

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Devonport High School for Boys
Number of pupils in school	1234 900 (year 7-11)
Proportion (%) of pupil premium eligible pupils (FSM/Ever6)	7.78% (year 7-11)
Academic year/years that our current pupil premium strategy plan covers	2023/2024 to 2026/2027
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Dan Roberts Headteacher
Pupil premium lead	Nick Berryman Assistant Headteacher
Governor / Trustee lead	Maurice West

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£132370
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£132370

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is at the heart of our school development plan and is embedded in the school teaching and learning strategy. We are following Rosenshine principles and Walkthrus coaching models to improve the standard of teaching to establish a consistent approach. This is proven to have the greatest impact on closing the disadvantage attainment gap ([EEF research](#)) and at the same time will benefit the non-disadvantaged pupils in our school. Evidence shows the gap is still widening between PP and Non PP students. In 2022, the disadvantage gap for GCSE pupils widened by 0.1, bridging the gap to 1.34 grades according to the Education Policy Institute. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our students will be identified by using the BAE (behaviour, attendance and emotional wellbeing) audit and regular monitoring by the tutorial teams and heads of department across the school. Tutoring with academic mentors will be selected on quality and availability in the subject specialisms and will be monitored to make sure students are benefiting and progressing with this support.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Ensuring Year 7 PP students are 'secondary ready' and students in other year groups are 'GCSE ready' so that they can make good

	progress. PP students' average KS2 En & Ma scores are below the average of non-PP students. We are using FFT baseline data to determine starting points.
2	Disadvantaged students have been impacted by the partial school closures (Covid) to a greater extent than non-PP students. This is a national problem backed by EEF research. This has resulted in gaps in knowledge and learning resulting in the gap between PP and non-PP students widening, especially in boys nationally which sits within our context as an all boys school Years 7-11.
3	Minimise the following barriers - availability to learn, spread of curriculum and individual personal issues to resolve.
4	Ensuring Year 11 PP students are 'Post-16 ready' so that they have high aspirations and personal ambition. Every student has a plan in place prior to leaving DHSB moving towards their next steps.
5	Family resources and off-site study routines and support intervention strategies to tackle low attendance. Which has been identified as lower than non PP students within the cohort.

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
1) High levels of literacy and oracy for PP students in line with non-PP students and for those new to the school who are below 100 which is the national target and means the students are secondary school ready. This will be evidenced by the year group data harvests. Teachers will use the class data to identify and put individual strategies in place. This will then feed into a whole school approach for these students. Oracy and literacy school focus linked into every subject and lesson.	PP students are making expected progress in English in all year groups and 50% are exceeding expected progress. Particular note and separate reporting for our MA students. PP students supported interventions to close the gap within the subjects. Sparx reader will be used to support reading and literacy skills - completion rate will be 90% plus across years 7-10 and all students will be accessing challenging, stage appropriate, reading material Curriculum planning will show opportunities within each subject area where students will expand on their literacy and reading skills.
2) We will see an improvement of self regulatory skills among PP students across all subjects - specifically around what constitutes effective revision and independent study techniques.	Disadvantaged students are able via support to monitor and regulate self study. Their homework and preparation for internal and external assessments will be effective and completed on time and all subjects will see a benefit in completion rates. This will be monitored

	by data reports seeing a drop in assignment loggins and an increase in attainment across all curriculum areas.
3) Individual circumstances are identified and addressed so no 'Mock2May' drop. This will be evidenced by internal subject department data as well as raw external assessment data, when available. BAE audit will support the departments and teachers to make strategies to improve outcomes for all. Along with department data review and targeted interventions held by the departments and classroom teachers.	All Year 11 PP students will show progress at least as expected in their subjects. This will be maintained during the spring and summer as barriers are removed / minimised. Intervention will be in place to support students within all subjects. Academic Mentors will be used to target any drop and individualised support put in place for them.
4) Year 11 PP students have a firm set of self-assured plans in place for Post-16 steps. This will be evidenced by internal records of our Transition and IAG Co-ordinators.	All Year 11 PP students will have a number of plans in place to cover two or three scenarios post results in August. This will be documented on a centralised system Unifrog, Google sheet, tutors, heads of year and IAG coordinator will monitor and check plans are in place. This will be supported via PSHEE where destinations will be mapped and Unifrog is used to personalise the journey and career aspirations.
5) Students and their families have available to them a number of specific allowances and have access to advice and drop-in support facilities. This will be evidenced by the requests received; the outcomes of the actions; and follow-up monitoring surveys.	PP students will state that they are well-supported by the school and are confident that they can make progress and succeed. Families will feel supported by the school. Financial barriers to learning will be bridged using the PP offer as stated in full at the bottom of this strategy.
6) Improve the quality of teaching & learning so that students have access to, and engage with, the highest standard of evidence informed teaching practices.	All staff will engage in peer coaching to improve an aspect of their teaching to identify a learning need. All staff will be afforded time to visit colleagues' classrooms four times throughout the year and engage with high quality discussion around barriers to learning and strategies to overcome. Learning walks, student voice and outcomes will indicate that all students have access to high quality teaching but through the high leverage priorities of retrieval, questioning and modelling-

	disadvantaged students will disproportionately benefit.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £43500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure challenge is in place for Year 6 to Year7 transition and forming excellent HW habits. Subject monitoring and interventions at a class and subject level.	On entry, average SAT data for PP students is below that for non-PP students. Lack of literacy skills and good learning habits inhibiting progress in PP students. Standardisation of our own internal testing. Assessments and pupils monitored their progress and tracked. Identified students discussed at 121 with LG links. Interventions agreed. EEF Toolkit Transition programme developed supports the move from year 6 into year 7.	1 , 2 , 3
Excellent teaching is then supported by intervention sessions.	Attainment 8 score average down by average of 0.7 points for PP students against the rest of the cohort (2023). Data flight paths showed dip in PP v non-PP students on completing internal data tracking. EEF Toolkit and high quality feedback. Focus is on improving work with dedicated improvement time. Interventions targeted by classroom teachers and supported by the department HOD. “Quality teaching first” NFER research.	2 , 3 , 4 , 5
Family Support Advisor will work with	Schools provide strong social and emotional support, including working	3 , 4 , 5

<p>students and their families to minimise barriers.</p>	<p>with families. Our dedicated family support advisor works closely with our families making sure they are well equipped and supported throughout the school life.</p> <p>The most able students, especially those from disadvantaged backgrounds, were not routinely getting the information, advice and guidance they needed to develop a self-assured approach to preparing for their future studies or their next steps into employment or training.</p> <p>Ofsted Progress Report March 2015.</p>	
<p>Additional learning walks as part of the school continuous development plan linked to teaching and learning priorities set out to identify and share good practice.</p>	<p>“Quality teaching first” provides high standards by setting expectations, monitoring performance and sharing good practice.</p> <p>Linked to the school CPL plan to improve teaching and learning.</p> <p>As set out in the EEF toolkit and effective guidance report. 2022</p> <p>Walkathrus embedded and mapped against the school priorities and the department development plans.</p> <p>Appraisal and review of targets are present on bromcom and line managers support the development of teaching and learning.</p>	<p>2 , 3</p>
<p>Choice of curriculum to be broad and have a wide choice to cater for local needs and further careers aspirations.</p>	<p>Staff seek the best strategies to help each student make the next step in their learning. Directed by data from internal assessments.</p> <p>Schools use evidence to make decisions about their support strategies.</p> <p>Careers will be embedded within the curriculum and will be present in all subjects.</p> <p>EEF - Effective professional development guidance report 2021</p>	<p>2, 3 , 4</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40485

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of 121 tuition and or small group tuition when identified for students in KS3 and KS4 priority for En & Ma to raise levels of progress. plus additional subjects based on the Academic mentors programme.</p>	<p>EEF Toolkit and high quality feedback. Staff seek the best strategies to help each student make the next step in their learning. Directed by data from internal assessments. Schools use evidence to make decisions about their support strategies. Deployment of experienced teachers in each subject area. Overseen by each Head of Department. Triangulated approach to share best practice and core focus. External tuition partners brought in where school teaching staff can't be used. 2 NTP tutors (Academic mentors) in school working with selected students and small groups. As identified using the data drop and BAE audit. PP students will be priority 1.</p>	<p>1, 2, 3, 5</p>
<p>Easter revision courses and revision resources so that they are 'exam ready'.</p>	<p>On average, evidence suggests that pupils who attend a 'summer school' or holiday intervention make approximately two additional months' progress, compared to similar pupils who do not. Greater impacts (as much as four additional months progress) can be achieved when 'summer schools' are intensive, well-resourced, and involve small group tuition by trained and experienced teachers. Our Easter revision courses have a very clear academic component. Schools provide individual support for specific learning needs and group support for students with similar needs.</p>	<p>2, 3, 4, 5</p>

<p>Year 11 subject revision guides. Plus online resources purchased by the departments. Every PP student will receive a school purchased Chromebook in Year 7 and home internet paid every year whilst at the school.</p>	<p>Schools provide individual support for specific learning needs and group support for students with similar needs. Online resources are purchased in order to bridge any inequalities. All PP students have access to a Chromebook and internet at home. This is supported by the success of our switch to online learning during the lockdown.</p>	<p>2, 3, 4, 5</p>
<p>121 discussions with families Deployment of three very experienced and motivational colleagues. Every student receives careers advice and plans from onsite careers advisors. Careers are embedded in the curriculum and followed up in PSHEE programme so a triangulation of focus is achieved.</p>	<p>Two recent meta-analyses from the USA suggested that increasing parental involvement in primary and secondary schools had on average 2 - 3 months of positive impact. Feedback from previous conversations and meetings. Schools provide strong social and emotional support, including working with families. The most able students, especially those from disadvantaged backgrounds, were not routinely getting the information, advice and guidance they needed to develop a self-assured approach to preparing for their future studies or their next steps into employment or training. Ofsted Progress Report March 2015.</p>	<p>3, 4, 5</p>
<p>Study skills sessions. (Feedback from last year's Year 11 suggested to start these before the mock exams)</p>	<p>Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.</p>	<p>2, 3, 4, 5</p>
<p>We will fund professional development and Instructional coaching focused on each teacher's individual requirements or focus agreed this year.</p>	<p>Following our school CPL plan this year to improve on teaching and learning. Teachers will focus on their own practice and be allowed access to high quality CPD and request leave to carry out this important self development. The impact of this will lead to higher attainment and consistency of teaching for all our students. A focus is also on</p>	<p>1, 2, 3</p>

	improving literacy across the school in all departments. This is backed up by studies carried out by the EEF and government. The impact of high quality teaching and learning is the strongest to improve outcomes for all. We are also using Walkthrus and Rosenshines to develop all staff to meet and exceed our school development priorities.	
Implementation of Sparx reader	Because DHSB is a selective school, with all students having achieved greater depth at KS2, our emphasis is on ensuring that students continue to read texts which challenge them and expose them to new ideas and vocabulary, whilst embodying autonomous scholarship by developing personal areas of interest. At the same we acknowledge that, even within a selective cohort, students will have differing levels of reading proficiency, and need differing levels of advice and direction in their reading. Sparx Reader ensures that all students read a minimum of 70 mins per week of challenging reading material appropriate to their proficiency.	1,6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Youth Workers deployed to support emotional health and wellbeing.	Due to lack of resources and extremely high waiting lists within the local area. We have made the decision to support all of our students by deploying youth support workers to work with our students identified through our BAE audit. This also links to supporting our	2, 5

	students post pandemic to re-engage back into good learning habits.	
Priority CSW interviews and support from our IAG and Transition Co-ordinators.	Schools provide strong social and emotional support, including working with families. Deployment of two very experienced and motivational colleagues.	2, 3, 4
Get Ahead Club (homework club) supported by dedicated staff and peer mentors	Schools provide individual support for specific learning needs and group support for students with similar needs. Deployment of two very experienced staff members who oversee this popular after-school facility from Mon to Thur. They will take registers and work out % of PP students v normal cohort using the homework club to measure usage. We are also putting the academic mentors into this club to support targeted students with intervention.	1, 2, 3, 5
Maintain dialogue and support through our experienced Family Support Advisor, including attendance tracking.	Schools provide strong social and emotional support, including working with families. Attendance letters sent out if below 95% to parents. If below 90% possible EWO intervention. PP student's attendance below the cohort average. This needs to improve so PP students do not miss out on vital teaching time.	3, 5
Aspirational events – University of Plymouth visit, Medics day, RM motivational team, Time to Talk day, DoE and PEP	Staff seek the best strategies to help each student make the next step in their learning. Deployment of a small number of experienced staff who will oversee each event for groups of students in Years 9, 10 and 11. Led by the Head of Year and the pastoral teams.	4, 5

Total budgeted cost: £ 132370

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 2022 to 2023 academic year.

Our assessments in the 2022/23 shows the performance of PP students was down on previous years. However they show an improvement as predicted and stronger than national data sets as well. Overall progress 8 for disadvantaged students is -0.68, not significant compared with non disadvantaged students. The progress is based on only having 9 (7 in dfe data) students in this cohort. With two students being significantly impacted by the effects of Covid. This shows our strategies of intervention, targeted support and individualised programmes have had a positive effect on PP progress. As all of our students have secured enough to get onto their chosen next steps, with 0% of Neets. Internally non-PP students secured a P8 +0.4 so we still have an internal gap to work towards. We also introduced academic mentoring / tutoring led by our own staff and some external providers where needed. This had a positive impact in supporting the cohort achieve a better result when returning to a full examination series.

However we understand the impact of Covid-19 which did disrupt learning within all subject areas. As evidenced across schools nationally a dip in progress and loss of learning has impacted on all students outcomes and was far more detrimental to disadvantaged students. The impact was mitigated here due to our ease and ability to switch to online learning easily. By having Chromebooks and devices deployed to all students we were able to continue teaching live and deliver a full curriculum. This is also backed up by an increase in attainment from 6.2 to 6.6 against a national average of 4.6

Absenteeism is still a factor and an area we need to address within our disadvantaged cohorts. Although not worse than the national average for our context and compared internally there is a considerable drop in learning hours. However, we have identified that this is mainly down to our PP cohort having significant medical needs which see them having appointments or time out for hospitalisation. We also have to take into consideration that our very small cohort of PP students (average of 15) per year group can be distorted by one or two students with high levels of negative attendance. This is evidenced by LY PP = 92 % LY non-PP = 94 % which is higher than the national average of 89.4% .This is why PP attendance is a focus still within our current and future plans.

Our BAE audit showed we had a slight increase in mental health and wellbeing concerns, highlighting the need for more pastoral support and an increase in our youth worker support programme. This is something we have identified especially within KS5 with a build up to examinations and the pressures these might bring. This has been identified as a need for extra funding from PP / support funding as the wrap-around care needed post-pandemic is now higher than before. We will build on this approach within our current academic year and have planned to support this over the next three years.

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
N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We use the service premium to pay for three dedicated people to support any service child whilst parents and or guardians are on or off deployment. We also arrange dedicated events for these students. Part of the funding also pays for counselling
What was the impact of that spending on service pupil premium eligible pupils?	Mr Campbell, Ms Rodell and Ms Taylor are on hand to make sure service families feel they have our support. We also arrange service breakfasts specifically for this cohort. The reason is to make sure they know who each other are and Mr Campbell and Ms Rodell were both service children themselves, understands the pressure of armed forces lifestyle and can give advice and guidance. We feel these events also provide a sense of community for the service children and they know they are supported within the school environment.

Further information (optional)

There are three main strands underpinning the DHSB Pupil Strategy –

Firstly, DHSB deploys the pupil premium grant through a blend of individual support items and whole-school support strategies. This means each individual student has

access to an itemised menu of support ([As per the EEF guidance](#)) as well as the key backbone services and resources that all schools provide.

Secondly, the DHSB strategy is always mindful of creating ripple effects, ensuring that every use of the PPG funding has an additional benefit, beyond its primary purpose. Economists would call this a multiplier effect.

Thirdly, every PP student is different, facing different sets of barriers. No-one is ever identical.

Funding categories:

1. Student Offer (FSM, Ever6, PP)

Year 7

£100 Uniform

£480 Chrome book

(Identical to the one's on the 121 chromebook scheme) Lenovo 500e package

Bushcraft residential is fully paid for

All Years

£150 Home broadband

Years 8 -10

£250 Trip bursary

(Ad hoc provision based upon request, at this value)

Year 11

£50 Revision guides

£90 Easter Revision sessions depend upon the situation.

2. School Offer

Get Ahead Club

Mentoring students

Running of cashless electronic catering payment system

Heads and Deputy Heads of Year

DoE Scheme

Plymouth Employability Scheme

Transition and IAG Co-ordinators

Family Support Advisor

Success Hub – (programmes run to support individual needs and intervention strategies)

Provision of 121 where needed or small group tuition for any student not making the expected level of progress En & Ma

Access to ad hoc offers of support programmes during the academic year eg Time to Talk

University aspirational visits *virtual or in person if situation allows

Academic mentors (priority intervention / support)

IAG and priority appointments with Careers Advice Service

Structured and targeted revision courses at Easter

Support of ad hoc requests from families to solve a particular barrier to them eg family counselling or taxi fares when a single parent is in hospital etc

Deployment of youth services (bespoke programmes to work with individual students)

Counselling programmes when required (bespoke programmes based on individual's needs)

Armed Forces Funding

We are fully committed to supporting our students from the services families and such we use the funding in the following ways:

- Dedicated members of staff (Mr Campbell, Ms Rodell and Ms Taylor) to be on hand to support students with specific needs for example, when a family member is on deployment.
- Armed forces breakfast meetings throughout the year
- Use of Get Ahead Club
- Access to youth workers if required
- CPD to enhance teaching and learning
- Family Support Advisor (Ms Taylor)
- IAG and priority appointments with Careers Advice Service (Mr Scott)
- Academic mentors (priority intervention/support)