

## Pupil Premium Strategy Statement (2021-22)

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	Dorothy Stringer School,
Number of pupils in school	1671
Proportion (%) of Pupil Premium eligible pupils	21.4% (358 students)
Academic year/years that our current Pupil Premium strategy plan covers (3-year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Matt Hillier Headteacher
Pupil Premium lead	Loretta Lloyd Assistant Headteacher
Governor / Trustee lead	Les Gunbie Governor

### Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£ 309,395.00
Recovery Premium funding allocation this academic year	£ 51,330.00
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£ 0.00
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£ 360,725.00</b>

# Part A: Pupil Premium strategy plan

## Statement of intent

Our aim is to provide high quality, effective and responsive teaching for all disadvantaged students, to raise their attainment levels and to inspire a positive attitude to learning and life. This is achieved through a variety of teaching and learning strategies designed to engage disadvantaged students, including collaborative work, active learning and inclusive class discussions. Classroom teachers know their disadvantaged students and consciously engage them in all lessons. We make sure that the level of challenge is appropriate for individual disadvantaged students, allowing them to access learning and ensure progress. The Stringer Learning Culture is fundamental to ensuring a positive learning environment for our disadvantaged students; this is a school wide system which establishes high standards of behaviour. Home learning assignments are carefully set to embed, engage, enrich and extend student knowledge.

Classroom teachers are vigilant in regard to disadvantaged student progress within their classroom. Teachers target educationally disadvantaged students for ongoing assessment and feedback, so we quickly realise if a student is not making the progress we would expect. Teachers regularly review progress data for their classes. If we notice that one of our disadvantaged students is struggling in the classroom, the learning experience for that student will be assessed and changes made; this could be as simple as a change in the seating plan, or a more complex intervention involving an individual action plan. Classroom teachers identify which parents they would particularly like to meet during parent evenings; the parents or carers of identified disadvantaged students are personally contacted, giving them access to priority appointments. Heads of Department track disadvantaged student progress by monitoring movement within year group percentiles for their subject and intervene if progress rates cause concern. Head of Department intervention is likely to include working alongside the classroom teacher and the student to set individual learning targets. If a disadvantaged student is not making good progress, they will often be invited to attend a department support club, which are run at various times by subject specialists. Designated members of our Senior Leadership Team have oversight of our disadvantaged student rates of progress, absence and attitude to learning to make sure that no student goes unnoticed and that appropriate intervention is in place, giving our disadvantaged students every opportunity to thrive.

Covid-19 guidelines permitting, our Special Educational Needs Coordinator (SENCo), Inclusion Coordinator (InCo) and some of our pastoral staff visit every primary school that sends us students with identified additional needs. During these meetings we develop a clear picture of the care, support and provision that has been provided to our disadvantaged or vulnerable students. This information is shared with colleagues via our provision maps, so teachers and support staff are immediately effective in their support of newly enrolled disadvantaged Year 7 students. In the first half-term of Year 7, we also undertake a thorough screening assessment in both reading and writing to identify any cognition and learning needs that disadvantaged students might have. This information allows us to target specific learning interventions. We regularly ask staff for observational or assessment feedback, to help us meet the needs of our disadvantaged students. We inform parents and carers of the support their child receives via an outward facing provision map. The support of outside agencies is used as appropriate. Information about some disadvantaged students is shared with staff during briefings, so that all staff have an awareness of our most vulnerable students and know how to support them, even if they don't teach the student.

Disadvantaged students come from a range of backgrounds and respond to life at school in different ways. The teaching and support staff at Dorothy Stringer School are very aware of our

disadvantaged students; if a student starts to demonstrate unusual or unacceptable behaviour, they would very quickly have a conversation with that student and make contact with a relevant colleague. The first port of call for a disadvantaged student would be their form-tutor, frequently a conversation with a member of staff along with a timely phone call home can help discover the reasons for their behaviour. The form-tutor will closely monitor the student for a period of time to make sure that the problem is resolved. If the problem is more complex and a student does not settle, a Head of Year or Pastoral Manager will be asked to assist. Heads of Year are given more time in their day-to-day working lives to support our disadvantaged students and Pastoral Managers do not have a teaching timetable, so are able to engage in in-depth structured conversations with students. Heads of Year and Pastoral Managers also have time to meet with parents or carers during school hours. Where appropriate, Heads of Year and Pastoral Managers will involve members of the Senior Leadership Team and refer students for targeted/bespoke interventions. The support of outside agencies is used as appropriate.

Disadvantaged students are actively encouraged to participate in the many extra-curricular activities and trips that we offer. Disadvantaged students are also encouraged to take student leadership positions within the school and are frequently involved in student voice activities to ensure their opinions and experience are heard.

It is our aim that all disadvantaged students thrive at Dorothy Stringer School.

### **Key Principles**

- **Ensuring high quality teaching for all**
- **Providing targeted academic support where required**
- **Promoting good attendance**
- **Promoting positive learning behaviours**
- **Encouraging positive engagement with school life**

## **Challenges**

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<b>Lower than expected starting points in literacy and numeracy</b> , negatively impacting progress across the curriculum.
2	<b>Social, emotional and mental health issues</b> resulting in absence, negatively impacting progress across the curriculum.
3	<b>Low levels of self-regulation (behaviour)</b> resulting high rates of suspension and exclusion, leading to disruption in face-to-face learning, negatively impacting progress across the curriculum.
4	<b>Low levels of self-regulation (motivation)</b> resulting in lack of engagement in the classroom and with home learning, negatively impacting progress across the curriculum.
5	<b>Low levels of engagement with wider school life</b> , often associated with low motivation and aspiration, negatively impacting progress across the curriculum.
6	<b>Disruption in face-to-face learning caused by Covid-19 lockdowns</b> , negatively impacting progress across the curriculum.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve rates of progress in disadvantaged students.	<p>At the end of KS4:</p> <ul style="list-style-type: none"> <li>• <b>High Prior Attaining disadvantaged students</b> to achieve a <b>positive P8 score</b>.</li> <li>• <b>Middle and Low Prior Attaining disadvantaged students</b> to achieve a <b>neutral P8 score</b>.</li> <li>• The <b>P8 gap</b> between disadvantaged and non-disadvantaged students within Dorothy Stringer School to <b>smaller than the 2019 national P8 gap of -0.58 but working towards a school target of -0.2</b>.</li> </ul>
Improve rates of disadvantaged student progress in Maths & English.	<p>At the end of KS4:</p> <ul style="list-style-type: none"> <li>• <b>High Prior Attaining disadvantaged students</b> to achieve a <b>positive P8 score</b>.</li> <li>• <b>Middle and Low Prior Attaining disadvantaged students</b> to achieve a <b>neutral P8 score</b>.</li> <li>• The <b>P8 gap</b> between disadvantaged and non-disadvantaged students within Dorothy Stringer School to <b>smaller than the 2019 national P8 gap of -0.58, but working towards a school target of -0.2</b>.</li> </ul> <p>Throughout KS3</p> <ul style="list-style-type: none"> <li>• <b>The number of disadvantaged students making the lowest rates of progress (in the lowest 15%) to be proportional or less than proportional</b> to the number of disadvantaged students in Dorothy Stringer School (<b>approximately 20%</b>).</li> </ul>
Improve the literacy rates in disadvantaged students.	<p>At the end of KS3, all disadvantaged students <b>standardised reading score to be at or above 85</b> with the <b>median close to 100</b> (average for their age).</p>
Reduce persistent absence in the disadvantaged student cohort.	<p>The number of <b>persistently absent disadvantaged students within each year group should work towards the pre-pandemic, 2019 national averages</b> for each year group:</p> <ul style="list-style-type: none"> <li>• Year 7: 9.8%</li> <li>• Year 8: 12.8%</li> <li>• Year 9: 15.0%</li> <li>• Year 10: 16.3%</li> <li>• Year 11: 16.2%</li> </ul>
Reduce the number of permanent exclusions and suspensions awarded to disadvantaged students.	<p><b>The number of suspensions awarded to disadvantaged students should be proportional</b> to the number of disadvantaged students in Dorothy Stringer School (<b>approximately 20%</b>).</p> <p><b>The rate of permanent exclusions for disadvantaged students should not exceed the 2019 pre-pandemic national average</b> for all students in secondary school of 0.2%. (i.e. 1 student per year)</p>

Improve the learning behaviours of disadvantaged students in the classroom.	<b>Close the median Learning Behaviours Gap between disadvantaged students and non-disadvantaged students.</b>  <b>Observe an improving median in disadvantaged student learning behaviours scores</b> for Respect, Responsibility, Engagement and Determination.
Improve disadvantaged student enrolment in extra-curricular activities provided by the school.	<b>The enrolment of disadvantaged students in extra-curricular clubs should be proportional</b> to the number of disadvantaged students in Dorothy Stringer School ( <b>approximately 20%</b> ).  <b>The participation of disadvantaged students in school trips should be proportional</b> to the number of disadvantaged students in Dorothy Stringer School ( <b>approximately 20%</b> ).
Increase the number of disadvantaged students in student leadership positions within the school.	<b>Disadvantaged students in student leadership positions should be proportional</b> to the number of disadvantaged students in Dorothy Stringer School ( <b>approximately 20%</b> ).
Increase the number of disadvantaged students who leave Dorothy Stringer School and remain in Education, Employment or Training.	<b>The number of disadvantaged students remaining in Education, Employment or Training should remain above</b> 2019 pre-pandemic rates for disadvantaged students nationally ( <b>88.4%</b> ) and locally ( <b>90.5% - B&amp;H</b> ).  <b>The number of disadvantaged students remaining in Education, Employment or Training should move toward the 2019 national rate of 96.2%</b> for all students in England.

## 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.

### SECTION A: Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £158,053**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Continued Professional Development</u></b></p> <ul style="list-style-type: none"> <li>Assistant Headteachers with responsibilities for Disadvantaged Students and Teaching &amp; Learning participating in research project 'From Mitigation to Success' lead by Marc Rowland and supported by the Education Endowment Fund.</li> <li>20 members of staff actively involved in research based CPD to improve outcomes for disadvantaged students.</li> <li>Curriculum Learning Walks during which approximately 50% of students invited to give feedback about their learning experience in the classroom are disadvantaged. This information is fed</li> </ul>	EEF - What are the Characteristics of Effective Teacher Professional Development? A Systematic Review & Meta-analysis (Oct 2021)	<b>1, 3, 4</b>

<p>back to departments and can inform classroom practice and research-based CPD.</p> <ul style="list-style-type: none"> <li>• Emotion Coaching training for all staff to help students control their impulses, delay gratification, self-soothe and pay attention, so they can fully participate in the learning offered.</li> </ul>	<p>Social &amp; Emotional Learning - EEF assessed impact: +5 months</p>	
<p><b><u>Smaller Class Sizes</u></b></p> <ul style="list-style-type: none"> <li>• Continued additional staffing in English &amp; Maths to permit smaller/nurture classes in Maths and English, particularly for LPA &amp; lower-MPA disadvantaged students.</li> </ul>	<p>Reducing class sizes - EEF assessed impact: +2 months (English) +1 month (Maths)</p> <p>Mastery Learning – EEF assessed impact: +6 months (Maths)</p>	<p><b>1, 6</b></p>
<p><b><u>Literacy Support Programme</u></b></p> <ul style="list-style-type: none"> <li>• All KS3 students to undertake a literacy assessment at the start of each academic year, to enable targeted intervention. Identified students to receive targeted literacy support (see Section B below.)</li> <li>• Form Time Book club to promote reading for pleasure.</li> <li>• 'Big Summer Read'. Paperback books to be provided to all disadvantaged students</li> </ul>	<p>Reading comprehension strategies – EEF assessed impact: +6 months</p>	<p><b>1, 4, 6</b></p>
<p><b><u>Improving access to home learning</u></b></p> <ul style="list-style-type: none"> <li>• Disadvantaged students in KS4 prioritised for the loan of a school laptop to improve access to remote learning platforms such as Seneca, Educake, National Oak Academy &amp; BBC Bitesize.</li> <li>• KS3 disadvantaged students loaned laptops depending on need and availability.</li> </ul>	<p>Digital Technologies - EEF assessed impact: +4 months</p> <p>Homework – EEF assessed impact - secondary +5 months)</p>	<p><b>1, 4, 6</b></p>
<p><b><u>Ensuring students are ready to engage</u></b></p> <ul style="list-style-type: none"> <li>• Fully stocked pencil cases (and calculators) to be provided to form-tutors to loan to disadvantaged students who may have come to school without the equipment required to fully engage with class activities.</li> </ul>		<p><b>4</b></p>

**SECTION B: Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Budgeted cost: £ 24,356**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Targeted Literacy Support</u></b></p> <ul style="list-style-type: none"> <li>Under the guidance of a specialist literacy teacher, literacy tutors will work with small groups of identified students. This involves both inference reading and reciprocal reading interventions. Students involved take pre and post assessments to reveal progress and to inform next steps. Post intervention assessments are reviewed by the tutor with the oversight of our specialist literacy teacher.</li> </ul>	<p>Reading comprehension strategies – EEF assessed impact: +6 months</p> <p>Phonics – EEF assessed impact: +5 months</p> <p>Brooks. G (2016) 'What works for children and young people with literacy difficulties'</p>	<p>1, 6</p>
<p><b><u>Rolling Y10 &amp; Y11 Study Skills Workshops</u></b></p> <ul style="list-style-type: none"> <li>High Prior Attaining disadvantaged students targeted to participate in a two-year programme of study skills workshops. These sessions explicitly teach students how to revise and stay motivated at home.</li> </ul>	<p>Homework / Metacognition - EEF assessed impact: +5 / +7 months</p>	<p>4, 6</p>
<p><b><u>Y9 Brilliant Club Scholars Programme</u></b></p> <ul style="list-style-type: none"> <li>High Prior Attaining Y9 disadvantaged students targeted for this super-curricular academic programme which teaches resilience and independence while stretching student knowledge. (These students will go on to participate in the Y10 then Y11 study skills programme.)</li> <li>Campus trips to participating universities included.</li> </ul>	<p>Brilliant Club Annual Impact Report 2019/20</p>	<p>4, 5</p>
<p><b><u>Facilitating access to tutoring sessions</u></b></p> <ul style="list-style-type: none"> <li>Support disadvantaged students with transport costs to encourage attendance to after school school-led tutoring.</li> <li>Provide students with refreshments to encourage attendance to after school-led tutoring</li> </ul>	<p>Extending the school day - EEF assessed impact: +2 months</p> <p>Small Group Tuition - EEF assessed impact: +4 months</p>	<p>4, 6</p>

## SECTION C: Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 182,474

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Promoting positive behaviours</u></b></p> <ul style="list-style-type: none"> <li>Review and continue to promote the Stringer Learning Culture: a whole school focus on promoting positive behaviour for learning, reducing distractions for/by disadvantaged students.</li> <li>Emotion Coaching training for all staff.</li> <li>Introduce digital badges to reward positive engagement with school.</li> <li>Continue to develop individually tailored timetables for a few high profile disadvantaged students, so they can be successfully reintegrated into the classroom and exclusion/suspension rates among disadvantaged students reduced further.</li> <li>Inclusion Coordinator to work closely with key disadvantaged students, families and staff.</li> </ul>	<p>Behaviour Interventions - EEF assessed impact: +3 months</p>	<p>2, 3, 4, 5</p>
<p><b><u>Promoting good attendance</u></b></p> <ul style="list-style-type: none"> <li>Additional staffing in attendance team to increase capacity. Strong focus on engaging parents on a regular basis.</li> <li>New pastoral managers for each year group. These members of staff (without a teaching timetable) are able to support disadvantaged students with attendance, behaviour and well-being issues.</li> <li>Attendance wave referral system, whereby as absence increases, students are supported by more senior members of staff.</li> </ul>	<p>DfE Guidance - Improving school attendance: support for schools and local authorities. (27 Sep 2021)</p>	<p>2, 3</p>
<p><b><u>Promoting disadvantaged student well-being</u></b></p> <ul style="list-style-type: none"> <li>Increase the counselling provision within the school.</li> </ul>	<p>Social &amp; Emotional Learning - EEF assessed impact: +5 months</p>	<p>2</p>
<p><b><u>Engaging students with school life</u></b></p> <ul style="list-style-type: none"> <li>Heads of Department can make executive prefect appointments for disadvantaged students who show leadership potential but lack the confidence to apply.</li> <li>All Year 7 students entitled to free school meals will be offered a free week-long residential trip to Dolawen, our field study and adventure centre in Snowdonia National Park, with their form group. This initiative is sponsored by The Big Yellow Storage Company, who will match the funds that our school uses to support these trips. This is a focused opportunity for form tutors to develop enduring positive and cooperative relationships. Positive relationships are developed between peers from different social backgrounds.</li> <li>Offer disadvantaged students in Y8 subsidised and priority booking for trips to Dolawen delayed because of the pandemic.</li> </ul>	<p>Outdoor Adventure Learning - EEF assessed impact: +4 months</p>	<p>5, 6</p>

<ul style="list-style-type: none"> <li>Form tutors and assemblies to actively encourage disadvantaged students to join at least one extra-curricular club, increasing engagement with school life and widening their circle of friends. Continue to run a Clubs Fair at the start of the year for Y7 &amp; Y8 students, to encourage disadvantaged students to engage with school life. Support students with transport/kits costs as required.</li> <li>Subsidise disadvantaged student access to cultural or enriching school trips, delayed because of the pandemic.</li> <li>Offer Y10 students the chance to participate in the Bronze Duke of Edinburgh Award, usually offered to students in Y9, delayed because of the pandemic. Subsidise disadvantaged student costs.</li> </ul>	Sports & Arts Participation - EEF assessed impact: +2 months	
<p><b><u>Engaging disadvantaged student parents</u></b></p> <ul style="list-style-type: none"> <li>The parents of identified disadvantaged students personally invited to attend parent evenings. An appointment is scheduled before slots are opened up for general booking.</li> <li>Elevate Study Skills Sessions for parents</li> </ul>	Parental Engagement - EEF assessed impact: +3 months	<b>4</b>
<p><b><u>Supporting disadvantaged students in crisis</u></b></p> <ul style="list-style-type: none"> <li>Maintain a designated contact for LAC and Post-LAC support to provide personalised support for this group of disadvantaged students. This member of staff does not have a teaching timetable so is able to attend CP and PEP meetings.</li> <li>Following the pandemic, provide opportunities for our LAC and post-LAC students to re-connect and develop positive relationships with our pastoral team during a residential trip to Jamie's Farm.</li> <li>Ring-fenced support fund for PP+ students in need (typically used for 1:1 tuition at KS4)</li> </ul>	Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement Eric Jensen (2013)  Outdoor Adventure Learning - EEF assessed impact: +4 months  One-to-One Tuition - EEF assessed impact: +5 months	<b>1, 2, 3, 4, 5</b>
<p><b><u>Removing hunger from the equation</u></b></p> <ul style="list-style-type: none"> <li>Provide free breakfasts for any disadvantaged student in need, as identified by Heads of Year.</li> <li>Free breakfasts for Y11 disadvantaged students during GCSE exam period.</li> <li>Organise direct bank transfers for £23 per fortnight into parent/carer bank accounts to ensure that students entitled to free school meal have access to regular meals if isolating with COVID-19.</li> </ul>	Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement Eric Jensen (2013)	<b>3, 4</b>
<p><b><u>Promoting future pathways</u></b></p> <ul style="list-style-type: none"> <li>Increased provision for 1:1 careers appointments with independent careers advisor so that all disadvantaged students are offered at least one careers guidance appointment. Vulnerable disadvantaged students will be invited for more than one appointment between Years 9 and Y11.</li> </ul>	“Personal guidance is the highest-performing Gatsby Benchmark.”  GATSBY: Personal Guidance in Careers – Summary of Research (Mar 2021)	<b>4, 5</b>

**Total budgeted cost: £ 364,883**

## 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.

#### Progress: KS4 (Years 10-11)

\* The overwhelming impact of a lockdown in Year 10 followed by another lockdown just one term later in Year 11 had a significant impact on our disadvantaged students in the Y11 cohort of 2021. Both lockdowns impacted student attendance and progress; however, the second lockdown also negatively affected the recovery strategies in place to support these students. These very disappointing results reveal the positive impact that Dorothy Stringer School usually has on disadvantaged students when they attend school and experience high quality face to face teaching, targeted academic support and extensive pastoral care.

#### All students

4Matrix: calculated using 2019 data	Current Y11 (end of Y10 score)	Previous Y11 2021*	Previous Y11 2020
Disadvantaged Student P8	-0.17	-0.71	0
Gap between dis. and non-dis. P8	-0.43	-1.19	-0.78
LPA dis. student P8	-0.44	-1.19	+0.94
MPA dis. student P8	+0.44	-0.91	-0.10
HPA dis. student P8	-0.02	-0.52	+0.14

#### Students with at least 90% attendance

4Matrix: calculated using 2019 data	Current Y11 (end of Y10 score)	Previous Y11 2021*	Previous Y11 2020
Disadvantaged Student P8	+0.29	-0.49	+0.51
Gap between dis. and non-dis. P8	-0.11	-0.97	-0.27

**This data reveals that when students attend school, we are able to facilitate excellent progress in our disadvantage student cohort.**

#### Attendance/Absence: KS4 (Years 10-11)

	Current Y11 (end of Y10)	Previous Y11 2021*	Previous Y11 2020
Median attendance gap between disadvantaged and non-disadvantaged.	-2.6%	-5.6%	-2.1%
Disadvantaged students who were persistently absent	32.3%	37.7%	26.3%

**Reducing persistent absence in disadvantaged students remains a significant area of focus.**

### **Learning Behaviours: KS4 (Years 10-11)**

Learning Behaviours scored out of 4, with 1 being excellent and 4 being poor. The school assesses an excellent/good ATL score to be between 1.0 and 1.8.

	Current Y11 (end of Y10 score)	Previous Y11 2021*	Previous Y11 2020
Disadvantaged student median ATL score	1.53	1.78	1.65
ATL gap between dis. and non-dis.	-0.2	-0.43	-0.21

**This data reveals that when in the classroom, our disadvantaged students typically demonstrate positive learning behaviours, similar to those demonstrated by our non-disadvantaged students. It also reveals the positive impact of our teachers engaging students as they returned to the classroom following the Covid-19 lockdowns.**

### **Progress: KS3 (Years 7-9)**

Note 2: Our target is to have no more than a representative 20% of disadvantaged students being in the group of students with the lowest rates of progress. These students are identified for teacher encouragement/support in the classroom.

	Current Y8 (end Y7 results)	Current Y9 (end Y8 results)	Current Y10 (end Y9 results)
Percentage of dis. students targeted for teacher support in the classroom	22%	19.6%	35%

**This data reveals that, typically, disadvantaged students are making similar levels of progress to non-disadvantaged students at KS3. Apart from in the current Y10 cohort, disadvantaged students are proportionally represented in the group of students identified for higher levels of in-class teachers support/encouragement.**

### **Attendance/Absence: KS3 (Years 7-9)**

	Current Y8 (end Y7 results)	Current Y9 (end Y8 results)	Current Y10 (end Y9 results)
Median attendance gap between disadvantaged and non-disadvantaged.	-1.7	-6	-3.5
Disadvantaged students who were persistently absent.	26.8%	43.2	37.1

**Improving disadvantaged student attendance remains a significant area of focus.**

### **Learning Behaviours: KS3 (Years 7-9)**

Learning Behaviours scored out of 4, with 1 being excellent and 4 being poor. The school assesses an excellent/good ATL score to be between 1.0 and 1.8.

	Current Y8 (end Y7 results)	Current Y9 (end Y8 results)	Current Y10 (end Y9 results)
Disadvantaged student median ALT score	1.41	1.62	1.56
ATL gap between dis. and non-dis.	-0.21	-0.37	-0.29

This data reveals that when in the classroom, our disadvantaged students typically demonstrate positive learning behaviours, similar to those demonstrated by our non-disadvantaged students. It also reveals the positive impact of our teachers engaging students as they returned to the classroom following the Covid-19 lockdowns.

### Suspensions and Exclusions

% of permanent exclusions awarded to disadvantaged students	0%
% of fixed term suspension sessions awarded to disadvantaged students	54%
% of disadvantaged students awarded fixed term suspension	5%
% of suspensions awarded to disadvantaged students	50%
% of disadvantaged students awarded suspensions	14%

Although 54% of our fixed term suspensions are given to disadvantaged students, only 5% of disadvantaged students are being awarded fixed term suspensions. Our InCo continues to work with these disadvantaged students with multiple barriers to school and learning. 95% of our disadvantaged students did not received a fixed term suspension.

Although 50% of our internal suspensions are given to disadvantaged students, only 14% of disadvantaged students are being awarded internal suspensions. Our Pastoral Team continue to work with these disadvantaged students with multiple barriers to learning. 86% of our disadvantaged students were not given internal suspensions.

### Participation in Extra-Curricular Activities

Unable to evaluate due to impact of Covid-19 guidelines on school clubs and trips in 2020-21.

### Student Leadership Positions

	2019-20	2020-21	2021-22
Prefects	13%	11%	12%
Peer Mentors	8%	NA (C-19)	6%
JLT	0%	5.3%	12%
Sports Captains	0%	12.5	4%

The number of disadvantaged student prefects and peer mentors has remained similar over the last few years, in spite of Covid-19. However, there has been a noticeable increase in disadvantaged student participation in the Junior Leadership Team (JLT). We will continue in our efforts to encourage students to apply for student leadership positions, with a target of about 20% participation, so this group is proportionally represented.

### **Students remaining in sustained education, employment or apprenticeship**

Year of Leaving (data released 2 years in arrears)	Number of Disadvantaged Students	% Disadvantaged (Dorothy Stringer)	% Disadvantaged (National)	% Non-Disad. (National)
2020	66	92	90	97
2019	42	86	89	96
2018	54	96	88	96
2017	51	88	88	96
2016	60	90	88	96
2015	64	91	88	96

Typically, more disadvantaged students from Dorothy Stringer School stay in sustained education, employment or training than disadvantaged students nationally. However, we aim to close the gap between disadvantaged and the national figure for non-disadvantaged.

### **Externally provided programmes**

Programme	Provider
None: Covid-19 guidelines restricted access to our students coming into contact with external providers.	

### **Service Pupil Premium funding (optional)**

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

## Further information (optional)

<b>Additional Activities</b> to support disadvantaged students not paid for by the Pupil or Recovery Premiums.	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><b><u>Small Group Catch-Up Sessions</u></b></p> <ul style="list-style-type: none"> <li>Department run catch-up and support sessions to be run after school. <b>Please refer to the Covid-19 Catch-Up Premium Report 2021-22.</b></li> </ul>	Small Group Tuition - EEF assessed impact: +4 months	<b>6</b>
<p><b><u>1:1 Tutoring Sessions at Home</u></b></p> <ul style="list-style-type: none"> <li>Private tutors to deliver 1:1 tutoring to key disadvantaged students who have not returned to school for specific reasons following during the pandemic. <b>Please refer to the Covid-19 Catch-Up Premium Report 2021-22.</b></li> </ul>	One-to-One Tuition - EEF assessed impact: +5 months	<b>2</b>
<p><b><u>Revision Clubs</u></b></p> <ul style="list-style-type: none"> <li>Disadvantaged students prioritised for revision/booster classes with subject specialist teachers. <b>Embedded teaching practice.</b></li> </ul>	Extending the school day - EEF assessed impact: +2 months	<b>4</b>
<p><b><u>Summer School</u></b></p> <ul style="list-style-type: none"> <li>To aid transition from primary to secondary school. Activities included numeracy, literacy, sport, drama, art, and nature. <b>Please refer to the Dorothy Stringer Summer School Impact Report 2021.</b></li> </ul>	Summer Schools - EEF assessed impact: +3 months	<b>1, 5</b>
<p><b><u>Support disadvantaged student parents with the cost of school uniform</u></b></p> <ul style="list-style-type: none"> <li>Where necessary, we continue to support disadvantaged students with uniform in order to help them feel part of the school community: depending on the need, students are given/loaned items of uniform. <b>Paid from the Diamond Fund (money raised by the school to support families who struggle financially).</b></li> </ul>	School uniform - EEF assessed impact: unclear	<b>5</b>