

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils for the academic year 2024-2025

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. This is a rolling 3 year strategy plan that begins in 2024-25 and part B evaluates last academic year's (2023- 2024) intervention and impact as part of the 3 year plan from 2021 - 2024.

School overview

Detail	Data
School name	The Dean Academy
Number of pupils in school	749
Proportion (%) of pupil premium eligible pupils	33% (244)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 (reviewed) 2022 – 2023 (reviewed) 2023 – 2024 (reviewed)
Academic year/years that our new pupil premium strategy plan covers	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Hannah Rowlands
Pupil premium lead	Michelle Kilburn-Bond
Governor / Trustee lead	Tom Dunne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 213,150
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	£ 213, 150

Part A: Pupil premium strategy plan

Statement of intent

Research conducted by the EEF concludes that common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues.

Our intention at The Dean Academy is that all pupils, irrespective of their background, prior attainment or the challenges they face, will play a full and successful part in the academic and wider school community and to raise achievement of all our students, whilst closing the gap between vulnerable student groups. We aim to remove the barriers faced by our PP students (e.g., attendance, literacy) and for post 16 destination data to show an increase in the PP number of students accessing level 3 pathways.

We will ensure that all teaching staff can identify disadvantaged pupils and are aware of strengths and areas for improvement across the school. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals, 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.

We aim to meet student needs by providing:

- Exceptional teaching and learning
- A broad, tailored and aspirational curriculum
- Expert support out of the classroom
- Thoughtful personal development for all students
- High quality extra-curricular provision
- Individual support for students who need it

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. 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 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. Our pupil premium strategy will outline a varied number of strategies and approaches that we

believe are integral to ensuring that we address our intent. They will fall under a number of key areas:

1. Attendance
2. Behaviour and pastoral support
3. Teaching and Learning
4. Curriculum design
5. Academic outcomes
6. Engagement in Extra-Curricular activities to expand cultural capital

Challenges

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

Challenge number	Detail of challenge
1	Attendance data shows that a disproportionate amount of PP students fall into the persistently absent category.
2	Attainment 8 and P8 scores of PP students are below that of non-PP students. In the academic year 2023-2024 overall P8 was 0.02. For PP students it was - 0.16.
3	Developing learning behaviours for PP students that reduce the number of negative behavioural events (cautions and referrals to reset) FTE and PEX. In academic year 2023-2024 100% of PEX students were PP.
4	Ensuring that high-quality teaching is consistent across the school to support a high level of challenge and accessibility for all learners.
5	Lack of aspiration and / or awareness of opportunities of some disadvantaged students resulting in reduction of disadvantaged students engaging with extra-curricular offer and increased risk of these students becoming NEET when they leave school without appropriate careers and progression mentoring
6	Our assessments, observations and discussions with students and families have identified social, emotional and mental health challenges. These challenges particularly affect disadvantaged pupils, including their attainment. This has also led to a reduction in parental engagement for PP students with whole school parental events.
7	Ensuring that our disadvantaged learners engage fully with extra-curricular activities, such as the various clubs offered by the school and trips and visits
8	The geographical context of the school in an area of educational deprivation means that students from disadvantaged backgrounds are less likely to go on to study A Levels or pursue an academic career pathway.

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>Improved attainment amongst disadvantaged students across the curriculum at the end of KS4 and further reduction of the gap.</p>	<p>Further reduce the GAP between PP and Non PP students at the Dean Academy.</p> <p>Increase A8 score</p> <p>Increase/sustain % of students achieving 4+E&M</p>
<p>Close the attendance gap between disadvantaged and non-disadvantaged</p> <p>Disadvantaged students have below national average of persistent absence</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 2.5% • the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils 35% of that number
<p>To continue to improve the literacy of all our students through use of Sparx Reader, focus on tutor time reading program and launching phase 2 of our literacy plan – ORACY.</p> <p>Staff will be trained on the techniques/strategies needed and provided time to follow up with this and generate resources.</p> <p>Specialist support to be provided to those not secondary ready via Lexia, RWI, BOOST interventions.</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
<p>To recruit another pastoral support worker in Student Services to achieve and sustain improved wellbeing for all students who need additional support through high quality pastoral intervention, including counselling, mentoring and careers/progression support. Also, the addition of a deputy head of year for key stage 3 to support with pastoral support</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. <p>Training of new staff within the pastoral team, including the new AAHT responsible for behaviour and wellbeing</p>

To reduce the number of PP students in negative behavioural incidences including referral to reset, FTE and PEX	No gap between the number of PP and non PP students in reset, FTE or PEX
Increase the number of disadvantaged students being entered for EBACC suite of qualifications	Increase in the number of students whole school taking EBAAC
Disadvantaged students to engage in a wide range of enrichment activities to the same level as their non-disadvantaged peers	An effective system of tracking of participation is put in place Levels of engagement for PP students remains in line for non PP
Ensure that the curriculum builds upon students' knowledge and skills from ks2 to provide the knowledge and skills needed to access further education	Faculty curricula are designed and delivered to be accessible to all, to build upon prior knowledge and transfer knowledge in to long term memory. A QA system and staff voice are aligned to inform bespoke CPD to support T & L

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: £106, 575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drop Ins and new QA system established to ensure that CPD is bespoke and specific to meeting the needs of staff to ensure and maintain high quality teaching. Staff are given time in budget to prepare centralised and high impact lessons according to new lesson template.	Ofsted's research on curriculum shows that a poorly sequenced and structured curriculum can lead to knowledge and skills gaps in students – Prof D Mujs emphasised that this is particularly acute for disadvantaged learners. Evidenced-based research on Cognitive Science from which the lesson template takes its design shows that the biggest impact on student progress is ensuring the quality of teaching is strong and consistently implemented practice using Rosenshine's findings means knowledge recall, chunking, modelling and questioning will all improve student academic progress.	2, 4

<p>Continue to improve literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>This will be done by continuing with our successful reading program and developing stage 2 ORACY.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>Oracy and reading become embedded in the new lesson template</p>	2, 4
<p>Improved 'intelligent assessment' through use of QLAs across the school, to identify early gaps in student knowledge and understanding</p> <p>-Invest in standardised assessment where appropriate</p> <p>- continued CPD on 'intelligent assessment' and use of assessment to increase speed of being able to intervene when students are struggling</p>	<p>Within 'intelligent assessment' and responding to assessment, feedback is critical – evidence for this comes from EPI/EEF: Systematic-Review-of-Feedback-EPPI-2021.pdf</p>	2, 4
<p>Associate assistant headteacher post created to coordinate additional support for students, including Period 6, Extra Mile and an accessible Sharepoint for all learners.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	2, 4, 5
<p>Additional CPD for staff on oracy and reading</p>	<p>Voice 21 emphasises oracy as a powerful tool for learning and is a route to social mobility for students by empowering them all to "find their voice" What is oracy? - Voice 21</p>	2, 4
<p>Appointment of single careers lead to coordinate aspirations and careers work, both embed-</p>	<p>The EEF identifies that disadvantaged students often underestimate the education needed to reach their goals. Thereby, through embedding this within the curriculum, alongside a rich extra-curricular careers and aspirations programme, students and</p>	5

ded within the curriculum and in extra-curricular opportunities	parents are more informed. https://educationendowmentfoundation.org.uk/news/poorer-young-people-more-likely-to-have-career-aspirations-that-dont-match	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £61, 813.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing subject specific revision and intervention sessions (P6, Extra Mile) Providing specific revision material e.g. revision guides and SharePoint. Providing Revision resources for key stage 4 tutor revision programme	In house assessment data suggests that targeted academic intervention of grade 4/5 students has had a significant impact in mocks in previous years. This is supported by the EEF Toolkit (2021) which reports that extending school day has an effect of + 3 Months.	2, 4
Reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps. Lexia NGRT RWI Sparx Reader	Developing literacy and reading ability is fundamental to a pupil's ability to access the curriculum in secondary school. NGRT testing supports diagnostic data that enables appropriate targeted intervention such as the Lexia programme. Sparx Reader is delivered through the English curriculum and has enabled accessible reading and development of comprehension strategies as a homework platform. (Baye, Slavin, & Haslam, 2019) Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	1, 8

Providing a space for students to be able to access a quiet space to complete their homework and self study	Completion of homework can have a positive impact on student progress (on average 5months) as shown by EEF Homework EEF . Many of our disadvantaged students do not have a quiet space to work therefore providing an after school homework club with transport home for free will facilitate their completion.	2, 4, 7
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £44, 761.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Improve and continue to use weekly attendance tracker led by HoY - weekly tracking by tutors and follow up with external agencies to develop support for removal of external barriers</p> <p>Evaluate attendance and communication with families to identify students to work with.</p> <p>Continue to employ attendance officer who will regularly communicate attendance information with all teaching staff.</p>	<p>Research presented by organisations such as Welsh Assembly Government (2011) & Durrington Research School (2018) suggest that the identified activities all have a significant impact on attendance outcomes for PP student</p>	1
<p>Targeted pastoral and well-being support through:</p> <ul style="list-style-type: none"> • Counselling • Emotional Logic Intervention 	<p>Impact of Behaviour Interventions on student progress:</p> <p>Behaviour Interventions - EEF</p> <p>Strong evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression:</p>	1, 3

<p>- Student Support Centre CPD and time to support relevant students</p>	<p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	
<p>Establishment of school learning behaviours linked to curriculum – explicit teaching of behaviours, including CPD for staff and training for SLT</p>	<p>The EEF reports that learning behaviours are a set of behaviours – emotional, social, cognitive – that when brought together support successful learning EEF Blog: What are effective Learning Behaviours - and how can... EEF</p>	<p>3</p>
<p>Increase Parents' Evening engagement by:</p> <ul style="list-style-type: none"> • Develop early online booking for PP parents • Where PP parents have not attended, encourage alternative contact via Pastoral staff 	<p>Current anecdotal evidence suggests that many PP parents unaware of parents evening resulting in poorer attendance (approx. 10% gap) EEF Toolkit (2021) reports that that effective parental engagement can have +2 months benefit to student progress</p>	<p>6</p>
<p>Improve disadvantaged student access to extra-curricular activities to increase their cultural capital in line with their non disadvantaged peers. E.g. funded musical peripatetic lessons, funded school trips, provision of learning resources (revision guides, loaning of laptops, PE/Tech/Art resources, provision of uniform). Including maintaining associate assistant head post to launch, run and monitor house system.</p>	<p>Research suggests levelling the playing field for progress at KS4 and beyond plays a vital role and access to extra-curricular activities is vital to this. DFE Report on Social Mobility and access to extra curricular activities</p>	<p>1, 5, 7</p>

Total budgeted cost: £ 213, 150

Part B: Review of outcomes in the previous academic year (2024) and the 3 year strategy (2021-2024)

Pupil premium strategy outcomes

Intended outcome	Success criteria	Target commentary
<p>Close the progress gap between disadvantaged and non-disadvantaged with a view of disadvantaged students at The Dean Academy performing close to national average for P8, A8 and E&M4+</p>	<p>Reduce the GAP between PP and Non PP students at the Dean Academy to below -0.45 or better by 2024.</p> <p>Increase A8 score to 40 or better by 2024</p> <p>Increase/sustain % of students achieving 4+E&M to 50%</p>	<p>The gap between PP and non PP students has been reduced to -0.18 thereby reaching the target significantly.</p> <p>The A8 score has not reached 40 (31.88) however, this is in part due to the lower ks2 scores of the 2024 cohort (A8 in 2023 was 36.71).</p> <p>The number of PP students achieving 4+ E & M is still below 50% (36% in 2024 and 38% in 2023)</p>
<p>Close the attendance gap between disadvantaged and non-disadvantaged</p> <p>Disadvantaged students have below national average of persistent absence</p>	<p>Sustained high attendance from 2024 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 2.5% the percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils 35% of that number 	<p>An attendance gap still exists between PP and non PP students, and is wider than 2.5% (4%). This gap has not widened since 2021, but it has not reduced. For 2023-24 PP attendance: 88%, non PP: 92%.</p> <p>The PA of students was reduced to 23.44% (from 25.15% in 2022) PP students is 32%.</p>
<p>To improve the literacy of all our students through use of accelerated reader, focus on tutor time reading program and launching phase 2 of our literacy plan – ORACY.</p> <p>Staff will be trained on the</p>	<p>Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement</p>	<p>The reading report from SILs in The Athelstan Trust identify that the strategies put in place to support learners is having an impact. Students on the Lexia programme and RWI programmes are making significant progress.</p>

<p>techniques/strategies needed and provided time to follow up with this and generate resources.</p> <p>Specialist support to be provided to those not secondary ready via Lexia, RWI, BOOST interventions.</p>	<p>through engagement in lessons and book scrutiny.</p>	
<p>To use our Pastoral Support programmes including the rebranded Student Support Centre to achieve and sustain improved wellbeing for all students who need additional support through high quality pastoral intervention, including counselling, mentoring and careers/progression support.</p>	<p>Sustained high levels of well-being demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. <p>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>Training within pastoral team to make sure the rebranded centre meets the needs of the students as they present now.</p>	<p>Participation of PP students in extra-curricular activities academic year 2-23-24 remained below non PP.</p> <p>A total of 15 students accessed emotional logic intervention.</p>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>High quality CPD delivered to staff on working memory and metacognition by 2022.</p> <p>High quality personal development sessions delivered to students on working memory and metacognition by 2022.</p> <p>Metacognitive talk to be a regular lesson feature by 2024. Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.</p>	<p>Metacognition CPD delivered by SLT and external consultant during academic year 2023-2024. Series of assemblies run with students on the importance of metacognition.</p> <p>Revision programme and links with metacognition coordinated by DHT with successful impact on progress between mock examinations and final outcomes. 100% attendance by PP students.</p>
<p>Reduce the FTE of disadvantaged students</p>	<p>Reduce the % of FTE to below 6% by 2024</p>	<p>Exclusion rate for all students was 10.68. The rate for PP students was higher than non PP at 18.14.</p>
<p>Increase the number of disadvantaged students being entered</p>	<p>Increase in the number of students whole school taking EBAAC from 31% 38% in 2024</p>	<p>The number of students being entered for EBACC</p>

for EBACC suite of qualifications	with a balance of disadvantaged students.	remains below national average at 26.0% in 2024
Disadvantaged students to engage in a wide range of enrichment activities to the same level as their Non-disadvantaged peers	An effective system of tracking of participation is put in place Levels of engagement for PP students is in line with Non-PP students by 2024	Participation of PP students in extra-curricular activities academic year 2-23-24 remained below non PP. An increase in number of trips, both in the UK and abroad, where PP students have been supported for funding Trips to Universities were fully funded for all PP students.
Increase PP parents' engagement with school	Attendance at parents evening for PP is in line with their peers by 2024	Attendance at parent events increased in 2024. 80% attendance at year 11 progress evening, with no gap between PP and non PP

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
Raising aspirations workshop	GROWS

Service pupil premium funding (optional)

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

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

Further information (optional)

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