

Pupil premium strategy statement

School overview

Metric	Data
School name	Dame Alice Owens
Pupils in school	1450
Proportion of disadvantaged pupils	2% as a proportion of the whole school, 9% as a proportion of Yr7-11
Pupil premium allocation academic year 2018-19	£95,719
Academic year or years covered by statement	2018/19-2019/20
Publish date	Nov 2019
Review date	Oct 2020
Statement authorised by	
Pupil premium lead	David Mitchell
Governor lead	Peter Martin

Disadvantaged pupil performance overview for last academic year

Progress 8	0.00 (national like for like -0.45)
Ebacc entry	4.57 (national disadvantaged 4.42)
Ebacc progress	0.41 (national like for like -0.50)
Attainment 8	50.80 (national non disadvantaged 50.15)
Percentage of Grade 5+ in English and maths	40% (4/10 students) (nationally 50%)
Attendance 2018-19	92.7 (96.3 all students at DAOS)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	0.2	August 2020 results
Attainment 8	53	August 2020 results
Percentage of Grade 5+ in English and maths	50%	August 2020 results
Other – attendance	95%	July 2020
Ebacc entry	85%	February 2020 entries September 2022 results

Teaching priorities for current academic year

Teaching and learning is a real strength of the school and an area in which the school has invested heavily, and will continue to do so; as a consequence there is a strong and stable teaching staff. Low staff turnover gives further continuity for all students which is particularly helpful for disadvantaged students who are able to build trusting relationships with their teachers. With very rare exceptions; all subjects are taught by very well qualified subject specialists, this is particularly evident in what are seen as shortage subjects ie Maths and Science amongst others

An excellent team (4 teachers) of SLEs organise excellent CPD provision and support other staff with raising their teaching skills – see below.

Measure	Activity
<p>Priority 1</p> <p>Great teaching has a disproportionately positive effect on disadvantaged students.</p>	<p>Lead by DHT Teaching and learning, SLEs build and review the CPD program to increase staff engagement with CPD and allow greater staff control over CPD opportunities</p> <p>Continual evolution and improvement of CPD programme to ensure opportunities are relevant and meaningful to individuals, departments and school improvement plan.</p> <p>Opportunities link to performance management targets and DIP/SIP ensures all are engaged with school and personal priorities.</p>
	<p>Pupil Premium first strategies employed to ensure that PP students get excellent teacher support in their learning</p> <p>Learning to Learn (L2L) strategies reinforced/ taught through Y7 and 10 L2L programme (EEF state metacognition and self-regulation strategies = +7 months progress). Students achieve more easily and motivation to learn is increased</p> <p>SLT to continue to work on recruitment and retention of quality teaching and support staff through relevant allowances and opportunities for career advancement eg SLT, pastoral secondment programmes opportunities to work with the University of Hertfordshire or Herts for Learning</p>
Barriers to learning these priorities address	Poor student confidence in teacher if there is staff turnover, lack of continuity in teaching staff, poor lesson quality, poor classroom management
Projected spending	£48,753

Targeted academic support for current academic year

Measure	Activity
Priority 1	High quality, regular academic monitoring (through teacher mentors) for KS4 students. Identification of students through indicative P8 scores at the end of Yr10 and after mock exams in Yr11. Later in the year, roll this out to the present Yr10. These mentors focus on improving organisation, motivation, exam preparation as necessary.
Priority 2	<p>1-2-1/ small group support in areas of identified underachievement at KS4 particularly English and Maths; targeted support either by teacher staff or trained sixth form students.</p> <p>Personalised curriculum where needed</p> <p>Provision of homework club after school in the library. Carefully monitored by staff in charge and use of sixth form support.</p> <p>Lunchtime club for supervised study.</p> <p>Study leave programme and targeted 9-4 programme to ensure guided revision and effective use of time</p>
Priority 3	PP register and intervention document shared with all: facilitates better staff understanding of the PP students, their barriers to learning and interventions which are already in place
Barriers to learning these priorities address	Student lack of self-belief/ confidence/motivation. Lack of support at home, provision of 'surrogate' parent. Teacher lack of understanding of student need and interventions in place as well as strategies that work.
Projected spending	£45,746

Wider strategies for current academic year

Measure	Activity
Priority 1	Excellent attendance is a fundamental feature of success. Ensure that PP attendance is equal to, or

	exceeds 95% through impactful use of attendance officer and pastoral team.
Priority 2	We have a significant number of PP+ students that have emotional issues related to their past. Ensure a strong pastoral and Learning Support department to provide the required emotional, academic and behavioural support required. Access to professional counsellors
Priority 3	As a school with a wide range of extra-curricular activities, ensure that those students who face financial disadvantage are given support to take part in any school activity they choose. Improve cultural capital.
Priority 4	Promote the ways in which FSM can be applied for to ensure all those with need are claiming what they are due through making information re this more prominent on school website and regular reminders through school termly newsletter re advantage of claiming and how to do so.
Barriers to learning these priorities address	Student motivation towards study (due to lack of confidence/self belief) Emotional blocks Student attendance Student behaviour Lack of cultural capital from which students can draw Lack of uptake of FSM by those otherwise embarrassed to claim.
Projected spending	£40,780

Monitoring and implementation

Area		
Teaching	CPD records monitored by the SLE team. PM targets set and monitored by Line managers. Ensure working practice in school allows for high staff morale and low staff turnover. Use of information from staff surveys, joining and leaving interviews etc to ensure high staff morale. Continue to offer suitable opportunities to retain quality staff. Continue to look at novel ways to allow career progression in school, and allow for quality succession planning for key middle and senior leader roles eg secondment opportunities Employ good quality cover supervisors to ensure excellent learning is not disrupted when usual teacher is absent; to allow minimum cover for teaching staff so that they have sufficient time to plan high quality lessons. It also allows for a more predictable workload that	

	can be carefully managed by teachers, this then leads to minimise teacher stress levels and so keep staff absences to a minimum
Targeted support	Students monitored carefully using indicative P8 data based on rigorous, reliable internal testing. Mentors allocated and monitored by Pastoral team for KS4 and SLT. 1-2-1 support through relevant HoDs, LS (learning support)/ LAC co-ordinator to ensure timely PEPs and their implementation. Termly update of the PP register with individual 'barriers to learning' made explicit and dissemination of information.
Wider strategies	Wider pastoral team provide support for more vulnerable students. Monitor trends in behaviour and take appropriate actions to help improve behaviour, and reduce disaffection. LAC co-ordinator and DHT to look at students on a case by case basis to ensure that financial disadvantage isn't a barrier to personal and academic progress Attendance officer to carefully monitor and work with PP families to ensure impactful interventions to ensure excellent attendance.

Review: last year's aims and outcomes

Aim	Outcome
P8 for PP comparable to non PP	Not achieved. P8 for PP was 0, and 0.64 for all students, but P8 for PP was still above PP P8 nationally (-0.45)
PP P8 and attainment 8 higher than national average.	Achieved – see above PP attainment 8 was 50.8 compared with non-disadvantaged national of 50.15
Ensure students have high aspirations	Use of connexions service, trips and work experience placements as well as school ethos helped raise aspiration/ keep aspiration high amongst students. All students who have been identified as having low aspirations had 1-2-1 guidance and mentoring from careers and pastoral team; eg 1 student was given a week's work experience on school site with the building contractor
Students engage in additional academic learning	Students participated in the 9 - 4 program and received 1-2-1 support from staff to enhance learning for Yr11. This had a high take up by students. Art and DT departments provided extra lunchtime clubs and support to ensure high standards of coursework; this was particularly important for those that lack the right support at home Curriculum trips supported eg 50% of cost of language exchanges for Yr9 for

	<p>those on FSM who have opted for the subject at GCSE.</p> <p>Theatre trips supported for those where an increase in cultural capital would be helpful to raising their aspirations</p>
<p>Students engagement in extra-curricular to enhance educational experience</p>	<p>Case by case basis allowed generous funding. Some examples are; a 75% of fee covered by school for music lessons. Targeted support for individual with sporting talents to take part in teams eg Yr9 PP+ encouraged to take a leading role in the rugby team and attended a rugby tour to Holland.</p>