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Pupil Premium Strategy Report 2020/21

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Pupil Premium Strategy Report Analysis 2019/20

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National Teaching School
designated by

National College for
Teaching & Leadership





Pupil Premium Strategy Report – 2020/21 - Overview

School – Dene Magna School	Date of most recent internal PP review – January 2021 Date of next internal PP review – September 2021
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Overview	2018/19	2019/20	2020/21
Number of pupils on roll (11-16)	822	861	864
Number (and %) of pupils eligible for PPG	183 (22%)	194 (23%)	178 (21%)
Total PPG received	£163,000	£183,000	£166,430
Y7 Catch up Fund	£15,000	£15,000	£0
Total allocation	£178,000	£198,000	£166,430

2019/20 Results**	PP	Others	All	'Difference'*
Number of students	37	130	167	-
Percentage of cohort	22%	78%	-	-
% Achieving Basics (4+ Eng and Maths)	57%	77%	72%	20%
% Achieving Basics (5+ Eng and Maths)	35%	58%	54%	23%
Progress 8	0.60	0.61	0.61	0.01

* 'Difference' is between 'PP' and 'Others'

**COVID-19 Year (centre assessed grades)

Context Statement

The Pupil Premium Grant is given to schools in order to support those students who fall into the categories of Free School Meals, Looked after Children and those children whose parents are in the Armed Forces. The Department of Education encourages schools to spend the money so that any barriers to success for Pupil Premium students is overcome, and if possible, any disadvantage is converted into advantage, with an aim to tackle educational inequality, boost progress, and help those students who need it most.

Nationally, those students who are entitled to Pupil Premium underperform in comparison to other students, and there is a difference in attainment and progress at GCSE between Pupil Premium students and non-Pupil Premium students; “by the time they take their GCSEs they are, on average, 19 months behind their peers in overall attainment” (DfE, gov.uk). This means that overall, a Pupil Premium student also does not make as much *progress* from entry in Year 7 to leaving in Y11 as a non-Pupil Premium student with the same starting point (as measured through Progress 8); and the reasons for this are down to the barriers to success that disadvantaged students may have to overcome. At Dene Magna the Progress 8 difference between Pupil Premium students and non-Pupil Premium students is 0.01 (2019/20) (0.35 (2018/19)); the Pupil Premium Grant is directed and spent with a view to diminishing this difference.

To do this, Dene Magna spends the Pupil Premium Grant on a variety of strategies aimed at raising academic achievement, improving interactive and social skills, and building cultural capital. Our strategies are informed by evidence, rigorously monitored, and evaluated to determine the effectiveness in breaking down the barriers to success. Pupil Premium at Dene Magna is overseen by a Pupil Premium Team consisting of a Pupil Premium Lead Teacher, a Pupil Premium Champion, an Assistant Head, and a Pupil Premium Governor. However, Dene Magna believes that it is through the commitment of every member of staff that the gap will close; with a Wave Support Model of intervention, it is the first wave – good quality teaching at the first point – that will prove the most effective.

Leading : Learning : Training : Technology

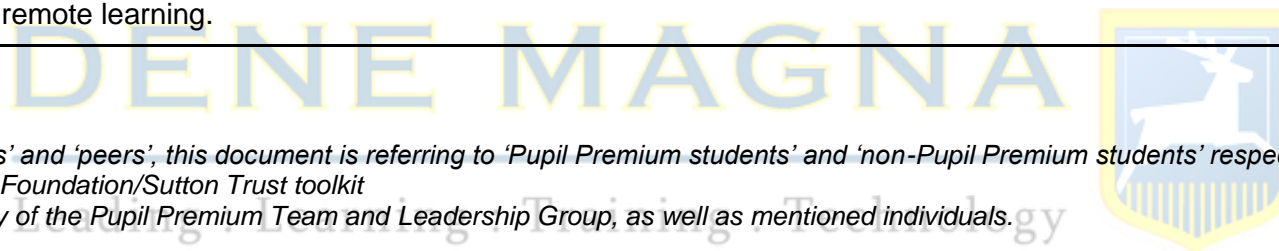
COVID-19 Statement:

The academic year 2019/20 saw the beginning of the greatest challenge to education in generations. This has continued into the academic year 2020/21, and looks set to have a significant impact on all students, and in particular disadvantaged students. Early reporting has shown that the disadvantaged students at Dene Magna have been negatively impacted by school closures, however, the impact does not seem to be as great as nationally predicted. This is due to the staff going above and beyond in their academic and pastoral provision during the COVID-19 pandemic. It is the whole school's aim to ensure that the progress and attainment difference does not widen, and that our disadvantaged students and their families are fully supported academically and emotionally. In order to overcome these challenges, an additional barrier to success has been identified (f. Impact of school closure due to COVID-19), and the planned strategies will intend to address this alongside current barriers. In addition to this, Dene Magna is planning innovative use of the COVID-19 Catch-Up funding to further support our disadvantaged students.

Barriers to success – ‘diminishing the difference’

We have identified specific barriers to success that our Pupil Premium eligible students may encounter throughout their time at Dene Magna, based on data and staff input. Not all students may experience all, or any, of these barriers; however, it is by using the Pupil Premium Grant effectively to challenge and overcome the barriers that we will be able to diminish the difference for our unique context. The barriers identified for Dene Magna Pupil Premium eligible students are:

- a. Poor Attendance – ability, desire or skills to attend school.
- b. Self-confidence and aspirations – lack of confidence to achieve highly, feel included within school community, and aspire to high expectations and positive role models.
- c. Limited literacy and numeracy – poor basic entry literacy and numeracy skills, poor literacy and numeracy in the home.
- d. Emotional – irrational, conflicting, immature, or complex emotional development, affecting engagement with school/peers/teachers/curriculum/parents.
- e. Equipment – nature of being Pupil Premium eligible affects ability to engage with the full curriculum due to lacking essential tools for learning; also includes completion of acceptable ILT, and potential lack of cultural capital.
- f. Impact of school closure due to COVID-19 – inflated gaps in knowledge and skills, emotional and social impact on students and families, mental health concerns, access to remote learning.



**When using the terms ‘students’ and ‘peers’, this document is referring to ‘Pupil Premium students’ and ‘non-Pupil Premium students’ respectively, unless stated otherwise.*

***EEF – Education Endowment Foundation/Sutton Trust toolkit*

****Monitoring to be responsibility of the Pupil Premium Team and Leadership Group, as well as mentioned individuals.*

Planned Detailed Expenditure 2020/21

Strategy	New/ Continued	Planned allocation of PPG	Evidence for strategy	Target groups/cohort	Barrier(s) targeted	Intended outcomes	Monitoring plan
Nurture Club	New (from March 2021 re-opening)	£225	Twice weekly lunch clubs run by TA's to provide a safe space for vulnerable students to develop social skills, confidence and resilience. Particularly important considering the impact of COVID-19 school closures on our vulnerable students. ESTYN (the education and training inspectorate for Wales) published a report	KS3 vulnerable students selected by pastoral staff	a/b/c/d/f	To provide a nourishing/nurturing environment during lunch times for those students identified as being vulnerable with the aim of building confidence, self-esteem and resilience.	SMc/TAs/AH

			<p>providing advice to school to improve attendance in secondary schools. They found that in Welsh schools “Pupil support centres and nurture groups are used to good effect and have enabled pupils to attend school more often. These vulnerable pupils receive high levels of support.”</p> <p><i>ESTYN (2014) – Attendance in secondary schools.</i></p> <p>Ofsted reported that the school provided outstanding pastoral care to its pupils and that its emphasis on meeting the needs of the most vulnerable was exemplary. This support was greatly valued by pupils and they clearly enjoyed the twice weekly lunch that was provided in the centre to extend social skills.</p> <p><i>Ofsted - Shevington High School Wigan (2008)</i></p> <p>NG children felt more confident, were trying harder in lessons and had more positive feelings about school compared to a comparison group of peers with similar needs but who didn't receive NG provision.</p> <p><i>Perkins (2017) – Improving our practice: a small-scale study of a secondary nurture group</i></p>				
Remote Learning Access	New	TBC	<p>EEF shows some evidence that supplying essential equipment, has a positive impact upon attendance. With the current COVID-19 situation, and the probable further reliance on remote learning, this fact will become even more pertinent. Therefore, steps must be taken to ensure that all PP students have access to the online lessons provided by their teachers. This</p>	All students	a/c/e/f	<p>No student left behind because they lack access to remote learning.</p> <p>Minimise the impact of COVID-19 school closures.</p>	AH/HoDs/MBi/IT Support

			will in turn reflect upon attendance and progress across the curriculum.				
Boy's Life Coach and Mentor	New	TBC COVID-19 Catch-Up funding	<p>EEF evidence shows that Social and Emotional Learning strategies have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils</p> <p>Social, emotional and mental health is essential to building an individual's capacity to learn. PP students can find themselves to be at a disadvantage when it comes to these indicators, which in turn affects their ability to learn. Building on their social skills and emotional intelligence will allow the students to develop meta-cognition and therefore assist with their academic learning.</p> <p>This observation can also be made of boys, and historically, this has been a main focus for Dene Magna's SIP. Combining the groups of PP and non-PP boys will ensure that we are targeting those students who are in most need of this support.</p> <p>Introducing a strong role model to guide and alter the mind-set of these boys, as well as provide aspirational targets in life will be essential not only for their social and emotional development, but also for their academic progress.</p> <p>This strategy forms part of the innovative use of the COVID-19 Catch-Up funding</p>	Selected boys	a/b/d/f	<p>Raised aspirations, perhaps resulting in increased Sixth Form applications</p> <p>Positive behaviours towards the ideas of masculinity</p> <p>Development of leaders and role models within the school</p> <p>Increased attendance, attainment and progress</p>	PP Team

			released by the government to support those most in need.				
Duke of Edinburgh Award	Continued although COVID-19 restrictions will apply	£200	<p>DofE is a well-known, established programme that is proven to offer young people the opportunity to grow and develop skills outside of the academic classroom.</p> <p>Evidence from the Sutton Trust and SecEd explains how the building of cultural capital can have impact upon a students' skills and world knowledge and awareness, that disadvantaged students can lack.</p>	All students	b/c/e/f	<p>Students to have access to experiences associated with the Duke of Edinburgh Award, gain extra qualifications and build resilience and cultural capital.</p> <p>Increased participation from PP students in the scheme.</p>	DofE Lead
Accelerated Reader (AR)	Continued	£3,455	<p>AR helps students develop literacy in order to access rest of curriculum, improve vocabulary and build cultural capital.</p> <p>EEF trialling and evidence shows that Year 7 pupils who were offered AR made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</p>	All KS3	c/f	All students to increase their reading ages to match or exceed their peers	AR co-ordinator, AR data analysis at Aps, English teachers/HOD
Literacy Support Groups (Through Y7 Catch Up Interventions)	Continued	See staffing costs	<p>Previous success using specialist LSTs to work with small groups.</p> <p>EEF evidence identifies small group intervention as being more effective than 1:1 with regards to reading – Guided Reading.</p> <p>Small group tuition also gives opportunity to identify students who may need 1:1 intervention for literacy/numeracy.</p>	Focus KS3 students (max group size 7) – selected through consultation between LST, MFL dept, Pastoral team and English dept	c/f	Students to acquire age appropriate literacy and numeracy skills to prepare them for KS4 English and Maths	Learning Support Teachers (LST), AP data reporting from English and Maths teachers/HOD

Student Support Mentors (SSM)	Continued	See staffing costs	<p>Embedded within the pastoral system in the school, SSMs have shown to be invaluable in providing 'soft-touch' pastoral support to students in need. Well trained and experienced, the SSMs are valued by students and staff alike.</p> <p>EEF evidence shows that Social and Emotional Learning strategies have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils</p> <p>SSMs have been invaluable as a support network and contact for vulnerable and disadvantaged families during the COVID-19 pandemic, and this support is essential moving forwards through this challenge.</p>	All students	a/b/d/f	<p>Attendance of students to match or exceed peers, develop self-confidence and feel safe at school.</p> <p>Support students and families through the COVID-19 pandemic and its impacts.</p>	Reflections from SSMs, student views, PASS survey
MathsWatch (MW)	Continued	£500	<p>Encourages students to be independent learners and develop resilience.</p> <p>MW explores the idea of 'Mastery Learning', which the EEF explains is effective, leading to an additional five months' progress over the course of a school year compared to traditional approaches.</p> <p>The use of a digital platform is also evidenced by the EEF as being moderately effective, when used to supplement outstanding teaching.</p> <p>During the school closures at the end of the academic year 2019/20, MathsWatch was valuable in supporting students'</p>	All students	c/f	<p>Students to develop confidence in well applied, age appropriate numeracy skills that matches or exceeds their peers</p> <p>Continue to support students during remote learning.</p>	Reporting from Maths teachers/HOD, AP data

			numeracy skills, and will continue to be so in future school closures.				
Equipment (incl. uniform and transport)	Continued	£16,000	<p>Students will find it harder to access the curriculum if they lack the tools in which to do so. Supplying essential equipment will also alleviate some pressures in the home.</p> <p>Students will not feel disadvantaged at school if they have a same equipment as their peers.</p> <p>EEF shows some evidence that supplying essential equipment, including uniform, has a positive impact upon attendance.</p> <p>Additional equipment may be needed to support students with remote learning, as well as when students return to face-to-face teaching.</p>	All students	a/b/e/f	<p>All students to not be unable to access the school curriculum because of a disadvantage in equipment.</p> <p>Attendance to improve as a result removing a potential excuse.</p> <p>All students to be supported in remote learning.</p>	Monitoring from AH, responses to requests from teachers/parents
1:1 and Small Group Interventions	Continued	£6,000	<p>Additional, monitored, targeted tuition outside of normal teaching can have valuable impact on the progress of those in need.</p> <p>EEF research shows that small group tuition can boost student progress by up to 4 months, and 1:1 tuition can accelerate learning by up to 5 months. The priority is that the quality of teaching in the sessions is high.</p> <p>1:1 and group intervention will be a powerful tool in challenging the impact of COVID-19 school closures.</p>	<p>Targeted individuals across all years, based on progress of '-1'</p> <p>Targeted individuals based on the impact of COVID-19</p>	a/b/c/d/e/f	<p>Rapid progress in specific subject to meet or exceed their target ('-1' to '0', '1', or '2')</p> <p>Students to meet their KS4 targets at exam</p> <p>Progress and attainment gap to be contained as a result of COVID-19.</p>	AP data, exam results, student views, teacher/HOD reporting
Educational Visits and Enrichment Opportunities	Continued	£5,000	Providing financial aid towards enrichment opportunities and educational visits in order to build students' cultural capital, as well as allow students to feel included in	All students – individualised approach	a/b/d/e/f	No student to be disadvantaged by not being able to attend an educational visit/enrichment opportunity	Student views, PASS survey, teacher reports, AH monitor requests and needs

			<p>the wider aspect of schooling. This strategy can also be used as part of the reward policy for outstanding progress. Examples are Field Trips, Timetable Suspension (Activities Week), Theatre visits, Camp, University visits, historical sites and exchanges, amongst others.</p> <p>Evidence from the Sutton Trust and SecEd explains how the building of cultural capital can have impact upon a students' skills and world knowledge and awareness, that disadvantaged students can lack.</p> <p>A return to community values after the COVID-19 pandemic is essential, and many students will have missed out on the opportunities to enhance their cultural capital. Support for enrichment opportunities when allowed will be highly beneficial. Government restrictions may limit these activities, therefore planned expenditure is less than previous years.</p>			<p>Improved sense of cultural capital and feeling of belonging</p> <p>Raised self-esteem and/or motivation when used as a reward</p> <p>Give back the opportunities for enrichment that were lost during the COVID-19 pandemic.</p>	
Music Lessons	Continued	£1,500	<p>Providing financial aid towards music lessons in order to build students' cultural capital, as well as allow students to feel included in the wider aspect of schooling. Particularly focused on talented students, and those electing to study music in KS4.</p> <p>The EEF explains how the impact of arts participation on academic learning is positive, and in some cases can have greater effects on disadvantaged students, especially in English, maths and science.</p> <p>Students will have lost valuable practice time with their teacher due to the COVID-19 school closures.</p>	All students	b/d/f	<p>All students to have the opportunity to engage in extra-curricular opportunities in music.</p> <p>Talented students to progress through high-level music examinations.</p> <p>Impact on academic progress in students in receipt of music lessons.</p> <p>Ensure that disadvantaged students continue with music upon return to school after COVID-19 school closures.</p>	Student bookings/engagement in music, AP data, examination results

Summer School 2021	Continued	£3,000	<p>The EEF finds that students who attend a summer school make approximately two additional months' progress, compared to similar pupils who do not.</p> <p>Furthermore, a focus on metacognition and self-regulation can also aid in the progress of attending students. The collaborative nature of the Summer Challenge will also have a positive effect on the students' progress.</p> <p>The re-branded Summer School 2020 was a great success in preparing students for a return to school following school closures. Summer School 2021 could have a substantial impact on giving disadvantaged students the much needed academic, social and emotional support that they would have lost due to any further school closures as a result of the COVID-19 pandemic.</p>	Selected Y6 students joining next academic year/current KS3 PP students	a/b/c/d/e/f	<p>Build confidence, and alleviate any fears about starting Dene Magna in the September. Nurture ties with current students and staff. Boost literacy and numeracy and enhance cultural capital and a sense of belonging.</p> <p>School targeted attendance figures for September.</p> <p>Limit the negative impact of COVID-19 school closures.</p>	<p>MBi/ABe/AH. Attendance monitored, student views/reporting from maths and English depts.</p> <p>Invites to all KS3 PP students</p>
Staffing – PP Champion Lead, PP Co-ordinator, LSTs, HLTAs/TAs, staff costs	Continued	£130,550	<p>The Wave/Tiered Support Model of intervention explains how the first intervention should be good quality teaching in the classroom, for all students, with focus on those in need, including the Pupil Premium students.</p> <p>The EEF explains, "quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that schools focus all their resources (not just the Pupil Premium) on proven ways of improving teaching, such as tried and tested continuing professional development courses and feedback methods."</p>	All students	a/b/c/d/e/f	<p>Whole school closing of the attainment gap.</p> <p>To increase the capacity for supporting all students, diminishing the difference, and turning disadvantage into advantage</p> <p>Minimise the impact of school closures due to COVID-19.</p>	<p>Student views, governor scrutiny, exam analysis, monitoring 'the difference', learning walks, LG, PP Team</p>

			Dene Magna's focus on the basics of Mark, Plan, Teach, and relentless routines over behaviour and expectations, will prove to be essential in minimising the impact of school closures due to COVID-19.				
Total		£166,430					

Reporting to parents (how, what, when)

- Regular reports sent home detailing student progress and attitude to learning.
- Annual written reports from pastoral team.
- PP Commendation Certificates.
- Phone conversations to parents from Pupil Premium Team.
- Annual Parents Evening for all students.
- Use of Social Media.
- Develop events to engage the community and parents in the provision of support.

Reporting to governors (how, what, when)

- AH delivers Pupil Premium update at each Governors Meeting.
- AH on Governing body as Staff Governor.
- AH and Pupil Premium Governor regular meetings.
- Governor review of Pupil Premium Annual Report.



Pupil Premium Strategy Report Analysis – 2019/20 - Overview

Actual Financial Overview			2019/20 Results*			
	2019/20			PP	Others	'Difference'
Number of pupils on roll	861		Number of students	37	130	-
Number (and %) of pupils eligible for PPG	194 (23%)		Percentage of cohort	22%	78%	-
Total PPG received	£183,000		% Achieving Basics (4+ Eng and Maths)	57%	77%	20%
Y7 Catch up Fund	£15,000		% Achieving Basics (5+ Eng and Maths)	35%	58%	23%
Total allocation	£198,000		Progress 8	0.60	0.61	0.01

*COVID-19 Year (centre assessed grades)

Barriers to success – ‘diminishing the difference’

- a. Poor Attendance – ability, desire or skills to attend school.
- b. Self-confidence and aspirations – lack of confidence to achieve highly, feel included within school community, and aspire to high expectations and positive role models.
- c. Limited literacy and numeracy – poor basic entry literacy and numeracy skills, poor literacy and numeracy in the home.
- d. Emotional – irrational, conflicting, immature, or complex emotional development, affecting engagement with school/peers/teachers/curriculum/parents.
- e. Equipment – nature of being Pupil Premium eligible affects ability to engage with the full curriculum due to lacking essential tools for learning; also includes completion of acceptable ILT, and potential lack of cultural capital.

**When using the terms ‘students’ and ‘peers’, this document is referring to ‘Pupil Premium students’ and ‘non-Pupil Premium students’ respectively, unless stated otherwise..*

Actual Detailed Expenditure 2019/20					
Strategy	Actual allocation of PPG	Target groups/cohort	Barrier(s) targeted	Intended outcomes	Actual outcomes
Duke of Edinburgh Award	£200	All students	b/c/e	<p>Students to have access to experiences associated with the Duke of Edinburgh Award, gain extra qualifications and build resilience and cultural capital.</p> <p>Increased participation from PP students in the scheme.</p>	<p>Students’ signing up fees were covered, giving the opportunity to those who may not have been able to participate. Students’ are working well towards their awards.</p> <p>Overall outcome impacted by COVID-19.</p>
Quizlet for Languages	£115	KS3/4	c	<p>Students to be engaged to learn vocabulary, able to acquire vocabulary more easily, resulting in higher vocabulary scores, as well as a better understanding of texts and audio materials in French/Spanish.</p>	<p>Students are consistently achieving high results in their weekly vocabulary results (using Quizlet to support their revision). Using 7D as an example group: before Quizlet was introduced, students achieved an average of 7.8/10, whereas after introducing Quizlet, their most recent test score was an average of 9.2/10.</p> <p>As a tool for engagement in lessons, Quizlet has been extremely effective. Each and every student loves to play</p>

					<p>and be involved. Students often ask if there will be a chance to use Quizlet during the lesson.</p> <p>Furthermore, using Quizlet as a tool for assessing understanding in lessons has proved to be useful in informing MFL teachers of what students need additional support with, and therefore planning can be adjusted accordingly.</p> <p>Quizlet is now a regular feature in a number of other subjects, and was used extensively in the school closure due to COVID-19.</p>
Accelerated Reader (AR)	£3,600	All KS3	c	All students to increase their reading ages to match or exceed their peers	<p>Students on the AR programme showed good progress, and Accelerated Reader continues to be an effective tool to promote reading, literacy and essential cognitive skills.</p> <p>Overall outcome impacted by COVID-19.</p>
Year 7 Catch Up Interventions (Literacy Focus Groups)	£15,000	Focus Y7 students – determined through entry data, and information from Primary School and parents	c	Students to acquire age appropriate literacy skills to make the required two levels of progress at the end of KS3	<p>All students involved in interventions develop their literacy skills and benefit substantially through small group sessions with a high quality HLTA providing support. These benefits can be seen across the students' curriculum.</p> <p>Overall outcome impacted by COVID-19.</p>
Literacy Support Groups (Through Y7 Catch Up Interventions)	See staffing costs	Focus KS3 students (max group size 7) – selected through consultation between LST, MFL dept, Pastoral team and English dept	c	Students to acquire age appropriate literacy and numeracy skills to prepare them for KS4 English and Maths	<p>All students involved in interventions develop their literacy skills and benefit substantially through small group sessions with a high quality TA providing support. These benefits can be seen across the students' curriculum.</p> <p>Overall outcome impacted by COVID-19.</p>

Student Support Mentors (SSM)	See staffing costs	All students	a/b/d	Attendance of students to match or exceed peers, develop self-confidence and feel safe at school	<p>All students felt safe and included within school. All students know where they need to turn to for emotional and social help. The work done by the SSMs is invaluable to the security, ethos and environment of the school; especially with regards to disadvantaged students.</p> <p>SSMs have been invaluable as a support network and contact for vulnerable and disadvantaged families during the COVID-19 pandemic. These procedures will be invaluable if further school closures are to be ordered.</p>
MathsWatch (MW)	£450	All students	c	Students to develop confidence in well applied, age appropriate numeracy skills that matches or exceeds their peers	<p>Students have developed confidence in numeracy skills, and it allows all students to act independently and take control over their own learning. 2020/21 plan is for more in-depth analysis of impact.</p> <p>The online element of MathsWatch has been extremely beneficial during the COVID-19 pandemic and school closure.</p>
Equipment (incl. uniform and transport)	£3,328	All students	a/b/e	<p>All students to not be unable to access the school curriculum because of a disadvantage in equipment.</p> <p>Attendance to improve as a result removing a potential excuse.</p>	<p>No disadvantaged student was unable to access his or her curriculum because of equipment issues.</p> <p>Attendance impacted due to COVID-19 and school closure.</p> <p>At the end of the Summer Term, select PP students benefitted from the Government's laptop scheme. This is something we aim to build on in the academic year 2020/21.</p>
1:1 and Small Group Interventions	£6,000	Targeted individuals across all years, based on progress of '-1'	a/b/c/d/e	<p>Rapid progress in specific subject to meet or exceed their target ('-1' to '0', '1', or '2')</p> <p>Students to meet their KS4 targets at exam</p>	<p>All sessions were of outstanding quality, and delivered by experts in their field. Most students who received support, achieved their potential at examinations.</p> <p>PP students continue to improve progress at GCSE.</p> <p>Included in this are the small group revision sessions that were treated the same, and have shown as much significant impact.</p> <p>Overall outcome impacted by COVID-19.</p>

Educational Visits and Enrichment Opportunities	£2,175	All students – individualised approach	a/b/d/e	<p>No student to be disadvantaged by not being able to attend an educational visit/enrichment opportunity</p> <p>Improved sense of cultural capital and feeling of belonging</p> <p>Raised self-esteem and/or motivation when used as a reward</p>	<p>No disadvantaged student missed out on any education visit due to a lack of funding.</p> <p>Relieves financial pressure on the families of disadvantaged students, resulting in better school-parent relationships and care in the community.</p> <p>Spending is significantly less than planned due to the COVID-19 pandemic.</p>
Music Lessons	£610	All students	b/d	<p>All students to have the opportunity to engage in extra-curricular opportunities in music.</p> <p>Talented students to progress through high-level music examinations.</p> <p>Impact on academic progress in students in receipt of music lessons.</p>	<p>Several students had instrument lessons fully or partially paid for, either for GCSE or for enrichment reasons.</p> <p>Several students were put through music examinations and performing arts examinations, as well as recording studio sessions.</p> <p>Spending is significantly less than planned due to the COVID-19 pandemic.</p>
Summer Challenge (Y6 Transition)	£2,500	Selected Y6 PP students joining next academic year	a/b/c/d/e	<p>Build confidence, and alleviate any fears about starting Dene Magna in the September. Nurture ties with current students and staff. Boost literacy and numeracy and enhance cultural capital and a sense of belonging.</p> <p>School targeted attendance figures for September</p>	<p>After the onset of the COVID-19 pandemic, and the subsequent school closures, the Summer School was adapted to also include invitation to current KS3 PP students. As a result, the Summer School was completely overhauled, re-branded and re-planned in a new format.</p> <p>The intent was the same, with the addition of providing a 'soft opening' of school to disadvantaged students prior to the new academic year. The Summer School was a success and the new format will continue as a template for future schemes.</p>
Staffing – PP Champion Lead, PP Co-ordinator, LSTs, HLTA/TAs, staff costs	<p>£133,855</p> <p>£34,332</p>	All students	a/b/c/d/e	<p>Whole school closing of the attainment gap.</p> <p>To increase the capacity for supporting all students, diminishing the difference, and turning disadvantage into advantage</p>	<p>Every day, staff at Dene Magna strive to advantage the disadvantaged students with a view to diminishing the difference. Evidence from learning walks, lesson observations, governor visits and from assessment data show that outstanding teaching in the classroom is focused towards this aim. There is also evidence of provision outside of the classroom that supports this strategic goal further.</p>

					<p>The staff went above and beyond in their academic and pastoral provision during the COVID-19 pandemic, and the feared growing gap at Dene Magna is substantially less than the national average.</p> <p>Due to the relentless interventions, calls home, tracking and reporting that was undertaken by all staff, teaching and support, our PP students were engaged, included and supported. Attendance data supports this outcome. These procedures will be invaluable if further school closures are to be ordered.</p> <p>In planning for the future, the PPG and COVID Catch-Up funding will look at innovative ways to maintain the success in diminishing the difference found at Dene Magna.</p>
Total	£198,000				

DENE MAGNA

Leading : Learning : Training : Technology



Impact assessment

- Progress (P8) of PP students at Dene Magna has improved further, and is exceeding expected progress.
- The difference between PP and non-PP students for progress has significantly diminished.
- The difference between PP and non-PP students for 4+ Basics has diminished.
- The teaching at Dene Magna and the provision in the classroom is outstanding.
- All PP students are known, championed and supported with regards to their own individual needs.
- Communication with parents and carers is excellent, and is continuing to improve.
- The staff went above and beyond in their academic and pastoral provision during the COVID-19 pandemic, and the feared growing gap at Dene Magna is substantially less than the national average.
- COVID-19 has had a negative impact on disadvantaged students in several areas and year groups.
- The difference between PP students and non-PP students still exists.
- The difference between PP and non-PP students for 5+ Basics has unfortunately grown.
- Attendance of PP students is still below the school target, and below non-PP figures.
- The difference hasn't been fully diminished.

Next steps

- Combat any impact school closures due to COVID-19 has had on the progress and attainment of PP students.
- Combat any impact school closures due to COVID-19 has had on the emotional wellbeing and mental health PP students and their families.
- Look for innovative ways to use the PPG and COVID Catch-Up funding.
- Continue to provide individualised support for all disadvantaged students.
- Aim to further diminish the difference.
- Embed current established strategies to maximise effectiveness.
- Use action research to further validate strategies employed.
- Raise attendance.
- Early intervention for the most in need.
- Developing an advisory relationship with the Forest of Dean Trust's Primary School.
- Further support parents and carers.
- Consider training and CPD for staff.

Three-Year Trends:

* 'Difference' is between 'PP' and 'Others'

** COVID-19 Year (centre assessed grades)

2019/20 Results**	PP	Others	All	'Difference'
Number of students	37	130	167	-
Percentage of cohort	22%	78%	-	-
% Achieving Basics (4+ Eng and Maths)	57%	77%	72%	20%
% Achieving Basics (5+ Eng and Maths)	35%	58%	54%	23%
Progress 8	0.60	0.61	0.61	0.01

2018/19 Results	PP	Others	All	'Difference'
Number of students	32	131	163	-
Percentage of cohort	20%	80%	-	-
% Achieving Basics (4+ Eng and Maths)	50%	79%	72%	27%
% Achieving Basics (5+ Eng and Maths)	31%	47%	44%	15%
Progress 8	-0.08	0.27	0.20	0.35

2017/18 Results	PP	Others	All	'Difference'
Number of students	28	106	134	-
Percentage of cohort	21%	79%	-	-
% Achieving Basics (4+ Eng and Maths)	54%	77%	72%	23%
% Achieving Basics (5+ Eng and Maths)	21%	53%	48%	32%
Progress 8	-0.23	0.36	0.23	0.59

*COVID-19 Year (centre assessed grades)

