseline test remained high scorers suggesting fluency and recall had been maintained.</p> <p>Although the average score increased throughout year 7 there is still a gap in attainment between PP and non PP students. Non- PP students went from an initial average score of 66% up to an average final score of 84%. PP students had an initial average score of 64% ending with a final average score of 73%. This suggests the gap in attainment between these two groups of students increased although both groups made progress. This could be due to a number of factors including attendance, attitude and effort, parental engagement in education, wellbeing and other social factors.</p>	<ul style="list-style-type: none"> • Times-table sessions to be put into Year 7 and 8 to retain fluency • SME to observe tutor sessions to monitor consistency/model delivery of a session 	<p>£3,573</p>

<p>Teach independent revision strategies to all students</p>	<p>Students are confident to revise independently by the time they take their GCSEs. Decreased stress/anxiety for exams.</p>	<p>All Y7 students were taught 5 successful revision strategies at the start of the year by senior staff to assist them to revise from the knowledge organisers. PP students also had a session with MSH on how to revise and were provided with the CORE revision guides and English texts to keep and use for their personal revision. All students were provided with a paper and electronic copy of a revision strategies book, containing clear steps on how to revise. All PP students had materials printed for them and revision resources such as flashcards provided on request. PP students were also provided with equipment essential to exam performance such as a calculator and exam ready pencil case. Revision clinic ran every Thursday.</p>	<p>The decision has been made to focus on just two key strategies that all students are taught and are used across all subjects. Research undertaken in other similar schools has resulted in positive progress. Giving students multiple strategies may not be as effective as having two strategies that are known to work.</p> <p>In September 2022 we have introduced the Leitner Method of revision and the Cornell method of note-taking which will be explicitly taught and used across the academy.</p>	<p>£4,939</p>
<p>Increase the rigour and accountability for the completion of Home Learning – established Homework club and Study/Revision club to support disadvantaged learners</p>	<p>Students complete HL on time to a good standard. Parents understand the importance and support its completion A reduction in HL detentions leading to a reduction in isolations for failure to attend detention.</p>	<p>There was a decline in the number of HL detentions set from Term 1 to Term 6. Home Learning club continues to be well attended and supports students to complete HL on time.</p>	<p>We have changed our approach to HL and instead of issuing detentions are trialling rewarding those who complete and entering those who do excellent HL into a prize draw. Early evidence shows that the completion of HL has maintained and in some cases, increased.</p>	<p>£17,907</p>

ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Intelligent use of information to support underperforming students at the earliest intervention point	All students remain on track to achieve their target grade Specific subject interventions address barriers and allow re-teach and closing of gaps.	The average attainment 8 score for PP students was 35.79, presenting a progress 8 score of -0.82.	Maintain this approach going forward.	£20,803
Targeted 1:1 and small group (up to 3) tuition in Maths for disadvantaged students and those below expectation	Students are on track to achieve positive progress in Maths	Intervention groups took place for both Y7 and Y8 during morning tutor sessions, twice a week for each year group. Year 7: all students showed an improvement when comparing A/C 6 levels to A/C 2. The same success was not repeated with the Y8 group, however with any morning intervention, any impact on the student's overall level will be limited due to the brevity of the sessions. One of the main aims of morning intervention is to increase the selected students' confidence in Maths and there is clear evidence of this happening from student comments.	Continue with these interventions	£1,175

<p>Maths small group intervention to increase progress of disadvantaged students in Maths towards at least progress neutral</p>	<p>Increased students' attainment and achievement by working in a small class, and areas taught target gaps in knowledge</p>	<p>92% of year 11 students taught improved their grade by 1 grade or more. 50% improved by 2 grades. 41% gained a pass grade of 4 at GCSE level, and 25% surpassed their original target grade.</p> <p>In Year 10, from the more able class, 34% of students had already reached their year 11 target by the end of this year. 67% achieved a pass grade of 4 in the final GCSE assessment. This enabled a number of students to be put forward for higher paper in year 11.</p> <p>From the lower ability class 50% reached their predicted year 11 grade levels by the end of the year, with 40% achieving a pass grade of 4 in the end of year assessment.</p> <p>The intervention also resulted in increased confidence of students taking part.</p>		<p>£11,738</p>
<p>Catch up programme for Y7 students below a scaled score of 90</p>	<p>Increased expected and good levels of progress are achieved in Maths among targeted students within year 7.</p>	<p>53% of students who took part in Skills Academy literacy sessions made expected progress in their reading and comprehension ages. 100% made expected progress in Lexonik sessions.</p>	<p>Interventions needed to run over a longer period of time for increased impact. Ensure that ability groupings are similar for it to be effective.</p>	<p>£9,600</p>

<p>Small group reading and literacy catch up programmes Purchase of Lexicon Advance, Lexicon Leap, The Literacy Toolkit and Read, Write, Inc. packages. Purchase of Lucid to identify Access arrangements needs.</p>	<p>Reading ages increase in line with chronological age Weak literacy skills are diagnosed specifically with intervention in place to close gaps.</p>	<p>Y7: SPLD sessions – 7 out of 8 students (88%) made good progress in spelling. Y8: 4 out of 6 students (67%) made more than 1 year of progress in spelling. Y9: 3 out of 5 (60%) made 1 year or more progress in their spelling. Y7 Dyslexia: 3 out of 4 students (75%) made good progress in their reading and spelling ages. Y8 Dyslexia: 3(75%) out of 4 students made good progress in their reading and spelling ages. Y9 Skills academy: 9 out of 11 students (81%) made progress in their reading and comprehension. Y10 Lexonik: all 4 (100%) students improved their comprehension and reading by 3 yrs. Y7 Literacy Toolbox: 6 out of 9 students (67%) improved in their reading comprehension between 1- 3 years. Y8 Literacy Tool Box: 8 out of 20 (40%) students made progress of approx. 2-3 years in their reading comprehension with 7 (35%) making 3 years progress.</p>	<p>Dyslexia – use the manual diagnostic screener before putting them on the programme. Lexonic – effective, but not popular in Y10 as time spent was impacting on GCSE subjects. 20 mins slots were not enough time to do it justice. Literacy toolbox was effective for improving students’ fluency in reading, however, the programme itself contained a significant number of literacy errors therefore we stopped using this.</p>	<p>£12,635</p> <p>£5,943</p>
<p>Free revision guides, texts and resources made available for disadvantaged students</p>	<p>There are no barriers to revision for disadvantaged students</p>	<p>Resources were provided for all those needing them, along with laptops for remote learning.</p>	<p>Continue with this going forward.</p>	<p>£4,140</p>

<p>Support for vulnerable / anxious students in the Hub or at EOTAS (Riverside)</p>	<p>Attendance, and therefore progress, of vulnerable disadvantaged students improves.</p>	<p>11 students were placed at EOTAS Alternative provision. All students had improved attendance compared to when they were at Dorcan. All students were accessing core subjects of English, Maths, science and two additional options. All 4 students in Y11 pursued College education.</p>	<p>Staffing for internal Hub is key: they need to be trained in emotional literacy and be intent on supporting students to get back into school and back into lessons as soon as possible.</p>	<p>£45,285</p>
<p>Alternative provision 'The Vault' and EOTAS (Fernbrook)</p>	<p>KS4 students at risk of PEX remain in school and take examinations. KS3 students at risk of PEX receive bespoke intervention and support at EOTAS to enable them to successfully return to school.</p>	<p>During last academic year, 15 students accessed the Vault on a regular basis; many with anxiety issues which had arisen or worsened during Covid. Most had a RAG timetable where they attended some lessons and spent some lessons working in the Vault. The provision enabled students to complete the year where they may have otherwise been absent for long periods of time.</p> <p>One student avoided a permanent exclusion due to support from the Vault.</p> <p>EOTAS Fernbrook Care package was not successful in supporting students with behavioural issues with strategies they could apply in mainstream. It was therefore costly with little or no impact.</p> <p>There were 2 categories of users at the Hub; long term users - 12 students and casual users - 26 students. Attendance of students at the Hub improved and their confidence and level of anxiety also improved. All students who used it completed Y11. 89% were successfully reintegrated back into mainstream.</p>	<p>One of the issues with the Vault is that students became dependent on it and therefore, many were not receiving the most expert tuition from their teachers in lessons. This affected the outcomes of these students. Also, it was too easy for staff to refer students to the Vault rather than working to resolve their issues.</p> <p>This year, with a different cohort of students we have been removed this provision which has resulted in students remaining in their lessons.</p> <p>Not a successful intervention – consider other options.</p> <p>Ensure where students are referred that an EHCP is applied for sooner rather than later.</p> <p>The aim has to be to get students back into mainstream and to their specialist teachers. A referral process is now in place with an intervention plan for each student.</p>	<p>£23,785</p> <p>£21,500</p>

<p>ELSA intervention for students with social, emotional and behavioural issues</p>	<p>Reduction in suspension for disadvantaged students and those with SEND</p>	<p>64 students received various sessions to develop their self-awareness, self-regulation, and social skills as well as addressing school attendance and FTEs. 64% showed marked improvement in the key indicators listed above.</p> <p>Regarding SEND students, the total fortnight behaviour tracking shows a 34% reduction of negative incidences in week 38 & 39, compared with weeks 25/26.</p>		<p>£8,687</p>
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iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Skilling up parents to support their child to succeed through targeted workshops	Parents are confident to support their child with Home Learning, revision, etc.	These events were well received by those that attended with parents reporting that they were helpful.	Some of these evenings work well virtually, saving staff and parental time. Identify which ones are best face to face and which ones will work better virtually.	£6,669
Increase attendance to at least 95% for all students Specific targeted attendance for groups of students with below expected attendance according to graduated response	Attendance of disadvantaged students improves in line with national average for all students	At the end of the academic year PP attendance was 88.4%; this is an improvement of 0.9% from the previous academic year. The gap between PP and Non-PP attendance has narrowed from 6.9% to 5.6%. Due to the pandemic no updated national averages have been published so no comparisons can currently be made.	Maintain our rigorous attendance processes.	£59,748
Improve Attitudes to learning to support increased progress and academic independence	Attitude to Learning (ATL) scores for disadvantaged students are in line with those of non-disadvantaged	The difference in ATL scores between disadvantaged and non-disadvantaged reduced from -0.21 at the start of the year to -0.19 at the end.	A continued focus going forward.	£5,776
Mentoring of 'key' students with less than positive attitudes to learning or those who are underachieving	Students improve their attitude to learning and therefore their progress; barriers to learning are identified and addressed	MBO & JAC undertook this with targeted Y11 students. MBO & JAC conducted 'Transition clinic' on 2 days a week. Targeted students had successful transition to college.	Mentoring will continue next academic year for students who are not making good progress and / or do not have a good ATL.	£40,336
Continue to improve behaviour of disadvantaged students through early intervention by behaviour team	Further reduction in isolations and exclusions of PP students	Overall, suspensions, isolations and detentions continued to reduce throughout the year for all students.	Pre-pandemic isolations and exclusions for disadvantaged students were decreasing significantly due to the early intervention of the team, therefore this support will continue.	£43,313

Identification of barriers to learning using MINT class	Staff share best practice and are able to effectively provide for students' learning needs	MINT class is now embedded and key information about students is held there enabling all staff to have easy access. Staff can refer students who they feel have particular barriers to learning, which are then discussed at SLT and the appropriate support directed.	This will continue going forward.	£960
Ensure equality of opportunity of leadership positions and experiences for disadvantaged students	Disadvantaged students are proportionally represented in leadership positions	All disadvantaged students who applied for Head boy/girl were guaranteed an interview and given detailed feedback.	This approach will continue going forward.	£12,344
Provide 1:1 careers and options interviews for disadvantaged students	All PP students have a post-16 destination. All Y10 PP students have a work experience placement. All Y10 students are on suitable courses. No. of NEETS is reduced.	All PP students had secured post-16 destinations on leaving the school. No. of NEETS has reduced to 4% overall according to Government figures. PP students at risk of becoming NEET were shared with SBC for additional monitoring in post-16. All Y10 students undertook work experience, either physical or virtual. All students' option choices were reviewed to ensure suitability to their courses.	Move careers interview earlier into Year 9 to coincide with options and then revisit in Y11 for potential NEETS.	£2,792
Provide opportunities for disadvantaged students to acquire 'cultural capital' through extra-curricular opportunities	No student is disadvantaged by not having access to opportunities which will enhance their education	All departments have identified 'cultural capital' opportunities that they will need to provide to ensure all students have equal access. Every department runs at least one extra-curricular activity and all students are strongly encouraged to attend at least one per week (either in or out of school). This is monitored.	Awards are given for the tutor group who has the most students attending a club regularly. The new character award rewards commitment at clubs.	£5,573

2. Additional detail

Additional opportunities offered for disadvantaged students:

- NHS competition
- Smallpiece Trust engineering courses
- Support with College application process and option choices
- BETA talks and Speakers 4 Schools
- Forces initiatives eg Ready Steady Cook
- EtonX courses
- Clinic and Mentoring continue with the clinic offering a 'no opt out' if space/devices is an issue at home for HL
- Free places offered for the Oxford summer online courses
- Subsidised instrumental lessons for PP students taking GCSE music