

Introduction

Dagenham Park Church of England School is a truly inclusive school; we are committed to developing each individual, nurturing their talents and aspirations in order to develop confident young people who are ready for the challenge of adult life in the modern world. We strive to inspire learners to excellence, stretching them academically and harnessing their creative energies. For all our pupils to reach their full potential we must maintain high expectations with regards to their academic development as well as the social, emotional and physical aspects of their growth. We will strive to ensure that there is fair and equal opportunity for all. We aim to offer a curriculum that best meets the individual needs of pupils whilst motivating them, promoting independence, filling them with confidence and enabling them to flourish. We want our school to be a place where achievement and strengths are identified and celebrated, a place where pupils feel happy, safe and are able to learn.

In order to achieve this, it is fully understood that some pupils require additional support based around their individual needs which are carefully assessed. Effective support strategies are implemented accordingly, in order that these pupils are not disadvantaged by their personal circumstances.

We want our pupils to not only be academically successful but to be successful and active in the community; we aim to serve our community by providing the highest quality education within the context of Christian belief and practice. We aim to encourage the understanding of the meaning and significance of faith and promote Christian values through the experiences we offer.

Our school fully appreciates the uniqueness of each individual and we are committed to enabling and empowering young people to grow as individuals and to become responsible citizens in the community and the country we live in. We are fully committed to the promotion and understanding of British values; promoting a culture of respect for everyone in the school community; providing a safe, caring and stimulating learning environment; valuing each individual; encouraging a healthy lifestyle; recognising and rewarding success, building upon existing partnerships locally, nationally and internationally especially local Church of England parishes, the Diocese of Chelmsford and the Anglican Community.

Aims

We aim to ensure that every child reaches their full potential and is supported with regards to their emotional, social and spiritual development. We will make provision for identified children in order that they are not disadvantaged by their personal circumstances. We will raise the attainment of disadvantaged pupils and close the gap between them and their peers by using the Pupil Premium Grant effectively.

What is the Pupil Premium Grant?

The Government believes that the Pupil Premium Grant is the best way to address the current underlying inequalities between disadvantaged pupils and their peers by ensuring that funding reaches the pupils who need it most. Our aim is for them to achieve higher attainment, excellent attendance and high standards of behaviour.

Who should benefit from the Pupil Premium Grant?

Pupil Premium funding is allocated according to the number of children from Years 7 – 11 who:

- Are entitled to Free School Meals or have been entitled to Free School Meals during the last six years (this category is referred to as 'Ever 6')
- Are 'looked after' children.
- Are adopted from care under the Adoption and Children Act 2002 and who have left care under a Special Guardianship or Residence Order.
- Have parents in the regular armed forces, or who have been in the armed forces in the last four years.

The department for Education's Pupil Premium Funding 2019 – 2020

The 2019 – 2020 Pupil Premium Grant is £935 per eligible pupil. Looked - after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority is £2,300 per eligible pupil. The grant for children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangement order or a residence order is £2,300 and for children of service personnel it is £300 per eligible pupil.

On Line Reporting

All schools are required to publish information about their Pupil Premium Strategy on their school websites; this information must include details about the impact of the Pupil Premium funding on pupil attainment. This policy document contains a range of general information about the Pupil Premium, as well as making specific reference to the use of Pupil Premium. This policy document should be used with reference to the Pupil Premium Policy document on the school website – this document is updated annually.

Pupil premium strategy / self-evaluation

1. Summary information					
School	Dagenham Park Church of England School				
Academic Year	2019/2020	Total PP budget	£433.335	Date of most recent PP Review	Dec '19
Total number of pupils	1232	Number of pupils eligible for PP	521 ^(Y7-11)	Date for next internal review of this strategy	April 20
Pupils in Receipt of Pupil Premium Grant %	42.3	Pupils in receipt of Free School Meals (%)	303 (24.6)	Pupils in the school who are looked after (%)	3 (0.2)
				Pupils from service families (%)	0
2. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A.	Weak literacy skills.				
B.	Inadequate development of knowledge recall and revision strategies				
C.	Low aspiration and engagement.				
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)					
D.	Low attendance				
E.	Lack of access to resources – access to computers, internet, additional resources and an area to study.				
F.	Inadequate development and support of pupils' social, emotional, behavioural wellbeing.				
3. Intended outcomes (<i>specific outcomes and how they will be measured</i>)			Success criteria		
A.	Positive progress 8 for disadvantaged pupils.		Above 0		
B.	Improve progress 8 for disadvantaged pupils who enter with high KS2 data		Rising trend across all pillars		
C.	Improve progress 8 for disadvantaged pupils in Maths and Science		Positive progress score		
D.	Improve attendance for disadvantaged pupils		Improved attendance for disadvantaged pupils		
E.	Improve catalogue of provision		Progress for disadvantaged pupils will not be hindered by lack of pastoral support		
F.	Ensure number of fixed term exclusions (FTE) stays below National Average for disadvantaged pupils		Days lost to FTE remain low for disadvantaged cohort		

4. Planned expenditure					
Academic Year		2019-2020			
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that the whole school initiative is embedded in the development of Teaching and Learning and CPD: “An investment in knowledge pays the best interest” – B. Franklin	To improve P8 data	To ensure that our pupils develop a deep body of knowledge along with strong memory recall skills, not only to meet the demands of the new exam specifications but also to ensure that cultural capital is accessible to all.	Plan and deliver CPD with a different strategy each half-term in consultation with the school’s Teaching and Learning group, whole staff INSET, sharing of good practice and evidence from deep dives.	BON	End of year
To develop whole school literacy through the use of the PiXLvocab app and PiXL Unlock.	To improve P8 data because improved responses in exams to questions that require extended writing responses will gain higher marks.	The new specifications are more demanding and pupils need improved literacy skills in order to access the exams. Improving literacy levels will impact on achievement across all subjects.	Co-ordinated approach using techniques that have had a positive impact in the past. The use of Accelerated Reader has improved pupil reading ages within the school. Continue to monitor impact. Whole staff and CPD training on developing vocab and the use both PiXL Unlock.	EAL team Lit/ Co.	Annually PiXL Membership £6175 Pixl Edge £175.00

i. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure that pupils with additional needs are identified, supported and monitored	To improve outcomes for pupils with additional needs	To understand the local context of our pupils, which has historically led to poorer outcomes. To continue to positively engage with pupils via the Inclusion Team to identify and address barriers to education, leading to better outcomes.	To follow the Strategic Inclusion Plan 2019/2020, to monitor pupils regularly. Provision is reviewed to ensure impact by the use of soft data. Analysis of school data half-termly.	RB	Termly
To continue to develop mentoring programs and pupil support services	To support our most vulnerable pupils and ensure they remain engaged in education.	The DFE has found that, on average, children with higher levels of emotional, behavioural, social and school wellbeing had higher levels of academic achievement. Deprivation is high within the local community. Our pupils face a number of difficult home situations. We are experiencing an increasing number of social service and CAMHS referrals. Our mentoring and pupil support services are essential in supporting pupil well-being and achievement.	Our mentoring and pupil support services are carefully tracked and monitored by the inclusion team to ensure all pupils receive appropriate care guidance and support they require.	LJ RB	Inclusion and pastoral review end of Spring term 2020 Cost of external counsellors £15,000 approx. Cost of internal counsellors £6000 approx.
To provide EAL Learning Mentors to support EAL pupils	Targeted 1-2-1 and group support. Small group support In class support.	Comprehension of English improves Pupils feel more motivated and helped when supported in class Teacher Assessments improve	To carry out more pupil voice and recruit an additional EAL Teaching Assistant.	BON	Termly

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To provide additional academic mentoring to support underachieving pupils who have a reluctance to learn and need tailored in and out of class support. NE to join inclusion team.	To improve the attainment and progress of a group of 20 PP pupils	<p>Pupils improve in subjects where they are supported in class by their mentor and also outside of class/after school.</p> <p>Record of learning conversations show evidence that this close monitoring and supporting has a positive impact on pupils' achievement and progress.</p>	<p>Regular meetings with learning mentor to check effectiveness of support. Analyses of TA 1 to TA3 Feedback from staff and pupil voice.</p>	RB BM	<p>Annually Academic Learning Mentor (MB) £18,000 approx.</p>
To continue with ongoing mentoring programmes and pupil support services (Overseeing peer mentors, peer mediators, counselling referrals)	<p>To support pupils with mental health and well - being needs.</p> <p>To support pupils who struggle with academic pressure and would benefit from mentoring services</p>	<p>Positive progress 8 data for individual PP pupils will have received pastoral care and support.</p> <p>Pupils across the prior attainment bands have a positive progress 8. Many pupils who have taken advantage of the mentoring services the school provides have made good progress.</p> <p>We have case studies for a number of these pupils to illustrate the impact the mentoring programme has had.</p>	<p>Mentoring programs and key worker pickups are extremely effective. Pastoral needs of PP pupils are identified and appropriate support is provided. Monitor and evidence through IPM meetings/minutes now evidenced on CPOMS. Behaviour for learning improves. (Evidenced through analysis of behaviour and SIR referrals.) Pupils attend lessons and gaps in learning are reduced. (Evidenced through internal data tracking system and attendance data).</p>	RB LJ	Termly

ii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To continue to create a positive climate for learning during pastoral time and PDE, RE</p> <p>To maintain a positive climate for learning through additional pastoral support.</p>	<p>An improved attitude to learning across the school</p>	<p>Taking care of pupil wellbeing and development of positive behaviour for learning such as Resilience, Respect, Resourcefulness, Responsibility and Reflection are essential in raising pupil achievement</p> <p>Creating a positive climate for learning is key to pupil achievement. Deprivation is high. Our pupils face a number of difficult home situations. Supporting pupil's emotional well-being and ensuring they develop positive behaviours for learning is essential in improving pupil achievement</p>	<p>Planned CPD with a different strategy each half term, sharing of good practice. Monitor implementation in deep dives.</p> <p>Regular tracking and monitoring and line management. Systematic termly recording of pupils' attitude to learning</p>	<p>RB LJ BM</p>	<p>Annually</p>

ii. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>To employ an additional attendance officer who would focus on PP pupils with low attendance and punctuality.</p>	<p>Improved motivation to show a rising trend in attendance.</p> <p>Pupils to achieve National Average for attendance in an effort to improve attainment levels.</p>	<p>Attendance of disadvantaged pupils is lower than for non PP pupils. Improving attendance will improve pupils' progress.</p>	<p>We have a very effective full time Attendance Officer who would work closely with an additional attendance officer.</p>	<p>BM EC</p>	<p>Termly</p>
<p>To improve the Inclusion provision</p> <p>To implement the Thrive programme</p> <p>To train the academic learning mentors to work with specific groups of pupils.</p> <p>To ensure that numbers of overall days lost to fixed term exclusions stay below national average.</p>	<p>Reduced number of fixed term exclusions for disadvantaged pupils.</p> <p>Ensure a consistent positive climate for learning.</p> <p>Pastoral needs of PP pupils are identified and appropriate support is provided.</p> <p>Behaviour for learning improves. Pupils attend lessons and gaps in learning are reduced. (Evidenced through internal data tracking system/attendance data/IPM minutes/analysis of behaviour and SIR events).</p>	<p>Pupils feel nurtured. A place for pupils to go if they are feeling stressed – improving mental health / well- being.</p>	<p>Continue to develop effective pastoral support services in order to promote a positive climate for learning.</p> <p>Review inclusion provision and development.</p> <p>Use of CPOMS has focused the team to review provision for PP pupils.</p>	<p>RB LJ</p>	<p>Annually</p>

ii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To provide a hot breakfast for every pupil in the inclusion form	Pupils are prepared for school and their needs are met.	Pupils are unable to learn if their basic needs are not met.	Supervision by the Inclusion Team	RB	Termly
Hardship Fund	Pupils to be properly equipped and ready to learn. Money is used to purchase: Revision resources e.g. Textbooks and reading books, Equipment, Uniform, Food	Disadvantaged pupils' education can be affected due to a lack of resources.	Use systems in place to identify pupils with a lack of resources. Provide resources and monitor	BM	Annually
Enrichment Fund To provide high quality visits, trips and opportunities that enrich the curriculum and promote cultural capital including overseas trips	Pupils are more engaged with their learning and made aware of opportunities in a wider context. Pupils will benefit from enrichment activities which will raise aspiration, engagement and promote enjoyment with their learning. A higher participation rate from disadvantaged pupils	Our current offer promotes enjoyment, engagement and participation in learning both inside and outside of school. This has a positive impact on pupils' attitudes towards school and the positive relationships they develop with their peers and with staff. It raises aspiration and awareness of opportunities outside of the local area. It is an important part of improving achievement and success for all our pupils.	Pupil surveys/voice confirms that our out of school hours learning, enrichment helps to motivate pupils.	AS CW	Termly
Pupil premium expenditure 2019-2020				£433,335	

5. Review of expenditure				
Previous Academic Year		2018-2019		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Evaluation of impact (and whether you will continue with this approach)	Approx. Cost Monitored by
English and Mathematics Support: Three Maths and two English teachers were employed to close gaps.	Tailored intervention to close gaps: 1-2-1 and small group sessions. Intervention teacher communicates with classroom teacher to improve progress for pupils significantly below their MEG.	Gaps in knowledge were identified and addressed. For some pupils the gaps were closed and support was reviewed and tailored after each Teacher Assessment.	Pupils who we believed to be on target because of the teacher's predicted grades (PEGs) were no longer supported by the intervention teachers. Positive impact was observed in English but not in Maths. We need to continue supporting targeted pupils right up to their final exam. Needed to involve 2 nd in departments more and hold accountable. Better monitoring/accountability and support for staff will have a positive impact. We will not continue with the same approach, support will be given via the academic learning mentor.	£84,263 OH/OI/ SB/MH
Small groups for English, Mathematics and Science support	To support pupils who are below their MEGs and have gaps in their knowledge.	Small group intervention with pupils who had a reduced curriculum had a positive impact on their progress. PLCs were used in Mathematics and will be developed further.	Pupils needed more guidance and help with closing gaps especially in English. More detailed DDT (Diagnosis, Therapy, Testing) was needed for each pupil. More exam practice to cope with timing in English would have helped pupils to answer all questions. PEGs needed to be more accurate. CPD for English teachers for moderation of Mock exams and detailed revision plans were established and monitored. This approach will continue and been added to the timetable for 2019/2020.	OH/SB/ AHR HOA

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Evaluation of impact (and whether you will continue with this approach)	Approx. Cost - - - -
After school sessions	Pupils who need additional support - subject specific. Additional sessions after school 3.15-4.15 to increase subject content and practise exam techniques. Target groups 'aiming for 5' and the Most able. Pupils are invited to session to close gaps and improve knowledge / key concepts	Pupils have a greater understanding of exam technique specific to their subject Pupils have covered subject content in detail Gaps in knowledge are addressed	Pupil voice feedback is positive about the impact of this approach. Positive progress achieved in subjects which offered after school sessions. Noticeable lack of progress in Science as intervention was not very well attended. Improve and continue next year but target pupils according to learning gaps rather than whole class intervention.	HODs Achievement Team
Hackney Literacy Project	Small group intervention that follows the Hackney Literacy Project. Up to seven pupils within a group and it is targeted at pupils with a reading age below their numerical age starting at age 8+. This is normally carried out on a 1-2-1 basis or in small groups.	Improve reading ages of pupils Two /Three sessions per week Pupils' books show evidence of extended writing. Work scrutiny shows that standards of written responses and extended writing across the school have improved	Reading in small groups motivates pupils and improves confidence and encourage a love of reading. Evidence from pupil voice is encouraging, pupils report growing self-assurance in reading. Reading is still not in line with numerical age for all selected pupils. We will continue with this approach but need to carry out more pupil voice in order to constantly review progress being made.	£57,318 BON/TM Literacy Coordinator

i. Quality of teaching for all

Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Evaluation of impact (and whether you will continue with this approach)	Approx. Cost Monitored by
Morning Reading Sessions	Year7/8 pupils in need of additional reading support targeted at pupils with a very low reading age (below 8) as well as pupils with EAL/Mild Learning difficulties and who are very behind due to attendance issues.	<p>1-2-1 and group reading support has improved their reading ability/ages</p> <p>Reading sessions during form time have taken place every day.</p> <p>Three groups with 24 pupils per group have benefitted from this scheme.</p>	<p>Most pupils in Y7 have made 9 months progress in their reading while most pupils in Y8 have made 1 year and 1 month progress.</p> <p>We will continue with this approach.</p>	<p>BON</p> <p>Literacy Coordinator</p>

ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Evaluation of impact (and whether you will continue with this approach)	Approx. Cost Monitored by
EAL In-class / small group support.	Pupils who have English as an Additional Language are supported in class and in small groups.	Progress for disadvantaged EAL pupils is positive. We need to improve P8 of disadvantaged EAL pupils, with a particular focus in English.	Not enough TLR holders in English were involved. Teachers were given EAL resources, but we need to place more TAs in lessons. We will continue with this approach.	£38,763 BON/MB
E – Learning materials and licences.	Access to resources to improve learning outcomes. Purchase up to date resources	Additional resources are provided to ensure academic success. Pupils can access resources outside of their lessons to enhance learning.	Without pupil voice to assess the impact of the E-Learning materials it is difficult to measure impact. We need to survey staff and pupils to find out effectiveness of resources.	£10,000 DS EL (MFL)
Additional classes for Key Stage 4.	Additional Saturday classes and half term interventions will improve outcomes. Subject specific intervention with a focus on exam and revision techniques.	Small group subject specific tuition focussed on exam content, revision sessions, targeted groups 'aiming for 5' High Achieving Pupils were invited to sessions based of gaps in knowledge/need. Positive progress in English, MFL and humanities subjects; pupils benefited from Saturday classes and intervention.	Prioritising English and Mathematics match up ensured overall school progress improved to 0.14. English and Maths attainment improved from 43% to 54%. We will continue with this approach, but in Spring Term only.	£15,000

ii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Evaluation of Impact (and whether you will continue with this approach)	Approx. Cost Monitored by
Academic Learning Mentors	<p>To ensure that pupils who need additional pastoral or academic support will achieve.</p> <p>Targeted 1-2-1 support and plans specific to pupil's needs alongside improved communication with parents/carers will improve outcomes.</p> <p>Interventions are reviewed after each TA and action plans put into place.</p>	<p>Pupils were supported academically and emotionally which has helped with their achievement and progress.</p> <p>Barriers to learning were identified and removed.</p> <p>Attendance and punctuality improved, but still below national average particularly WBRI pupils.</p> <p>TA results were monitored much more closely.</p>	<p>Attendance of disadvantaged pupils remains a concern and is a key factor in their performance.</p> <p>Learning mentors worked with key groups and supported families to help improve attendance using several strategies, but we need additional pastoral staff to support emotional needs.</p> <p>We will continue with this approach.</p>	<p>£107,789</p> <p>BM/HOA</p> <p>Achievement Team</p>
<p>Homework/Study club</p> <p>Supervised by Academic Learning Mentors Years 7-11</p>	<p>To support pupils with homework/outstanding work/attendance concerns.</p> <p>To provide access to resources e.g. computers, internet and printing facilities.</p>	<p>Pupils benefited from the 3-4.14pm homework club. Sessions were run for each year group except for Y11 due to some timetabled P6 lessons and intervention classes.</p> <p>Sessions were supported by a Learning Mentor for the pupils to help them with homework issues and learning difficulties.</p>	<p>Pupils who regularly attended did benefit from the support offered by the learning mentor. This was especially successful for English.</p> <p>We will continue with this approach but we will offer some rewards (BGS) and more praise for regular attenders and share with staff and parents. Ensure that registers are taken and cross referenced with achievement team.</p>	<p>HOA</p>

iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Evaluation of Impact (and whether you will continue with this approach)	Approx. Cost Monitored by
Library Club	To support pupils who are unable to study at home	After school support 3-4pm Pupils were work in groups and support each other. Access to computers and printing facilities helped with study. Access to additional resources e.g. revision guides/past exam papers helped disadvantaged pupils.	Attendance was inconsistent, the school needs to offer some rewards and more praise for regular attenders and share with staff and parents. We will continue with this approach and include the BGS awards.	BON
Inclusion Team Provision	To provide 1-2-1 support for the most vulnerable pupils.	1-2-1 target support helped pupils to cope with SEMH Tailored in and out of class support reduced barriers to learning. Liaison with stakeholders promoted and supported behaviour for learning. Consistent parental engagement and coordination of Multi Agency support was made a priority.	Pupils were supported academically and emotionally. Barriers to learning were being addressed through targeted support (Multi Agency) A reduction in behaviour referrals/incidents Fixed term exclusions remained below national average and internal exclusions reduced in number.	LJ/BM
School Counselling Service	1-2-1 counselling session to address barriers to learning.	1-2-1 counselling sessions for pupils one hour per week. Counselling sessions of up to 12 weeks were made available depending on the need of the pupils. Drop in sessions were also available.	Pupil have been emotionally supported. However, waiting lists have been too long and additional counsellors are needed. Pupils benefited from the sessions and it helped them to access the curriculum and attend regularly. We will continue with this approach.	£29,267 SH

iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria?	Evaluation of Impact (and whether you will continue with this approach)	Approx. Cost Monitored by
Attendance Support	To improve pupils attendance and punctuality to school.	Targeted pupil support to reduce absence through learning conversations. Contact with parents/carers, home visits, meetings, letters. Court procedures where necessary. Access to multi agency support.	Attendance has increased but not for all pupils. Persistent absence remains a challenge for pupils who have hard to reach and reluctant to engage parents.	£39,996 BM
Hardship Fund	To assist pupils who are unable to purchase resources and uniform.	Money was used to purchase: Revision resources e.g. Textbooks and reading books, equipment, uniform, food	Pupils were not disadvantaged due to lack of resources. Every pupil had access to materials to support their learning. Every pupil was able attend school in correct and appropriate uniform. We will continue with this approach.	£5,000 HT/BM
Enrichment Fund	Pupils who are financially unable to attend extra-curricular/educational trips	Funding is used to pay pupils to attend enrichment activities.	All pupils attend enrichment activities. Evidence available	£5,000 HT/RB
Pupil premium expenditure 2018-2019				£392,396