



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.

Creating Tomorrow Trust believes that as the schools know their students the best, it is for the schools themselves to decide how best to use the Pupil Premium Grant. Therefore, all monies will be allocated directly to the schools.

Creating Tomorrow Trust will support the schools to use the Pupil Premium Grant in the most efficient way by working with leaders to identify strategies and monitor the impact. The schools in the Trust may wish to pool money, for example to pay for a specific role to be used across a number of sites. Creating Tomorrow will support the schools to manage these projects and may act as the vehicle to enable it to happen.

School overview

Detail	Data
School name	Davenport Hill School
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	35.9%
Academic year/years that our current pupil premium strategy plan covers	2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	Termly
Statement authorised by	Vicki Bond
Pupil premium lead	Kelly Kerr
Governor / Trustee lead	Ian McAllister

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	69,885
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	69,885

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, become happy, successful adults. 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.

The activities we have outlined in this plan are specifically designed with the challenges faced by our pupils in mind, with the intention of supporting their needs regardless of whether they are disadvantaged or not.

The evolution of our curriculum and quality first teaching is at the forefront of our approach, with a focus on the areas that our pupils require the most to narrow and, over time, close the attainment gap in line with students' academic capabilities

Challenges

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

Challenge number	Detail of challenge
In-School Barriers (<i>issues to be addressed in school, such as communication, behaviours for learning, slow physical development, attendance</i>)	
1	A high need for opportunities for speaking, listening (communication)
2	A difficulty in accessing enrichment to develop talents, hobbies and interests
3	Increased need for access to family support worker
4	Increased need to access 'Ready to learn' pastoral or therapeutic interventions

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
<p>A. Enrichment opportunities are widened, accessible and frequent for pupil premium students</p>	<p>All pupil premium students will have access to enrichment opportunities Increased opportunities for Post 16 Pupil Premium students in places like the café and external careers engagement</p> <p>Relaxation and Wellbeing lessons will be accessible for students across curriculum pathways and Key Stages</p>
<p>B. Pupil Premium students have increased opportunities to access learning outside the classroom</p>	<p>Ensure that financial deprivation is not a barrier for any of our Pupil Premium families to access enrichment activities within the school day.</p>
<p>C. Pupil Premium students will be better ready to learn this includes, uniform support, accessing increased adult support, pastoral or therapeutic interventions</p>	<p>Pupil Progress meetings and data indicate that therapeutic and pastoral interventions are allowing students the support they need to be ready to learn</p>

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: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Lifeguard Training	Children will be targeted for clubs and sessions which are felt to be beneficial to them in boosting self esteem, raising aspirations and widening their life experiences.	1, 2, 3
Rebound Therapy Training		1, 2, 3

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

Budgeted cost: £68385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised Support	Children will be targeted for clubs, uniform and sessions which are felt to be beneficial to them in boosting self esteem, raising aspirations and widening their life experiences. Subsidised trips will ensure all children benefit and real-life experiences support learning and positive outcomes.	1, 2
1:1 tutoring with targeted students (SG)	1:1 work will ensure that children's individual needs are met. EEF research has shown that 1:1 teaching has a significant impact on PP children's progress. This enables focussed sessions for specific children to overcome barriers in their learning.	1, 2, 3
1:1 Therapeutic Support (EW)		1, 2, 3
Increased Communication support (HT)	There are strong links between wellbeing and performance.	1, 2, 3

Increase Family support work (HW)	There are strong links between family support and wellbeing of students	1, 2, 3
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Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended Outcome	Succeed Criteria																		
To decrease the academic gap between the disadvantaged and Non-disadvantaged, so that more are inline	Continue to sustain the lack of difference between Pupil Premium and non Pupil Premium in Writing, Maths, Reading and S&L																		
	Percentage Making Good Progress (Black Pathway)																		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2">Reading</th> <th colspan="2">Writing</th> <th colspan="2">Maths</th> </tr> <tr> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">100%</td> <td style="text-align: center;">94%</td> <td style="text-align: center;">92%</td> <td style="text-align: center;">91%</td> <td style="text-align: center;">98%</td> <td style="text-align: center;">95%</td> </tr> </tbody> </table>	Reading		Writing		Maths		PP	Non PP	PP	Non PP	PP	Non PP	100%	94%	92%	91%	98%	95%
	Reading		Writing		Maths														
PP	Non PP	PP	Non PP	PP	Non PP														
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<p>Pupil premium students are making the same or more progress than non-pupil premium students.</p> <p>Attendance Data for academic year</p> <p>Pupil Premium was 91%</p> <p>Non-Pupil Premium was 93%</p>																			

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
No non DfE programmes were purchased in the previous academic year	