



Charles Darwin School

Aspire - Endeavour - Achieve

Pupil Premium Statement 2022-23

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged pupils.

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

This is a live document and as such will be monitored, reviewed and if necessary adapted on a continual basis. Intended outcomes and activities will be reviewed in March 2023.

School overview

Detail	Data
School name	Charles Darwin School
Number of pupils in school	1305
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 to 2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Aston Smith
Pupil premium lead	Mick Boyden/ Jonathan Simpson
Governor / Trustee lead	Iain Turner

Funding overview (2022-23)

Detail	Amount
Pupil premium funding allocation this academic year	£271,368
Recovery premium funding allocation this academic year	£78,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
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	£350,028

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high standards across the curriculum, are well cared for in terms of their, pastoral needs, wellbeing and welfare in our school.

The key priorities in our pupil premium strategy have the purpose to support disadvantaged pupils to achieve that aim. We are very mindful that some students from challenging backgrounds are potentially high achieving students and as such our approach to their progress needs to be ambitious and very mindful that high aspirations are key.

In our school it is considered very important to use a broad definition of pupil vulnerability– we include a number of groups within this definition.

- 1. Those with a social worker or if they are operating in a vulnerable home context irrespective of Pupil premium eligibility.*
- 2. Children who have a special educational or emotional need.*
- 3. Pupils whose home circumstances are on the margins of being classified as being eligible for pupil premium and some on.*

Our approach

Enabling high-quality teaching and ensuring high standards of pupil conduct and commitment to learning are at the core of our approach, It is our understanding that closing the disadvantage attainment gap is best undertaken by:

- 1. Enabling high quality teaching across the school*
- 2. Ensuring that quality of student conduct, work ethic and engagement are high*
- 3. Ensuring that students are happy, well looked after and well cared for.*

Our strategy will endeavour to impact on all of these beliefs.

Challenges

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

Challenge number	Detail of challenge
1	<i>Insufficient progress especially of disadvantaged boys</i>
2	<i>Disengagement from learning leading to poor conduct and disruption to learning and good order</i>
3	<i>Weaknesses in literacy</i>
4	<i>Increase in social , emotional and mental health problems</i>
5	<i>Loss of key study habits</i>
6	<i>Increase in PA</i>
7	<i>Lower aspirations</i>
8	<i>Reduced cultural capital</i>

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
Improve pupil progress and outcomes for all and especially for key cohorts.	Gap closed between pupil premium students and non-pupil premium students as measured by achievement in P8 score and achieving 4+ in English and Maths . At CDS for pupil premium students to perform better than their equivalent groups nationally
Improve literacy levels so that pupils are able to access the whole curriculum.	80%of KS3 read at, or above, chronological reading age All /Identified students to take part in SEMH survey Progress of identified students monitored and analysed by for example improved attendance , improved outcomes , positive feedback
Increase support to pupils with Social Emotional Mental Health problems.	All /Identified students to take part in SEMH survey Progress of identified students monitored and analysed by for example improved attendance , improved outcomes , positive feedback
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations in order to secure post 16 destinations.	100% of PP students attend a meeting with the careers officer NEET figures for PP are in line with, or lower than, national average. Enhance learning experiences outside of the classroom for pp pupils

Reduce the number of pp students who are PA	Attendance records and data analysis
Curriculum amendments for identified students. For those with lower PA and or SEND including pp students to follow and amended curriculum at KS4	Improved attendance, reduction in behaviour incidents, overall improvement in progress and achievement.

Strategies that are already established or intended to be used again based on previous experience

Amount: £271,028

Particular activities for this academic year (2022-23)

This details how we intend to spend additional funds recovery premium funding **this academic year** to also address the challenges listed above.

Teaching and learning improvement

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching via Eight Essentials	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015)	1 and 2
Improving the quality and effectiveness of feedback	Can add +6 months to progress (EEF)	1 and 2
More explicit focus on metacognition	Can add +7 months (EEF)	1, 2 and 5
Establish a 'house style' approach to behaviour management in order to improve consistency and embed school expectations	Can add +4 months (EEF)	1 and 2

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP 1-2-1 tuition	Can add +5 months (EEF)	1 and 2
Additional classes in core English and maths to close knowledge and skill gaps	Can add + 4 months (EEF)	1
Reading recovery	In school data	3
Librarian and library additional hours	Reading for Pleasure (DfE) states for example “There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development “	3

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional school counsellor	“Although not the cheapest option for schools, access to counsellors in school is vital. “ https://semh.co.uk	4
Offer consistency through a whole school behaviour policy	Support Good Behaviour in Schools (EEF) The foundation for Quality First Teaching and Learning is a clam ordered and purposeful environment	2
Ensure all identified PP students with poor attendance to school are monitored and supported by key staff	The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4	6 and 1

Allocate additional resources to DoE and other enrichment activities to allow for increased participation	University of Bath, who conducted the research, for DfE Social Mobility Commission found that children who do participate in extra-curricular activities gain confidence and build up their social skills which is much sought after by employers. They are also more likely to aspire to go on to higher or further education.	7
Time set aside at for all years to look at study skills	Can add +7 months (EEF)	5
Careers mentoring - Pupil Premium learners prioritised and, where needed, receive additional support.	The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.	1, 6 and 7

Total budgeted cost: £350,028

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.

The gap between PP and non-PP students gaining 4+ in English has reduced from -29% to -20% and from -29% to -10% for Maths (based on 2019 and 2022 figures)

Gap between progress of PP students against non-PP is -0.64 (an increase from -0.37 in 2019). This compares to national figures of -0.55 and local figure of -0.88 (in 2021).

79% of Year 8 students (by the end of 2021) were reading at or above their chronological age. Over 80% had improved on their reading age since the start of Year 7.

PA pp figures over the course of 2021-22 were 88% (Years 7-13). This compares

Improved attendance shown in some cases. Tuition has benefited a number of students which has resulted in improved achievement (CAPP data)

The reading recovery scheme has had a positive impact with now over 80% students expected or above reading age at the end of Year 9 (KS3). An even higher percentage of students have improved on their initial reading age at the start Year 7 (90+%)

There has also been a positive impact resulting from all Year 11, 10 and 9 PP students receiving at least one careers appointment. Not only has there been positive feedback from the majority of students (evidenced through surveys) but the gap between NEET and non-NEET students has closed as has the percentage of PP NEET and non-PP NEET students. A number of PP students benefitted from external colleges and agencies presenting to them during the year resulting in an increased take up from our students to local sixth form colleges.

Over 125 students (many of whom were PP) had the opportunity to find out more about a range of careers (over 10 in total) through virtual employer encounters. This allowed students to discuss career options with real employers. Mock interviews and CV writing also benefited the majority of Year 10 students allowing them to experience an interview scenario and prepare for the world of work.

The NTP was utilised effectively with a number of external agencies such as Connex, and MyTutor used to provide tuition for PP students across years 10 and 11. All PP students in Years 7 and 8 benefitted from Maths and English sessions and feedback was positive in regards to progress made.

Opportunities to help engage PP students and improve progress has been tracked across all years with revision materials, trips, transition and uniform all offered

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
Tuition in Maths, English, Science, MFL	Connex
Tuition in Maths, English and Science	MyTutor

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	