

Pupil premium strategy statement

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

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

School overview

Detail	Data
School name	Dagenham Park Church of England School
Number of pupils in school (Y7-11)	1239
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers	2020/2021 & 2021/2022
Date this statement was published	31.12.2021
Date on which it will be reviewed	30.11.2022
Statement authorised by	C. Ash
Pupil premium lead	B. Marsden
Governor / Trustee lead	F. Bisi Adewole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 467,950
Recovery premium funding allocation this academic year	£ 18,199
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	£ 486,149

Part A: Pupil premium strategy plan

Statement of intent

Dagenham Park Church of England School is a truly inclusive school; we are committed to developing all pupils, nurturing their talents and aspirations to develop confident young people who are ready for the challenge of adult life in the modern world. Our intention is that all our pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, including EBacc subjects.

We strive to ensure there is fair and equal opportunity for all. For all our pupils to reach their full potential, we will maintain high expectations for academic development as well as high expectations for growth in social, emotional, and physical aspects. We want our school to be a place where achievement and strengths are identified and celebrated, a place where pupils feel happy, safe and can learn successfully.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve our intentions, including progress for those who are already high attainers but have the potential to do even better with our help. Our strategy is integral to our whole school strategic planning for academic recovery after the disruption to their education due to Covid -19. Pupils whose education has been worst affected, including our non-disadvantaged pupils and our vulnerable pupils, for example those who have a social worker and are young carers and those who do not have access to educational resources will benefit from our strategy.

High-quality teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support. Developing literacy skills is essential for these pupils both in terms of improving low reading ages but also in communication in general. This is taught in English, but further intervention is required. Although we run additional reading groups and interventions for those pupils with readings ages below 8, there are more pupils who could benefit from similar interventions with more resources. High quality teaching has the greatest impact on closing the attainment gap for disadvantaged pupils and this will benefit non-disadvantaged pupils in our school at the same time.

Our approach considers and responds to common challenges and individual needs. It is fully understood that some pupils require additional support based around their individual needs. We will carefully assess and implement effective support strategies so that these pupils are not disadvantaged by their personal circumstances. Our approach will be through diagnostic assessment, not based on assumptions about impact of disadvantage.

To ensure our strategy is effective we will:

- implement a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve
- train teachers to understand common barriers to learning and provide strategies to address them
- ensure disadvantaged pupils are challenged in the curriculum and the work they are set
- diagnose and respond with prompt actions; intervening timely at the point the need is identified

Challenges

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

Challenge number	Detail of challenge
1	Weak literacy skills.
2	Inadequate development of knowledge recall and revision strategies.
3	Low aspiration and engagement.
4	Low attendance (partially due to COVID-19).
5	Lack of access to resources – access to computers, internet, additional resources and an area to study. Lack of essentials (food and clothes).
6	Inadequate development and support of pupils' social, emotional, behavioural wellbeing.

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
Positive progress 8 for disadvantaged pupils.	Positive score (above 0) in exam results.
Improve progress 8 for disadvantaged pupils who enter with high KS2 data.	Rising trend across all pillars
Improve metacognitive, revisiting and self-regulatory skills among disadvantaged pupils across all subjects.	Positive score (above 0) in exam results. Teacher Assessment data show improvement in progress and engagement. Work scrutiny and book look records demonstrate improvement.

Improve attendance for Persistent Absentees	Improved attendance for disadvantaged pupils
Improve catalogue of provision.	Progress for disadvantaged pupils will not be hindered by lack of pastoral support. Sustained high levels of wellbeing demonstrated by qualitative data from student voice and school surveys. Significant increase in participation in enrichment activities, particularly among disadvantaged pupils
Ensure number of suspensions stays below National Average for disadvantaged pupils.	Days lost to suspension remain low for disadvantaged cohort.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 14,641

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and use of standardized diagnostic assessments CAT4 - £2,725 CPD will be provided to ensure assessments are accurately conducted and interpreted	Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support.	1
Developing metacognitive, revisiting strategies and self-regulation skills in all pupils. CPD will be provided with continuing support.	Teaching metacognitive strategies, self-regulation and revisiting strategies to pupils will help pupils to take more responsibility for their learning and understand what they need to do to succeed. This will have a positive impact on attainment and progress.	1, 2, 3
Improving literacy in all subject areas in line with recommendations in the EEF Improving	Improving literacy is key for our pupils as they learn new, and more complex concepts and key vocabulary in each subject.	1

<p>Literacy in Secondary Schools guidance. CPD delivered by HB – Reciprocal teaching method across all subjects. Contribution to staffing cost £ 5,000</p>	<p>Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills will improve attainment in maths and English. word-gap.pdf (oup.com.cn)</p>	
<p>Professional qualifications and Teaching and Learning development courses- contributions £ 6,916</p>	<p>To support staff professional development in relevant courses which have a focus on improving quality first teaching: 4 teachers are at the final stages of completing their NPQH, NPQSL and NPQMLs. Two teachers are completing the Lead Practitioner Accreditation with the SSAT, 5 teachers are completing the Basic Coaching Method course, and 5 more are being trained in Teacher Rounds which helps quality assure teaching.</p>	1, 2,

Targeted academic support

Budgeted cost: £ 246,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reciprocal teaching in literacy and whole school reading strategy Use of PiXL vocab app and PiXL Unlock £ 6,175</p>	<p>The new specifications are more demanding, and pupils need improved literacy skills to access the exams. Improving literacy levels will impact on achievement across all subjects and address vocabulary gap.</p>	1, 2
<p>Employment of EAL (English as Additional Language) Learning Mentors Contribution of salary £ 86,000</p>	<p>Comprehension of English improves, and progress of pupils with EAL improves. Pupils feel more motivated and helped when supported in class Teacher Assessments improve.</p>	1, 2
<p>Academic Learning Mentors Contribution of salary £ 144,000</p>	<p>Record of learning conversations show evidence that this close monitoring and supporting has a positive impact on pupils' achievement and progress. Evidence shows that pupils who are supported academically and emotionally</p>	1, 2, 3

	will achieve more and make better progress. Through mentoring, barriers to learning will be identified and removed.	
Identification of pupils' additional needs Contribution to salary Access Arrangement Course, Purchase of Lucid Tests £ 7,500	Contribution to identifying additional needs of pupils using Lucid software and providing necessary and appropriate dispensation to inform intervention and relevant exam support.	1, 2, 3
Saturday Intervention classes for Y11 pupils. £ 1,500	Small group teaching sessions targeted at specific needs and knowledge gaps will support low attaining pupils or those falling behind, both one-to-one and in small group sessions via Teams.	1, 2
Early morning Intervention classes. £ 1,500	A significant proportion of the pupils who receive early morning intervention sessions will be disadvantaged, including those who are high attainers.	1, 2

Wider strategies

Budgeted cost: £ 224,834

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole School Inclusion Provision Contribution of salaries 70,000	Trauma informed approach for supporting pupils with complex social, emotional and mental health needs who have been exposed to a high number of adverse childhood experiences. This provision provides tailored, intensive one to one and group support for both pupils and their families.	3, 6
External Counselling Services £29,500	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 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.	3, 6

School Counselling Contribution to staffing cost £35,000	1-2-1 counselling sessions for pupils one hour per week. Counselling sessions of up to 12 weeks were made available depending on the need of the pupils. Drop-in sessions were also available. The school counsellor also works with the parents to understand and support pupils' emotional needs and mental health.	3, 6
VIP Mentoring – Lifeline £ 4,000	Targeted support to KS4 boys who are at risk of gang affiliation and exploitation. Historical precedent shows early intervention is successful.	6
Employment of Assistant Attendance Officer Contribution to staffing cost £ 30,000	Meticulous monitoring of absence and punctuality will improve attendance and PA figures	4
Thrive Programme £ 28,921	Thrive aims to support pupils that have been affected by adverse childhood experiences and trauma. It is delivered in 1-2-1 or group sessions using activities to support the neurological development of pupils. The activities delivered support emotional regulation and wellbeing to address barriers to learning and improve attendance.	3, 6
SEMH Programme in pastoral time/PDE lessons. £ 600	Creating a positive climate for learning is key to pupil achievement. Deprivation is high. Our pupils face difficult home situations. Supporting pupil's emotional well-being and ensuring they develop positive behaviours for learning is essential in improving pupil achievement.	3, 6
To distribute more Believe, Grow, Succeed (BGS) awards and rewards. £ 3,500	Pupils value BGS awards, as reflected in their behaviour and achievement. Subject leaders monitor numbers of awards in departments. Assistant Head monitors key group data including Pupil Premium.	3, 6
Providing study guides and revision materials. £ 1,500	Without these resources pupils are disadvantaged and often lack motivation. Positive feedback from pupils, parents and staff.	4
Purchase of all Examination texts for English Literature £ 450	Lack of resources disadvantages pupils. In past years some pupils have tried to share texts.	4

Purchase of laptop, dongles, wireless router notepad, notebook £1,150	Without these resources pupils are disadvantaged. Use of Student Voice, pupil surveys and staff feedback to identify pupils.	4
Reading Champions Accelerated reader Contribution £6,427 Licence - £186	Proven record that better reading skills improve outcomes A large group of pupils do not have a reading age of 11 and thus cannot access the Year 7 Curriculum. Reading Champion using Reciprocal Reading strategies to help students become better readers alongside Accelerated reading to teach reading skills to be able to access the curriculum in all subjects.	1, 3, 5
Breakfast Club/Football Coaching £ 8000	Previous year's pilot scheme showed reductions in incidents of poor behaviour and improved academic progress.	3, 5, 6
National School Breakfast Programme £ 400	Evidence shows that a healthy school breakfast, without barrier or stigma, can set up children to succeed and give them a good start to the school day.	5, 6
Hardship Fund £ 4,000	Disadvantaged pupils' education can be affected due to a lack of resources. The school provides, uniform, food vouchers and winter clothes. The school aims to provide the most vulnerable families with financial support in any way to ensure that pupils are ready to learn and can attend school prepared to achieve.	4,5,6
Duke of Edinburgh Award Contribution to license and awards £ 1,200	Wider opportunities outside of school support independence and encourage involvement in the wider community.	3,6

Total budgeted cost: £ 486,150

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

External visitor (JC) confirmed that good or better teaching has benefited disadvantaged pupils - as a result, we have invested in experienced and effective classroom teachers and a rich CPD programme to train staff has been put into place.

Pupil evaluation took place using scheduled internal assessments, attendance data and behaviour monitoring data.

Surveys of pupils, staff and parents showed positive engagement with online learning during lockdown. Pupil wellbeing was supported by our strategies and programmes.

Monitoring visits by external School Improvement Partners confirmed pupils are making good progress; safeguarding was tracked effectively, and our ARP provision received an outstanding inspection in June 2021

Additional study classes in English and Maths were established for targeted pupils in year 11 identified through internal progress data. There was a high level of pupil engagement with the lessons which were well received. The Y11 academic learning mentor was supporting pupils in those study classes. The focus on commitment and engagement contributed to successful TAGs for most of our disadvantaged pupils.

Accelerated Reader and Reading Intervention

This scheme has proven to be successful, and an increase has been seen in borrowing books across all year groups. All pupils on the programme have taken three or more quizzes with the vast majority passing to a high level. To promote the importance of comprehension, the library facilitated a reward system for pupils who passed the quizzes. This strategy will be continued next year to further develop programmes in improving reading.

Our inclusion support was significant and commended by all external visitors.

Pupils for whom behaviour is a barrier to learning have been successfully supported by our highly effective inclusion team. Pupils had weekly or daily meetings with their key workers or academic learning mentors. Discussions about school/home life, wellbeing and extra-curricular activities ensured that pupil's confidence and self-esteem was raised. Pupils were regularly

assessed, and effective tracking enabled timely intervention - by individually monitoring pupils for both progress, as well as attainment, we aimed to intervene before gaps in attainment widened.

We are proud of the high number of pupils who joined our 6th Form and the success of the Level 1 and Level 2 course.

No NEETS in 2020/21

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
PiXL Vocab App	PiXL
PiXL Unlock	PiXL
Counselling Service	Harmony House
VIP Mentoring	Lifeline
Accelerated Reader	Renaissance Learning