

Pupil premium strategy statement

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This statement details our school's use of pupil premium for the year 2024-5 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	Debenham High School
Number of pupils in school	710
Proportion (%) of pupil premium eligible pupils	16.8% (119 students)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	8 October 2024
Date on which it will be reviewed	8 October 2027
Statement authorised by	Full Governing Body
Pupil premium lead	Louise Ramsay
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation the academic year 2025-6	Estimated £120,319

Part A: Pupil premium strategy plan

Statement of intent

Our intention is twofold. Firstly, we aim to develop confident young people with the self-assurance and resilience to thrive in the world outside of school, and secondly, we aim to ensure that all pupils, irrespective of their background or the challenges they face, make good academic progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these 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, are young carers or have economic disadvantage through being in receipt of free school meals. The activity we have outlined in this statement is also deliberately intended to support all students, regardless of whether they are disadvantaged or not.

High-quality learning and 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. Along with high quality teaching, there will be a focus on the holistic development of the whole person through an ambitious, broad and balanced curriculum and an extensive enrichment offer.

Our strategy is also integral to wider school plans for educational intervention, notably in its targeted support for pupils who need additional academic support based on gaps in learning as well as social and emotional 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
- promote high levels of school attendance
- 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	Disadvantaged students generally have low numeracy and literacy scores upon entry
2	Disadvantaged students generally have low levels of vocabulary and general knowledge which impact on “unseen” work and their level of resilience when meeting new and/or challenging work
3	Students find taking ownership of their learning difficult so lack resilience. Students need to develop independent learning strategies, metacognitive skills and self-regulation
4	Social and emotional issues for some students makes progress more difficult, in the case of disadvantaged students in care, adopted or with a social worker, this can be informed by trauma and Adverse Childhood Experiences.
5	Persistent absenteeism and lower levels of attendance for disadvantaged students Attendance figures over the last three years gaps – this particularly affects those students on FSM and those open to social services but not in care or adopted with regards to being Seriously Persistently Absent (i.e. below 50% attendance)
6	Low levels of aspiration for those who are disadvantaged and experience of the world so affecting social confidence.
7	Disadvantaged students have limited access to cultural activities

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>1. To improve the literacy and numeracy skills of those without functional ages. Ultimately to a) raise pupil attainment across KS3 and KS4 especially in Maths and English; b) build life skills for those sub GCSE through the literacy and numeracy taught</p> <p>SDP Priority 4 – All students are well supported to access the curriculum</p> <p>SDP Priority 5 – Excellent Literacy Skills</p>	<p>Literacy interventions raise both reading and spelling ages as shown in YARC and NGRT testing.</p> <p>Additional literacy sessions for Sets 4-6 in English to actively promote higher levels of Tier Two Vocabulary.</p> <p>Student attainment in Literacy based subjects improves across KS3 & 4, which will be measured by interim tracking and external examination results.</p> <p>Students who enter school with lower than average scores make better than expected progress allowing them to access desired pathways.</p> <p>Disadvantaged students achieve above the national average and in line with the rest of cohort for key progress measures.</p>
<p>2. Students develop independent learning skills as part of their learning, all students access the curriculum with confidence and are resilient learners</p> <p>SDP Priority 2- Excellent behaviour and attitudes</p> <p>SDP Priority 4 – All students are well supported to access the curriculum</p>	<p>Disadvantaged students make expected or better progress.</p> <p>Faculty/subject reviews show an improvement in learning behaviour; ability to acquire and deploy new vocabulary and general knowledge.</p> <p>Strategies to explicitly improve students' metacognitive skills are evident in SDP and Faculty Reviews</p> <p>Habits for Success are explicitly taught and rewarded eg resilience, aspiration, responsibility, courage, respect and engagement – this should be particularly important for the disadvantaged where these habits are not inherently taught.</p> <p>Students demonstrate greater ownership over their own learning measured through staff feedback; student PPIs</p> <p>Good use of Homework Clubs to scaffold independence with home learning when allowed; support with online learning for those students if no Homework Club</p>

<p>3. Students make expected progress SDP Priority 1- High levels of Academic Progress SDP Priority 4– All students are well supported to access the curriculum</p>	<p>Disadvantaged students make expected progress in key GCSE subjects and/or basic literacy/numeracy Disadvantaged students actively engage in opportunities taken to help them catch up their learning including external tuition where identified</p>
<p>4. Students set themselves ambitious goals in terms of their learning and their future plans SDP Priority 1- High levels of Academic Progress</p>	<p>Tracking of student’s Learning Behaviour and academic attainment by AHT via Case Studies. Links are made to the Habits for Success with regards to Aspiration and Resilience – positive discrimination in terms of time spent with Careers Lead, Key Workers or with mentors to support Appropriate planned pathways are in place post 16</p>
<p>5. Disadvantaged students have higher rates of attendance. NB Raising attendance rates of disadvantaged students is a top priority for this strategy as feeds into career plans and the progress made academically SDP Priority 3- High levels of Attendance</p>	<p>PP students achieve key progress measures, including comparable attendance rates. School Attendance moving towards 95% Improvement in Severely Persistent Absentee rates especially around the disadvantaged</p>
<p>6. Disadvantaged students take part in the wider life of the school and are engaged in their learning</p>	<p>Students communicate their engagement in school through PPIs; involvement in leadership positions and extracurricular activities – linking to Habits for Success School Club attendance is monitored and those who are disadvantaged are involved in clubs and encouraged to develop responsibility and stamina</p>
<p>7. Disadvantaged students are targeted to build their cultural and world knowledge through access to enrichment activities and experiences SDP Priority 1- High levels of Academic Progress</p>	<p>Disadvantaged students achieve their expected grades through a better world knowledge as relied upon in “unseen” subjects such as English. Also building and using general vocabulary and references in all academic subjects. PP to have greater confidence to access higher levels of learning and aspiration post 16 due to an increased exposure to different experiences</p>

	PP students are able to participate in trips and visits; access music tuition to build their cultural capital.
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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: £450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To train staff so that they a) better understand the challenges facing disadvantaged students; b) review and adapt teaching and learning strategies/intervention to better meet the needs of these students and so aid academic progress and personal development for these young people.</p> <p>CPD opportunities :</p> <ol style="list-style-type: none"> 1. Vulnerable Student Training Sept 2025; 2. Adaptive Teaching remains key area for development in school; Jan 2026 specific training for staff on supporting those with Speech and Language needs, 	<p>As shown in EEF research on how best to spend PP, CPD is an important way to raise awareness, share strategies and develop approaches that support and challenge all students. Methods of delivery are supported in the following site by EEF</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1726775496</p> <p>High quality CPD centred on teaching and learning and understanding the SEMH needs of students will impact on practice in the classroom and form rooms so supporting these students.</p> <p>Specific CPD around supporting the vulnerable students at the start of each academic year aims to empower staff and given them confidence to work with our most disadvantaged, including in 2025 a focus on Foetal Alcohol Syndrome</p> <p>High quality of outcomes for CiC and AfC students suggest this works effectively – evidence from progress data; attendance data and PEPs for CiC</p> <p>Specific focus on adaptive teaching to build staff capacity to meet student needs. Adaptive Teaching training in November 2024 to be based on DHS specific student voice from PPIs led by SES lead Catherin Fraser Andrews; 2025 to widen out SES support to focus on Speech and Language Needs</p>	<p>3</p>

<p>including those affected by ACE</p> <p>3. Faculty Action Plans for adaptive teaching being developed and reviewed 2024-6</p> <p>SDP Priority 4 : Adaptive Teaching</p>		
<p>Developing independent learning skills in all students especially focusing on metacognitive and self-regulation skills.</p> <p>Funding CPD for all staff and opportunities for sharing peer teaching/learning</p> <p>Whole school CPD November 2024 on Adaptive Teaching</p> <p>SDP Priority 4 : Adaptive Teaching</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>Led by SENCo and SES lead Catherin Fraser Andrews, linked to move based on research from EEF of the need to move beyond differentiation to adaptive teaching – https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching</p>	<p>3</p>

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

Budgeted cost: £151,668

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of 6 teaching groups in English and Maths in certain groups at KS4 to allow smaller teaching groups.</p> <p>Capacity for 6 groups at KS3 in English; 5 groups with double TA staffed support in Set 5 in Maths - review and return to 6 groups in Maths 2025-6 linked to behaviour rather than learning; 7 groups in Year11 Maths given high need</p> <p>SDP Priority 1- High levels of Academic Progress</p>	<p>Excellent attainment in previous years suggests this is a good use of PP money on PP students and the whole cohort for KS4. Exam Results from 2023-4 support the success – English at 0.7 Progress Score and Maths at 0.4.</p> <p>2024-5 (Based on estimates from CATs) these results look better than the previous years but there is no secure base for this given there were no KS2 SATs</p>	<p>1</p>
<p>Focus on whole school literacy – i.e. reading initiatives; disciplinary literacy; widening targeted vocabulary and reading strategically.</p> <p>NB Linking this to supporting parental engagement to build bridges for any possible future online learning</p> <p>SDP Priority 5 – Excellent Literacy Skills</p> <p>CPD Focus on Development of Oracy and Reading – Working Group 2022-24; Reading as a focus 2024-5</p>	<p>Importance of literacy across the curriculum to build confidence in learners; focus on reading to try and limit the Matthew Effect. Importance of lifelong skills.</p> <p>Urged to focus on reading and vocabulary acquisition through research and Ofsted Framework Focus. Use of Educational Endowment Foundation suggested strategies – building on and embedding training from 2019</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>1, 2</p>

<p>c/f Literacy Policy and Action Plan</p>	<p>word-gap.pdf (oup.com.cn)</p> <p>Literacy Working Group 2024-5 to focus on the development of reading – ELo to lead on Reading Matters November 2024</p> <p>Introduction of SPARx Reader to increase reading engagement and stamina in 2025-6</p> <p>DBV Paired Reading initiative being introduced for low level Year7 readers in September 2025</p>	
<p>Additional literacy sessions for students in Sets 4-6 focusing on Tier 2 vocabulary and phonics SDP Priority 5 – Excellent Literacy Skills</p>	<p>Continuation of a vocabulary programme at KS3. Head of English has organised these with the English Team and SENCo to promote a richness of vocabulary so trying to minimise gaps between students. All students have access i.e. Sets 1-3 to the vocabulary but Sets 1-3 are implemented through set English lessons</p>	<p>1, 2</p>
<p>Catch Up Literacy in place to raise literacy skills of those without functional reading age and those above with specific needs: Cath Up Reading with focus on either fluency or comprehension based on NGRT testing; Lexonik Leap and Advance SDP Priority 4 – All students are well supported to access the curriculum SDP Priority 5 – Excellent Literacy Skills</p>	<p>Without literacy and numeracy skills there can be no access to the curriculum; future education or training. This leaves students vulnerable and in a vicious cycle of not achieving; having children; further non-achievement</p> <p>2024-5 Reading and Spelling Scores suggest 13/18 students' standardised spelling score increased; 11/18 improved their Reading Fluency – all of those following the Lexonik Advance intervention improved their fluency – it was harder to improve the non-functional reader's fluency with Lexonik Leap</p>	<p>1</p>
<p>Specific events are planned to aid revision and study skills eg targeted at Year 11 – Maximise; Revision PSHE sessions; timetable of revision sessions</p>	<p>Building good habits in a secure environment so not expecting home to lead on this; positive discrimination of showing these young people matter; capturing students when they do not work outside of school.</p>	<p>3</p>

	<p>Building on a can do attitude and also providing practical examples on how to improve.</p> <p>2024-5 GCSE results suggest success overall although the PP students as a cohort achieved less on average than the non PP students. However with one non-attender in that group this suggests our PP students made the expected amount of progress on average</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £49,211

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Progress Tracking and Case Studies established for vulnerable students 3 x 20 hours of time for Assistant Headteacher in a year.</p>	<p>Important to monitor and then re-evaluate school intervention and their effectiveness along with student's learning behaviour</p>	<p>3</p>
<p>Identified students in Year 11 are assigned a mentor from the SLT or senior teaching staff - Minimal additional internal cost SDP Point 6 – Emotional wellbeing for all members of our community</p>	<p>Having one key worker helps build security – the sense of having an advocate in school. Also, a key link between school and home. Links to all research on attachment theory by Louise Bomber – https://semh.co.uk/social-emotional-and-mental-health-semh/opinion/key-adult/?amp=1</p>	<p>4</p>
<p>Whole school approach to IAG – Funding a Careers advisor in school; support in visiting colleges and making applications for Year 11; work experience Year 10. Liaison with LA for potential NEETs SDP Point 6 – Emotional wellbeing for all members of our community</p>	<p>Provision of independent advice to support student decision making – especially important in homes unlikely to organise trips to Open Evenings or value further education. Also running through PSHE curriculum from Year 7 re aspiration Based on EEF https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education Opportunities through Careers Week to explore different Careers as well as Year 9 attending the Skills Show prior to GCSE Option choices With a core of Pastoral Staff trained to Mini PATH this will help form the basis of aspiration and plans for the future All Year11 students has a Post 16 Pathway on leaving DHS in June 2025 and the added security of a Young Person's Worker to support those at risk of being NEET</p>	<p>7</p>

<p>Targeted disadvantaged students are offered enrichment activities and opportunities to build up their cultural capital. Students are deliberately chosen for experiences within school To build their experiences and cultural capital eg for payment for field trips; opportunities to visit colleges and universities are arranged; funding of music lessons and graded exams</p> <p>SDP Point 6 – Emotional well-being for all members of our community</p>	<p>As with literacy, the lack of exposure to experiences due to their home life can hinder their access to subject content; unseen texts in English and general world understanding and social communication</p> <p>Also wider life experiences such as learning a musical instrument</p>	7
<p>Timely and rigorous support for persistent absentees and those with low levels of attendance, embedding principles of good practice set out in DfE’s Working Together to Improve School Attendance, 2024</p> <p>Weekly monitoring of attendance by Attendance Officer, AHT and HoY; payment of EWO to support</p> <p>SDP Priority 3: High Levels of Attendance</p>	<p>A serious issue and perhaps one of the more significant in terms of underpinning academic progress and SEMH -</p> <p>Commitment to work to improve school attendance - DHS to work based on the DfE Guidance:</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p> <p>Alongside the procedures and policies to work with families around support for young people to get into school as per Early Help Offer - https://www.debenhamhigh-school.suffolk.sch.uk/Information/Safe-guarding/</p> <p>Lnks to aspiration as students who attend school attain more highly and are more likely to have high levels of aspiration so a key aim of the school</p> <p>This remains an area for focus based on 2024-5 attendance figures. While the whole school cohort improved to 93.92% compared to the average national figure. PP Attendance remains lower at 87.59%</p>	5, 7

<p>Help students develop their resilience to both school and social circumstances :</p> <p>a) Run a KS3 & KS4 Homework Club four nights a week for all pupils, including a particular focus on vulnerable group eg FSM, CiC.</p> <p>b) Safe Place To Be in the mornings 8.30 – 9.05 for invited pupils – FSM; LAC are criteria</p> <p>c) Alternative provision is provided for individuals as needed – ASDAN/AQA Qualifications course in Years 10 and 11 as an alternative for identified pupils to focus on social and independent learning skills; funding for external provision such as The Nest, Thrive, Plot</p> <p>d) PSHE + running to support Year 7 with transition until Christmas</p> <p>e) Funding of ELSA in school to support home with social and emotional needs</p> <p>f) Talk Therapist funded to support students who have anxiety and</p>	<p>Students struggle to have support re homework; can cause tension with parents so having specialist support in school can help - provision of support and setting high expectations in completion supported by the EEF study on https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>Support vulnerable students at the start of a busy start of the day with safe Place to Be</p> <p>Need for relevant sessions that are practical, based on development of social skills.</p> <p>Engagement is higher as a result when in school; students are developing a pathway through vocational experience</p> <p>Able to support attendance at school through decompression and specific support for students with needs – usually disadvantaged</p> <p>Development of nurture group to help those needing support with their social skills</p> <p>To provide the skills to cope with school and society – led by Student Support Assistant so also provides contact with a key person in school . Team now at three</p> <p>Allows access to additional support within school – these cases often do not escalate showing successful early help intervention.</p>	<p>4</p>
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<p>social skills issues/ use of School Nurse. Both CBT informed</p> <p>g) Chaplaincy Team to mentor and coach students</p> <p>SDP Point 6 – Emotional well- being for all members of our community</p>	<p>There is much research on the positive out- comes of CBT on adolescent mental health: Adolescent mental health: A systematic review on the effectiveness of school- based interventions Early Intervention- Foundation (eif.org.uk)</p> <p>Voluntary support to mentor and coach stu- dents under the oversight of AHT. CofE is very much in support - <a href="https://www.churchofeng-
land.org/about/education-and-schools/school-
chaplaincy">https://www.churchofeng- land.org/about/education-and-schools/school- chaplaincy</p>	
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Total budgeted cost: £201,329

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 2024 to 2025 academic year.

Targeted intervention in KS4 English for Year 11 appears to have positively affected the GCSE success of all students in 2025-6.

2024-5 the intervention delivered by the SEND team through both Catch Up Reading and Lexonik have been developed. The Spelling and Reading Scores were encouraging, they show 13/18 students' standardised spelling score increased; 11/18 improved their Reading Fluency – all of those following the Lexonik Advance intervention improved their fluency – it was harder to improve the non-functional reader's fluency with Lexonik Leap. Given inconsistencies in the past and feedback from Ofsted, this formed part of the Equalities Action Plan for 2022-5 and will impact all students.

Staff evaluation of the CPD programme has been very positive, the quality of Faculty Review and SDP Review observations suggest impact on practice. 2024-5 GCSE results suggest success overall although the PP students as a cohort achieved less on average than the non PP students. However with one virtual non-attender in that group this suggests our PP students made the expected amount of progress on average

Overall attendance in 2024 -5 has improved with our average reaching 93.92%; we continue to be above the national average but the PP students are lower at 87.59%. A small number of severely persistent absentee students have a detrimental effect on the PP group

There has been a more robust approach taken to tracking and following up attendance. There is some shift in cases at persistent absenteeism but the hard to reach cases remain stubborn. Cases appear to have been affected, along with the national picture, with increased levels of anxiety. Increasing School Nurse referrals and funding an additional morning from the Talk therapist, along with a wider Chaplaincy offer does have an impact on the lower level cases. Likewise a more timely approach to monitoring and intervention – 2023-5 funding 500 minutes a week of J Pratt to review the PA students daily as well as administration time to build an ongoing tracker of the whole school. This remains a key area for development as we continue to embed and tackle the stubborn cases that include a higher percentage of disadvantaged students

Students have accessed support around their social, mental and emotional health – while this has been informally monitored, from April 2022 a more robust entry – exit questionnaire approach has been taken to better monitor impact with the Talk Therapist. Detailed

audits are undertaken by both Chaplains and Talk Therapist to assess effectiveness of the intervention.

In terms of aspiration, all Year 11 students have been interviewed by the Careers Advisor and receive independent advice. The Careers Advisor in school works closely with the Young People's Worker at the Local Authority to minimise the number of NEET students. In June 2025 all students has a Post 16 Plan. A coherent approach to Careers Education which seeks to meet the Gatsby Benchmarks was praised by Ofsted in March 2023; Careers Week is an annual event as are Careers lessons in PSHE so raising aspiration throughout the school