

Introduction

Dagenham Park Church of England School is a truly inclusive school; we are committed to developing each individual, nurturing their talents and aspirations in order to develop confident young people who are ready for the challenge of adult life in the modern world. We strive to inspire learners to excellence, stretching them academically and harnessing their creative energies. For all our pupils to reach their full potential we must maintain high expectations with regards to their academic development as well as the social, emotional and physical aspects of their growth. We will strive to ensure that there is fair and equal opportunity for all. We aim to offer a curriculum that best meets the individual needs of pupils whilst motivating them, promoting independence, filling them with confidence and enabling them to flourish. We want our school to be a place where achievement and strengths are identified and celebrated, a place where pupils feel happy, safe and are able to learn.

In order to achieve this, it is fully understood that some pupils require additional support based around their individual needs which are carefully assessed. Effective support strategies are implemented accordingly, in order that these pupils are not disadvantaged by their personal circumstances.

We want our pupils to not only be academically successful but to be successful and active in the community; we aim to serve our community by providing the highest quality education within the context of Christian belief and practice. We aim to encourage the understanding of the meaning and significance of faith and promote Christian values through the experiences we offer.

Our school fully appreciates the uniqueness of each individual and we are committed to enabling and empowering young people to grow as individuals and to become responsible citizens in the community and the country we live in. We are fully committed to the promotion and understanding of British values; promoting a culture of respect for everyone in the school community; providing a safe, caring and stimulating learning environment; valuing each individual; encouraging a healthy lifestyle; recognising and rewarding success, building upon existing partnerships locally, nationally and internationally especially local Church of England parishes, the Diocese of Chelmsford and the Anglican Community.

Aims

We aim to ensure that every child reaches their full potential and is supported with regards to their emotional, social and spiritual development. We will make provision for identified children in order that they are not disadvantaged by their personal circumstances. We will raise the attainment of disadvantaged pupils and close the gap between them and their peers by using the Pupil Premium Grant effectively.

What is the Pupil Premium Grant?

The Government believes that the Pupil Premium Grant is the best way to address the current underlying inequalities between disadvantaged pupils and their peers by ensuring that funding reaches the pupils who need it most. Our aim is for them to achieve higher attainment, excellent attendance and high standards of behaviour.

Who should benefit from the Pupil Premium Grant?

Pupil Premium funding is allocated according to the number of children from Years 7 – 11 who:

- Are entitled to Free School Meals or have been entitled to Free School Meals during the last six years (this category is referred to as 'Ever 6')
- Are 'looked after' children.
- Are adopted from care under the Adoption and Children Act 2002 and who have left care under a Special Guardianship or Residence Order.
- Have parents in the regular armed forces, or who have been in the armed forces in the last four years.

The department for Education's Pupil Premium Funding 2020-2021

The 2020-2021 Pupil Premium Grant is £955 per eligible pupil. Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority is £2,345 per eligible pupil. The grant for children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order is £2,345 and for children of service personnel it is £310 per eligible pupil.¹

On Line Reporting

All schools are required to publish information about their Pupil Premium Strategy on their school websites; this information must include details about the impact of the Pupil Premium funding on pupil attainment. This policy document contains a range of general information about the Pupil Premium, as well as making specific reference to the use of Pupil Premium.

¹ <https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2020-to-2021/pupil-premium-conditions-of-grant-2020-to-2021>

Pupil premium strategy / self-evaluation

1. Summary information					
School	Dagenham Park Church of England School				
Academic Year	2020-21	Total PP budget	£461,593	Date of most recent PP Review	Dec '20
Total number of pupils	1207	Number of pupils eligible for PP	490 _(Y7-11)	Date for next internal review of this strategy	Apr '21
Pupils in Receipt of Pupil Premium Grant %	40.6	Pupils in receipt of Free School Meals (%)	354 (29.3)	Pupils in the school who are looked after (%)	4 (0.3)
				Pupils from service families (%)	0
2. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					
A.	Weak literacy skills.				
B.	Inadequate development of knowledge recall and revision strategies				
C.	Low aspiration and engagement.				
Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>					
D.	Low attendance (self-isolating due to COVID-19)				
E.	Lack of access to resources – access to computers, internet, additional resources and an area to study.				
F.	Inadequate development and support of pupils' social, emotional, behavioural wellbeing.				
G.	Mental health issue due to COVID-19				
3. Intended outcomes <i>(specific outcomes and how they will be measured)</i>				Success criteria	
A.	Positive progress 8 for disadvantaged pupils.			Above 0	
B.	Improve progress 8 for disadvantaged pupils who enter with high KS2 data			Rising trend across all pillars	
C.	Improve attendance for Persistent Absentees			Improved attendance for disadvantaged pupils	
D.	Improve catalogue of provision			Progress for disadvantaged pupils will not be hindered by lack of pastoral support	
E.	Ensure number of fixed term exclusions (FTE) stays below National Average for disadvantaged pupils			Days lost to FTE remain low for disadvantaged cohort	

4. Planned expenditure					
Academic Year		2020-2021			
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	Costs/When will you review implementation?
To ensure that the whole school initiative is embedded in the development of Teaching and Learning and CPD.	To maintain high standard of P8 data.	To ensure that our pupils develop a deep body of knowledge along with strong memory recall skills, not only to meet the demands of the new exam specifications but also to ensure that cultural capital is accessible to all.	Plan and deliver CPD with a different strategy each half-term in consultation with the school's Teaching and Learning group, whole staff INSET and sharing of good practice.	BON SB	End of year
To develop whole school literacy through the use of the PiXLvocab app and PiXL Unlock.	To maintain P8 data because improved responses in exams to questions that require extended writing responses will gain higher marks.	The new specifications are more demanding, and pupils need improved literacy skills in order to access the exams. Improving literacy levels will impact on achievement across all subjects.	Co-ordinated approach using techniques that have had a positive impact in the past. The use of Accelerated Reader has improved pupil reading ages within the school. Continue to monitor impact. Whole staff and CPD training on developing vocab and the use both PiXL Unlock.	EAL team Lit/ Co.	Annually PiXL Membership £6370

Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costs/When will you review implementation?
To ensure that pupils with additional needs are identified, supported and monitored	To improve outcomes for pupils with additional needs	To understand the local context of our pupils, which has historically led to poorer outcomes. To continue to positively engage with pupils via the Inclusion Team to identify and address barriers to education, leading to better outcomes.	To follow the Strategic Inclusion Plan 2020-2021, to monitor pupils regularly. Provision is reviewed to ensure impact by the use of soft data.	RB	Termly
To continue to develop mentoring programs and pupil support services	To support our most vulnerable pupils and ensure they remain engaged in education.	The DFE has found that, on average, children with higher levels of emotional, behavioural, social and school wellbeing had higher levels of academic achievement. Deprivation is high within the local community. Our pupils face a number of difficult home situations. We are experiencing an increasing number of social service and CAMHS referrals. Our mentoring and pupil support services are essential in supporting pupil well-being and achievement, especially in response to COVID-19.	Our mentoring and pupil support services are carefully tracked and monitored by the inclusion team to ensure all pupils receive appropriate care guidance and support they require.	LJ RB	Inclusion and pastoral review end of Spring term 2021. Cost of external counsellors £14,235 Cost of internal counsellors £6,500
School Counselling Service	1-2-1 counselling session to address barriers to learning. Pupil will be emotionally supported.	1-2-1 counselling sessions for pupils one hour per week. Counselling sessions of up to 12 weeks made available depending on the need of the pupils. Drop in sessions are also available – pupil voice confirms that this support is essential for their emotional well-being.	Evidence of sessions on CPOMS. Review and feedback regularly to ensure that this support is offered to everyone who is in need of this service.	SH	£29,267 (JL)

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costs/When will you review implementation?
To provide additional academic mentoring to support underachieving pupils who have a reluctance to learn and need tailored in and out of class support.	To improve the attainment and progress of a group of 20 PP pupils	<p>Pupils improve in subjects where they are supported in class by their mentor and also outside of class/after school.</p> <p>Record of learning conversations show evidence that this close monitoring and supporting has a positive impact on pupils' achievement and progress.</p>	<p>Regular meetings with learning mentor to check effectiveness of support.</p> <p>Analyses of TA 1 to TA3</p> <p>Feedback from staff and pupil voice.</p>	RB BM	Annually Academic Learning Mentor £22,000
To provide EAL Learning Mentors to support EAL pupils (150 pupils approx.)	<p>Targeted 1-2-1 and group support.</p> <p>Small group support In class support.</p>	<p>Comprehension of English improves, and progress of pupils with EAL improves. Pupils feel more motivated and helped when supported in class</p> <p>Teacher Assessments improve</p>	To carry out more pupil voice and recruit an additional EAL Teaching Assistant.	BON	Termly
To continue with ongoing mentoring programmes and pupil support services (Overseeing peer mentors, peer mediators, counselling referrals)	<p>To support pupils with mental health and well - being needs.</p> <p>To support pupils who struggle with academic pressure and would benefit from mentoring services</p>	<p>Positive progress 8 data for individual PP pupils will have received pastoral care and support.</p> <p>Pupils across the prior attainment bands have a positive progress 8. Many pupils who have taken advantage of the mentoring services the school provides have made good progress.</p> <p>We have case studies for a number of these pupils to illustrate the impact of the mentoring programme</p>	<p>Mentoring programs and key worker pickups are extremely effective. Pastoral needs of PP pupils are identified and appropriate support is provided. Monitor and evidence through IPM meetings/minutes now evidenced on CPOMS. Behaviour for learning improves. (Evidenced through analysis of behaviour and Respite data.) Pupils attend lessons and gaps in learning are reduced. (Evidenced through internal data tracking system and attendance data).</p>	RB LJ	Termly

Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costs/When will you review implementation?
<p>To continue to create a positive climate for learning during pastoral time and PDE, RE</p> <p>To maintain a positive climate for learning through additional pastoral support.</p>	An improved attitude to learning across the school	<p>Taking care of pupil wellbeing and development of positive behaviour for learning.</p> <p>Creating a positive climate for learning is key to pupil achievement. Deprivation is high. Our pupils face a number of difficult home situations. Supporting pupil's emotional well-being and ensuring they develop positive behaviours for learning is essential in improving pupil achievement.</p>	<p>Planned CPD with a different strategy each half term, sharing of good practice.</p> <p>Regular tracking and monitoring and line management. Systematic termly recording of pupils' attitude to learning.</p>	RB LJ BM	Annually
<p>To distribute more Believe, Grow, Succeed (BGS) awards and rewards.</p> <p>Install a pupil honours board and BGS displays in meeting rooms and the ARP.</p>	<p>For pupils' sense of achievement and engagement to improve.</p> <p>Increase in self-esteem, motivation and confidence.</p>	<p>More pupils with BGS badges and school shirts.</p> <p>Pupils value BGS, as reflected in their behaviour.</p>	<p>Departments have identified where BGS values can be embedded in the curriculum.</p> <p>Subject leaders monitor numbers of awards in departments. Assistant Head monitor key group data including Pupil Premium.</p>	RJ	Annually £3000

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costs/When will you review implementation?
To ensure that all Pupil Premium pupils have access to study guides and revision materials across all subjects, which incur a cost.	Improved outcomes for all pupils. A specific focus on Year 10 pupils due to loss of teaching time in 2019-2020.	Without these resources pupils are disadvantaged.	Review feedback from pupils, parents and staff. Monitoring of exam results.	SB	April 2021
To maintain high levels of Inclusion provision To expand the Thrive programme to include Family Thrive To train the academic learning mentors to work with specific groups of pupils. To ensure that numbers of overall days lost to fixed term exclusions stay below national average.	Reduced number of fixed term exclusions for disadvantaged pupils. Ensure a consistent positive climate for learning. Pastoral needs of PP pupils are identified and appropriate support is provided. Behaviour for learning improves. Pupils attend lessons and gaps in learning are reduced. (Evidenced through internal data tracking system/attendance data/IPM minutes/analysis of behaviour and Respite events).	Pupils feel nurtured. A place for pupils to go if they are feeling stressed – improving mental health / well-being.	Continue to develop effective pastoral support services in order to promote a positive climate for learning. Review inclusion provision and development. Use of CPOMS has focused the team to review provision for PP pupils.	RB LJ	Annually Family Thrive £500
To purchase laptops and internet access for pupil premium pupils who lack these resources.	To ensure they are not disadvantaged when engaging in remote learning.	There is likely to be an increased focus on remote learning in the future.	Use Student Voice, pupil surveys and staff feedback to identify pupils. Monitoring of remote learning.	BON	April 2021 £3000

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costs/When will you review implementation?
To ensure that all Pupil Premium pupils have access to books to encourage reading for pleasure	To improve reading age and engagement of pupils	Proven record that better reading skills improve outcomes	Reading age tests us Accelerated Reader Monitoring of exam results	SB	April 2021 AR License £8000
To increase the academic resources available to KS5 students. Particularly online resources to facilitate remote learning.	Improved outcomes for all pupils. Removing barriers to learning Ensure school shop is always stocked with resources.	Lack of resources disadvantages students. In past years some students have tried to share texts	Monitoring of VIMA Monitoring of exam results Student Voice	SB AS	April 2021
To purchase copies of all required examination texts for pupils studying English Literature.	Removing financial barriers to learning Improved pupil engagement and outcomes	Texts are essential to learning	Student Voice Departmental monitoring	SB	£200
To provide breakfast to the inclusion pupils	Pupils are prepared for school and their needs are met.	Pupils are unable to learn if their basic needs are not met.	Supervision by the Inclusion Team	RB	Termly £600 p.a.

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costs/When will you review implementation?
Academic Learning Mentors	<p>To ensure that pupils who need additional pastoral or academic support will achieve.</p> <p>Targeted 1-2-1 support and plans specific to pupil's needs alongside improved communication with parents/carers will improve outcomes.</p> <p>Interventions are reviewed after each TA and action plans put into place.</p>	<p>Evidence shows that pupils who are supported academically and emotionally will achieve more and make better progress. Through mentoring barriers to learning will be identified and removed.</p>	<p>Close monitoring of learning mentors who will work with key groups and support families.</p> <p>Evidence of mentoring sessions</p> <p>TA and Attendance data will be carefully monitored by HOA and SLT line manager.</p>	SLT/HOAs	£110,000
To provide targeted support to KS4 boys who are at risk of gang affiliation and exploitation.	Pupils remain safe and have better school outcomes.	Historical precedent shows early intervention is successful	Monitoring by the Inclusion Team	RB	VIP Mentoring Lifeline £4000
Hardship Fund	<p>Pupils to be properly equipped and ready to learn.</p> <p>Money is used to purchase: Revision resources e.g. Textbooks and reading books, Equipment, Uniform, Food</p>	Disadvantaged pupils' education can be affected due to a lack of resources.	Use systems in place to identify pupils with a lack of resources. Provide resources and monitor	BM	Annually
Pupil premium expenditure 2020-2021			£461,593		

5. Review of expenditure				
Academic Year		2019-2020		
Quality of teaching for all				
Action	Intended outcome	Estimated Impact: Did you meet the intended outcome	Evaluation of impact (and whether you will continue with this approach)	Approx. Cost Monitored by
To ensure that the whole school initiative is embedded in the development of Teaching and Learning and CPD:	To improve P8 data	Partially successful but disrupted by COVID-19.	Positive impact on pupils noted, approach was mentioned positively in OFSTED report. We will continue with this approach.	BON SB
To develop whole school literacy through the use of the PiXLvocab app and PiXL Unlock.	To improve P8 data because improved responses in exams to questions that require extended writing responses will gain higher marks.	No impact noted so far. Implementation was disrupted by closure due to COVID-19.	We will continue with this approach, as the rationale is still valid with a proven track record in other educational settings.	Annually PiXL Membership £6175 Pixl Edge £175.00

Targeted support				
Action	Intended outcome	Estimated Impact: Did you meet the intended outcome	Evaluation of impact (and whether you will continue with this approach)	Approx. Cost Monitored by
To ensure that pupils with additional needs are identified, supported and monitored.	To improve outcomes for pupils with additional needs.	Engagement via the Inclusion Team increased. Academic outcomes were positive.	We are confident that pupils' needs were identified and met, including during school closures, and will continue with this approach.	Termly LJ & RB
To continue to develop mentoring programs and pupil support services	To support our most vulnerable pupils and ensure they remain engaged in education.	Engagement via the Inclusion Team increased. Engagement with external agencies, such as CAMHS, increased.	Impact was very positive. Monitoring and engagement were praised by the Borough during school closure.	Cost of external counsellors £15,000 approx. Cost of internal counsellors £6000 approx.
To provide EAL Learning Mentors to support EAL pupils	Targeted 1-2-1 and group support. Small group support In class support.	Comprehension of English improved Pupils felt more motivated and helped when supported in class Teacher Assessments improved	A new EAL Teaching Assistant started in September 2020. We will continue with the targeted support.	Termly BON

Action	Intended outcome	Estimated Impact: Did you meet the success criteria	Evaluation of impact (and whether you will continue with this approach)	Approx. Cost Monitored by
To provide additional academic mentoring to support underachieving pupils who have a reluctance to learn and need tailored in and out of class support. NE to join inclusion team.	To improve the attainment and progress of a group of 20 PP pupils	Pupils improved in subjects where they were supported in class by their mentor. Record of learning conversations showed evidence that this close monitoring and support had a positive impact on pupils' achievement and progress.	We will continue with the approach. NE now valued member of Inclusion team	Annually Academic Learning Mentor £18,000 approx.
To continue with ongoing mentoring programmes and pupil support services (Overseeing peer mentors, peer mediators, counselling referrals)	To support pupils with mental health and well - being needs. To support pupils who struggle with academic pressure and would benefit from mentoring services	Positive progress 8 data for individual PP pupils who have received pastoral care and support. Pupils across the prior attainment bands have a positive progress 8. We have case studies for a number of these pupils to illustrate the impact the mentoring programme has had.	Mentoring programs and key worker pickups are extremely effective. We will continue with this approach.	Termly RB
To continue to create a positive climate for learning during pastoral time and PDE, RE To maintain a positive climate for learning through additional pastoral support.	An improved attitude to learning across the school	We believe we continue to create a positive climate for learning, ensuring emotional well-being and development of positive behaviours for learning.	Regular tracking and monitoring and line management will continue. Evidence of impact limited due to COVID-19 school closure.	Annually LJ

Action	Intended outcome	Estimated Impact: Did you meet the intended outcome	Evaluation of impact (and whether you will continue with this approach)	Approx. Cost Monitored by
To employ an additional attendance officer who would focus on PP pupils with low attendance and punctuality.	Improved motivation to show a rising trend in attendance. Pupils to achieve National Average for attendance in an effort to improve attainment levels.	Additional attendance officer recruited; additional monitoring systems put in place. Evidence limited due to COVID-19 closure.	New staff and systems are in place and we will monitor the impact going forward.	Termly BM
To improve the Inclusion provision To implement the Thrive programme To train the academic learning mentors to work with specific groups of pupils. To ensure that numbers of overall days lost to fixed term exclusions stay below national average.	Reduced number of fixed term exclusions for disadvantaged pupils. Ensure a consistent positive climate for learning. Pastoral needs of PP pupils are identified and appropriate support is provided. Behaviour for learning improves. Pupils attend lessons and gaps in learning are reduced. (Evidenced through internal data tracking system/attendance data/IPM minutes/analysis of behaviour and SIR events).	We believe pupils feel nurtured. They have places to go if they are feeling stressed or need help with their mental health or wellbeing. External agencies praised the schools' engagement with pupils during period of closure.	We are happy with the impact so far but will continue to monitor pupils' wellbeing, particularly with regard to COVID-19. Pastoral support services are effective in promoting a positive climate for learning. Use of CPOMS has focused the team to review provision for PP pupils.	Annually RB BM

Action	Intended outcome	Estimated Impact: Did you meet the intended outcome	Evaluation of impact (and whether you will continue with this approach)	Approx. Cost Monitored by
To provide a hot breakfast for every pupil in the inclusion form	Pupils are prepared for school and their needs are met.	Very positive, pupils were better able to engage with learning.	We are continuing with offering breakfast to these pupils.	Termly RB
Hardship Fund	Pupils to be properly equipped and ready to learn. Money is used to purchase: Revision resources e.g. Textbooks and reading books, Equipment, Uniform, Food	Disadvantaged pupils were identified and provided with anything necessary to improve their wellbeing and access to learning.	Impact is positive, pupils are better equipped. We will continue with this approach.	Annually
Enrichment Fund To provide high quality visits, trips and opportunities that enrich the curriculum and promote cultural capital including overseas trips	Pupils are more engaged with their learning and made aware of opportunities in a wider context. Pupils will benefit from enrichment activities which will raise aspiration, engagement and promote enjoyment with their learning. A higher participation rate from disadvantaged pupils	Before the school closure our current offer had a positive impact on pupils' attitudes towards school and the positive relationships they develop with their peers and with staff.	Pupil surveys/voice confirms that our out of school hours learning, enrichment helped to motivate pupils. When possible, a full programme will be reinstated.	Termly OH
Pupil premium expenditure 2019-2020				£433,335