



**Pupil Premium Strategy statement
2020 - 2021**

School information	Data
School name	Dean Trust Wigan
Total number of pupils in school	727
Proportion of disadvantaged pupils	402 - 55%
Pupil premium allocation this academic year	£359,055
Academic year or years covered by statement	2020 - 2021
Last PP review date	October 2020
Next PP review date	March 2021
Pupil premium lead	Mrs S Webster
Governor lead	Mr Kenneth Wade

Strategy aims for disadvantaged pupils		
Aim	Target 2020/21	2019/20 Outcomes
Progress 8	0.25 (Pred -0.69)	-0.83
Attainment 8	40.43 (Pred 31.87)	32.82
Percentage of Grade 5+ in English & maths	44.1% (Pred 13.2%)	16.4%
Ebacc entry	42.6% (Pred 42.6%)	6.0%

Current barriers to attainment and progress	
1	When PP pupils arrive at DTW there is already a gap in progress in comparison to their counterparts in reading, writing and mathematical skills.
2	PP pupils have lower attendance and punctuality in comparison to other pupils 87.5% in 2019/20 compared to 93.1% Non-Pupil Premium - pre-Covid).
3	PP pupils often do not have financial access to a range of educational opportunities/resources. The Covid 19 Pandemic has increased this gap.
4	COVID 19 has severely impacted on pupil progress with disadvantaged being some of the worst affected. The EEF are projecting that school closures are likely to

reverse progress made to close the gap in the last decade.
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These are unprecedented times globally, nationally and locally. The school's Pupil Premium students may be facing increased hardship and difficulties. National concerns about the gap between disadvantaged pupils and non-disadvantaged pupils growing is at the front of our minds and it is crucially important this growth is minimised as much as possible. Setting priorities is key to maximising the use of the Pupil Premium Grant to ensure these pupils are fully supported and given every opportunity to succeed.

Our priorities are as follows and reflect those on our School Improvement Plan:

- Priority 1- To develop effective Teaching and Learning to close the gap. This includes a focus on quality remote learning and professional development to support staff in this area.
- Priority 2- To use targeted intervention to enable PP pupils to acquire the skills and knowledge to close the gap with their counterparts.
- Priority 3- To ensure that PP pupils attend school regularly and do not miss out on their learning.

To meet these 3 priorities, we have adopted a tiered approach to PPG spending, as recommended by the EEF (2019) to ensure spending is both balanced and focused. Spending priorities are as follows:

Area	% of PPG recommended by EEF	Funds allocated at DTW
Teaching and Learning	50%	£179,502
Targeted academic support	25%	£89,765
Wider Strategies	25%	£89,765

Teaching and Learning	
Priority	To develop effective Teaching and Learning to close the gap. This includes a focus on quality remote learning and professional development to support staff in this area.
Context	<p>2020 Ofsted Report: <i>Some staff have not received appropriate training to deliver this content effectively.</i></p> <p>Progress Data 2019 - 2020: <i>Pupil Premium Progress 8 = -0.83</i></p> <p>Covid 19 Context: <i>Research on attainment of children who have missed significant periods of schooling due to authorised absences suggest a large overall impact on attainment in addition to widening of the disadvantaged gap that is expected based on studies of summer learning loss.</i></p>
Strategies	<p>Supporting teaching and learning:</p> <ol style="list-style-type: none"> 1. Relentless focus on closing the gap in all areas of senior leadership (SLT) 2. Maintenance and analysis of PP data (JBD) 3. Strategy meeting with subject leaders following RP data collecting to focus of disadvantaged pupils who are falling behind (SLT) 4. Heads of Year to work with PP pupils to identify barriers to learning and identify strategies to support their learning (HoY) 5. Use ASE (academic, social, emotional) data to baseline pupils academic position (SLs) 6. Teachers to attend training on how to adapt learning to meet the needs of disadvantaged learners (SMY/LWN) 7. Limit the amount of supply teaching by recruiting a cover supervisor to ensure consistency in the classroom (SWR) 8. Whole staff CPD to focus on pupil challenge and pupil independence (SMY) <p>Remote learning:</p> <ol style="list-style-type: none"> 9. Identify and distribute Chrome Books allocated to us via the Government technology access scheme. (MSA/LWN) 10. To ensure we hold data on pupil technology access at home. (MSA) 11. Ensure PP pupils in Year 11 have access to technology at home in case of a period of self-isolation or lockdown. (IBN) 12. Deliver training to support with remote learning (SMY) 13. Implement home learning strategy for FSM pupils who are self-isolating or off school due to Covid related illness. (SMY) 14. Work in partnership to ensure PP pupils are accessing and engaging with COVID catch up. (IBN/DHD/SMY) 15. 'How to' guides/support leaflets for accessing remote learning (SMY)
Monitoring	Technology access survey, Government loan scheme take up, attendance data/evaluation, FSM take up %, RP assessment & analysis, CPD
PPG	£179,502 (50% of PP Budget)

Targeted academic support	
Priority	To use targeted intervention to enable PP pupils to acquire the skills and knowledge to close the gap with their counterparts
Context	<p>2020 Ofsted Report: <i>...pupils do not have some of the necessary knowledge that they need for future learning.</i> <i>...staff provide appropriate resources for pupils with SEND based on what they know about the learning needs of these pupils. However, this is not done consistently well across subjects and year groups.</i></p> <p>Progress Data 2019 - 2020: Pupil Premium Progress 8 = -0.83</p>
Strategies	<p>Small group and 1:1 tuition:</p> <ol style="list-style-type: none"> 1. Head of English and Head of Maths to establish a whole school common list for all Pupil Premium intervention. (RHG/MOS) 2. To develop an intervention strategy for KS4 PP pupils. (IBN) 3. To develop an intervention strategy for KS3 PP pupils. (DHD) 4. Work with the Head of English/Maths to develop an intervention strategy for PP pupils. (IBN/RHG/MOS) 5. To use 1:1 and small group tuition to increase contact time for pupils who need to increase progress in English. (MOS/RHT) 6. To use 1:1 and small group tuition to increase contact time for pupils who need to increase progress in Maths. (RHG/EBS) 7. Use YipYap external tuition to target small groups with specialist support. (RHG/MOS) 8. Monitor Pupil Premium intervention with the Head of English/Maths and ensure the appropriate students are accessing the correct interventions. (SLT) 9. Ensure subject leaders are identifying and targeting PP pupils for their subject specific intervention. (SLT) 10. Adaptation for SEND PP learners (ALL) <p>Teaching Assistants:</p> <ol style="list-style-type: none"> 11. Monitoring of pupil support plans for PP SEND pupils (KMN) 12. Provide support for pupil hard to reach learners through welfare provision (MFH/AUW) 13. Bespoke planning for PP pupils with SEND to enable pupils to access lesson resources. (TAs) 14. Use of reading plus to develop literacy and tracking of literacy levels (RHT) 15. Use of HegartyMaths to develop numeracy and tracking of numeracy levels (EBS) <p>Transition:</p> <ol style="list-style-type: none"> 16. Ensure that pupils from Year 6 into 7 receive literacy and numeracy support through a summer school transition programme (LWN) 17. Ensure pupils receive CEIAG to support transition to post 16 education or employment (NCN) 18. Ensure PP pupils are gaining access to the emotional support needed in school via school counselling service. (MFH)
Monitoring	Maths and English Intervention data, Target 21 data, School Councillor, RP data
PPG	£89,765 (25% of PP Budget)

Wider strategies	
Priority	To ensure that PP pupils attend school regularly and do not miss out on their learning.
Context	<p>2020 Ofsted Report: <i>A very high proportion of disadvantaged pupils are absent from school regularly. This means that too many pupils often miss out on their learning.</i> <i>...the conduct of some pupils is repeatedly troublesome, and some teachers do not challenge this behaviour. There is a high proportion of pupils who are excluded from school.</i></p> <p>Covid 19 Context: During 2019-20 some gains were made in PP attendance, however that was put on hold in March. A gap remains between PP attendance and non-PP attendance</p> <p>Attendance Data: 2017-18: PP 91.4% Non PP 94.2% 2018-19: PP 89.9% Non PP 94.5% 2019-20: PP 87.5% Non PP 93.1% (pre-Covid).</p>
Strategies	<p>Increasing attendance:</p> <ol style="list-style-type: none"> 1. Recruit new admin attendance officer and task with monitoring of PP attendance (MFH) 2. Attendance data to be shared with HoY, form tutors and subject leaders to monitor PP attendance and direct intervention (JMY) 3. Heads of Year attendance rewards (DHD) <p>Supporting behaviour needs:</p> <ol style="list-style-type: none"> 4. Training in PIVOTAL for teachers to develop relationship and work with different behaviours (MFH) 5. Develop tracking and analysis of behaviour for progress through SIMS (IBN) 6. Develop feedback system of behaviour reporting for teacher intervention (MFH) 7. Use of House System to develop to develop aspirations and culture through inclusion (JLH) 8. Supporting vulnerable pupils to develop social, emotional and behavioural skills to succeed (MFH/KSN) 9. Create an inclusion unit with internal exclusion unit and appoint an inclusion manager (MFH) 10. Develop a 'Step Out' programme to engage pupils who are finding it difficult to engage in mainstream education. (MFH) 11. Education support and mentoring through Manchester United Football Foundation (BSH) <p>Parental Engagement and Support:</p> <ol style="list-style-type: none"> 12. Recruit Education Welfare Officer to engage with pupils and parents (MFH) 13. Attendance rewards for pupils in consultation with parents (DHD) 14. Hardship fund to support with uniform, equipment and other identified needs (KSN)
Monitoring	All projects/interventions to be evaluated by analysing progress, attendance and behaviour in school of key target groups. In addition: Pupil Voice Evaluation.

PPG	£89,765 (25% of PP budget)
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