



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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
Number of pupils in school	502
Proportion (%) of pupil premium eligible pupils	3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Mr A Foreman (Principal)
Pupil premium lead	Mr E Pallant (Assistant Principal Pupil Progress) and Mrs A Saunderson (Pupil Premium Coordinator and SENCO)
Governor / Trustee lead	Mr R Collier

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 20,055
Recovery premium funding allocation this academic year	£ 6000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 26,055



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.

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. 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. It is clear from our analysis that English and Maths remain a focus for improvement and improved progress in these core subjects helps close the gap for DPP students across the curriculum. It is also clear that we need the flexibility to support individual (no clear pattern and linked to the student) subjects as they can also be a barrier progress at KS4. 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. 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 and Houses 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	Although DPP students make good progress at DYRMS they are not making the same higher progress of the non-DPP peers.
2	It is clear from our analysis that English and Maths remain a focus for improvement. Improved progress in these core subjects helps close the gap for DPP students across the curriculum.
3	It is also clear that we need the flexibility to support individual (no clear pattern and linked to the student) subjects as they can also be a barrier to progress at KS4.
3	It is also clear that we have a higher percentage of Prep slips for DPP students. This suggests disadvantaged pupils lack self-regulation strategies.

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
Improved progress among disadvantaged pupils across the curriculum mirroring that of non-disadvantaged peers	High progress of all pupils and the gap between progress and attainment of DPP and non-DPP by 2024 is 0.
Improved self-regulatory skills so high quality Prep (Homework) is completed among disadvantaged pupils across all subjects.	Teacher and House reports demonstrate disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by Prep completion rates across all classes and subjects.



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

Budgeted cost: £26, 055

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training, through ALG, to all staff on EEF strategies that can improve DPP and all other students' achievement. Monitored by SENCO (Pupil Premium Coordinator), and school QA procedures.</p>	<p>Research evidence from EEF/Sutton Trust</p> <ol style="list-style-type: none"> 1. Subject modelling (Metacognition) in lessons 2. Feedback 3. Oral language interventions – particularly the use of questioning to DPP students that extend, challenge, engage and prevent misconceptions. 	<p>1, 2</p>
<p>Training, through ALG, to all staff on Prep that is used to support and extend DPP students' learning. (Varnott's 5 principles) Monitored by SENCO (Pupil Premium Coordinator), and school QA procedures.</p>	<p>Prep that is linked to classroom work is more effective. In particular, studies that included feedback on Prep had higher impacts on learning.</p> <p>It is important to make the purpose of Prep clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area).</p> <p>EEF Homework (Prep) - Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.</p>	<p>1, 2, 3</p>



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Targeted academic support

Budgeted cost: £0 Boarding School budget used.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review of Academic Tutoring by Assistant Principal (Pupil Progress). Supporting DPP pupils with behaviour for learning and Prep.	EEF Homework - Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.	3

Total budgeted cost: £ 26, 055



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Review of outcomes in the previous years

Year 11 2020-21 analysed using 4Matrix (no national data published) – Predicted Progress 8 below DYRMS (+1.03) but significantly higher than National Progress +0.79 (Gap is -0.27).

Both would be expected to be significantly above national progress.

Pupil Premium Allocation 2020-2021 = £28,050

A proportion of the salary for an extra teacher in both English and Maths - to enable smaller class sizes in the core subjects.

Average class sizes for Maths and English: 2020-21

Year	English	Maths
11	14	17
10	17	17
9	18	18
8	15	20
7	14	18

Outcomes for DPP students have improved significantly, to above estimated national progress.



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Year 11 2020-21 analysed using 4Matrix estimates.

2020-21 Title	Pupil Premium		Not In Group		Difference
	Total	Percentage	Total Inverse	Percentage Inverse	
Pupils					
Students Included	9	-	76	-	-67
Progress 8					
Progress 8 Entries	9	100%	76	100%	0%
Progress 8 Score	0.79	-	1.06	-	-0.27
Attainment 8	53.67	-	59.62	-	-6.05
Performance					
Pupils with 5+ A*-C (4+)	8	88.89%	72	94.74%	-5.85%
Pupils with 5+ A*-C (Inc Maths & English 4+)	8	88.89%	67	88.16%	+0.73%
Pupils with 5+ A*-C (Inc Maths & English 5+)	4	44.44%	55	72.37%	-27.93%
Pupils with 5+ Grade 9-5	6	66.67%	61	80.26%	-13.59%
Pupils with 5+ Grade 9-5 (Inc Maths & English)	4	44.44%	55	72.37%	-27.93%
English					
Pupils achieving 9 to 4 in English (% of Entries)	8	88.89%	73	96.05%	-7.16%
Maths					
Pupils achieving 9 to 4 in Maths (% of Entries)	9	100%	72	94.74%	+5.26%

Year 11 2019-20 analysed using 4Matrix (no national data published) – Predicted Progress 8 below DYRMS (+1.23) but significantly higher than national progress +0.79 (Gap is -0.44).

Both would be expected to be significantly above national progress.

An extra teacher in both English and Maths: A proportion of the salary of a new English and Mathematics teacher to enable smaller class sizes in the core subjects.

An additional Pupil Premium English Intervention Tutor who provides small group and 1:1 tuition.



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Average class sizes for Maths and English: 2019-20

Year	English & Assistant	Maths
11	20	16
10	17	15
9	17	14
8	15	15
7	17	17

Outcomes for DPP students have improved significantly, to above estimated national progress.

2019-20	Pupil Premium		Not In Group		
Title	Total	Percentage	Total Inverse	Percentage Inverse	Difference
Pupils					
Students Included	6	-	93	-	-87
Progress 8					
Progress 8 Entries	6	100%	93	100%	0%
Progress 8 Score	0.79	-	1.26	-	-0.47
Attainment 8	62.5	-	56.75	-	+5.75
Performance					
Pupils with 5+ A*-C (4+)	5	83.33%	84	90.32%	-6.99%
Pupils with 5+ A*-C (Inc Maths & English 4+)	5	83.33%	79	84.95%	-1.62%
Pupils with 5+ A*-C (Inc Maths & English 5+)	4	66.67%	58	62.37%	+4.3%
Pupils with 5+ Grade 9-5	4	66.67%	67	72.04%	-5.37%
Pupils with 5+ Grade 9-5 (Inc Maths & English)	4	66.67%	57	61.29%	+5.38%
English					
Pupils achieving 9 to 4 in English (% of Entries)	5	83.33%	87	93.55%	-10.22%
Maths					
Pupils achieving 9 to 4 in Maths (% of Entries)	6	100%	84	90.32%	+9.68%



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Year 11 2018-19 analysed using 4Matrix – Progress 8 below DYRMS but significantly higher than National Progress +0.11 for all pupils.

Average class sizes for Maths and English: 2018-19

Year	English & Assistant	Maths
11	16	16
10	16	19
9	19	19
8	17	17
7	16	16

Outcomes for DPP students have improved significantly, to above national progress in 2019.

Year 11 2018-19	In Group		Not In Group		Difference	Notes
Title	#	%	#	%		
Pupils						
Students Included	5	-	86	-	-81	Students included in the analysis
Progress 8						
Progress 8 Entries	5	100%	86	100%	0%	Number of pupils eligible for Progress 8
Progress 8 Score	0.11	-	0.74	-	-0.63	Progress 8 Score
Attainment 8	40	-	53.17	-	-13.17	Attainment 8 score
Performance						
Pupils with 5+ A*-C (4+)	3	60%	70	81.4%	-21.4%	Pupils that achieved 5+ grades equivalent to A* to C at GCSE
Pupils with 5+ A*-C (Inc Maths & English 4+)	1	20%	65	75.58%	-55.58%	Pupils that achieved 5+ grades equivalent to A* to C at GCSE inc En & Ma 4 or Above
Pupils with 5+ A*-C (Inc Maths & English 5+)	0	-	45	52.33%	-52.33%	Pupils that achieved 5+ grades equivalent to A* to C at GCSE inc En & Ma 5 or Above
Pupils with 5+ Grade 9-5	0	-	58	67.44%	-67.44%	Pupils that achieved 5+ grades 9 to 5
Pupils with 5+ Grade 9-5 (Inc Maths & English)	0	-	44	51.16%	-51.16%	Pupils that achieved 5+ grades 9 to 5 inc En & Ma
English						
Pupils achieving 9 to 4 in English (% of Pupils)	3	60%	78	90.7%	-30.7%	Pupils achieving 9 to 4 in English (% of Pupils)
Maths						
Pupils achieving 9 to 4 in Maths (% of Pupils)	4	80%	68	79.07%	+0.93%	Pupils achieving 9 to 4 in Maths (% of Pupils)



Service pupil premium funding

Service Children Pupil Premium 2021-2022 (£310 per eligible student)

Service Children Pupil Premium Allocation 2021-2022

Group	Number of students	Total
Service Pupil Premium	245 (including Year 7)	£67,715

Service Children Pupil Premium Allocation 2020-2021

Group	Number of students	Total
Service Pupil Premium	246 (including Year 7)	£59.960

Service Children continue to be a high performing, significant group at The Duke of York's Royal Military School. We also supported the 'Living in our shoes' report (Understanding the needs of UK Armed Forces families). A review commissioned by the Ministry of Defence in June 2020.

Barriers to achievement

Many of the students in receipt of the Service Premium have had a fractured education, attending more schools than would normally be expected for someone of their age. They can have problems relating to the formation and maintenance of friendships as well as separation problems in relation to their families. These problems can be exacerbated when parents are on active service.

Service Premium Strategy

Counselling £20000

The School provides professional counselling to students, where necessary. One Counselor is employed to provide a range of support to students. Students have welcomed the support offered by the counsellors and the service has been extended to provide group sessions in addition to one-to-one counselling, to meet the needs of the students.

Prep and House support £7500

Additional staffing in prep and in junior Houses is provided by graduate tutors, to help to guide and support students as they complete work and whilst relaxing. The additional help provided by the graduate tutors allows for greater adult presence and the provision



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of more activities for the youngest students. A proportion of their salaries is funded by the Service Pupil Premium.

Laptops £10000

The School provides laptops to all students which can be used both within and outside of lessons. The laptops help to facilitate contact with family and friends away from School, through e-mail and social media links; strengthening ties; and providing other links for pastoral support. It also enables continuity of education during Covid and access to electronic classroom text books, resources and Prep. A proportion of the funding for the laptops comes from the Service Pupil Premium Funding.

Pastoral Leaders £10000

Pastoral leaders provide additional support in Houses and have had their roles refocused to provide additional time directed towards students and greater adult presence and support. Contact hours with students have been extended in Senior Houses and some of the funding for this has come from the Service Pupil Premium.

Library £5000

A proportion of the Library budget comes from the Service Pupil Premium and is used to fund the extended opening times, in addition to the range of books and journals that are available to students.

Bursaries £15000

The School provides a number of bursaries to students in receipt of the Service Pupil Premium to allow for continuity of education and ongoing pastoral support, particularly for those who have recently left the forces.



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Service Pupil Premium 2020-21 – SPP students +1.17 perform slightly above DYRMS students +0.91 and significantly above estimated National progress.

2020-2021	SPP		Not In Group		
Title	Total	Percentage	Total Inverse	Percentage Inverse	Difference
Pupils					
Students Included	37	-	48	-	-11
Progress 8					
Progress 8 Score	1.17	-	0.91	-	0.26
Attainment 8	61.84	-	56.96	-	4.88
Performance					
Pupils with 5+ A*-C (4+)	36	97.30%	44	91.67%	5.63%
Pupils with 5+ A*-C (Inc Maths & English 4+)	32	86.49%	43	89.58%	-3.09%
Pupils with 5+ A*-C (Inc Maths & English 5+)	26	70.27%	33	68.75%	1.52%
Pupils with 5+ Grade 9-5	29	78.38%	38	79.17%	-0.79%
Pupils with 5+ Grade 9-5 (Inc Maths & English)	26	70.27%	33	68.75%	1.52%

Service Pupil Premium 2019-2020 – SPP students +1.28 perform slightly above DYRMS students +1.17 and significantly above estimated National progress.

Title	Total	Percentage	Total Inverse	Percentage Inverse	Difference
Pupils					
Students Included	55	-	44	-	+11
Progress 8					
Progress 8 Entries	55	100%	44	100%	0%
Progress 8 Score	1.28	-	1.17	-	+0.11
Attainment 8	56.67	-	57.63	-	-0.96
Performance					
Pupils with 5+ A*-C (4+)	52	94.55%	37	84.09%	+10.46%
Pupils with 5+ A*-C (Inc Maths & English 4+)	50	90.91%	34	77.27%	+13.64%
Pupils with 5+ A*-C (Inc Maths & English 5+)	37	67.27%	25	56.82%	+10.45%
English					
Pupils achieving 9 to 4 in English (% of Entries)	53	96.36%	39	88.64%	+7.72%
Maths					
Pupils achieving 9 to 4 in Maths (% of Entries)	51	92.73%	39	88.64%	+4.09%



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Service Pupil Premium 2018-2019 – SPP students perform in-line with DYRMS students and significantly above National progress +0.71.

Yr11 2018-19	In Group		Not In Group		Difference	Notes
Title	#	%	#	%		
Pupils						
Students Included	45	-	46	-	-1	Students included in the analysis
Progress 8						
Progress 8 Entries	45	100%	46	100%	0%	Number of pupils eligible for Progress 8
Progress 8 Score	0.71	-	0.71	-	0	Progress 8 Score
Attainment 8	51.34	-	53.53	-	-2.19	Attainment 8 score
Performance						
Pupils with 5+ A*-C (4+)	36	80%	37	80.43%	-0.43%	Pupils that achieved 5+ grades equivalent to A* to C at GCSE
Pupils with 5+ A*-C (Inc Maths & English 4+)	34	75.56%	32	69.57%	+5.99%	Pupils that achieved 5+ grades equivalent to A* to C at GCSE inc En & Ma 4 or Above
Pupils with 5+ A*-C (Inc Maths & English 5+)	20	44.44%	25	54.35%	-9.91%	Pupils that achieved 5+ grades equivalent to A* to C at GCSE inc En & Ma 5 or Above
Pupils with 5+ Grade 9-5	31	68.89%	27	58.7%	+10.19%	Pupils that achieved 5+ grades 9 to 5
Pupils with 5+ Grade 9-5 (Inc Maths & English)	19	42.22%	25	54.35%	-12.13%	Pupils that achieved 5+ grades 9 to 5 inc En & Ma
English						
Pupils achieving 9 to 4 in English (% of Pupils)	40	88.89%	41	89.13%	-0.24%	Pupils achieving 9 to 4 in English (% of Pupils)
Maths						
Pupils achieving 9 to 4 in Maths (% of Pupils)	36	80%	36	78.26%	+1.74%	Pupils achieving 9 to 4 in Maths (% of Pupils)

Service Pupil Premium 2017-2018 - SPP students perform better than DYRMS students and significantly above National progress +0.34.

Service Pupil Premium 2017-2018	In Group		Not In Group		Difference	Notes
Measure	#	%	#	%		
Pupils						
Total number of students	44	-	50	-	-6	All students including those with no results
Performance						
Pupils with 5+ A*-C	30	68.18%	36	72%	-3.82%	Pupils that achieved 5+ grades equivalent to A* to C at GCSE
Pupils with 5+ A*-C (Inc Maths & English)	29	65.91%	28	56%	+9.91%	Pupils that achieved 5+ grades equivalent to A* to C at GCSE inc En & Ma
Progress8						
Progress8 Score	+0.34	-	+0.23	-	+0.11	Progress 8 Score
Attainment8	51.48	-	48.85	-	+2.63	Attainment8 score and grade
Value Added						
Value Added Score	1006.54	-	1005.13	-	+1.41	Value Added Score
English						
Pupils achieving A* to C in English (% of Pupils)	35	79.55%	39	78%	+1.55%	Pupils achieving A* to C in English (% of Pupils)
Maths						
Pupils achieving A* to C in Maths (% of Pupils)	33	75%	38	76%	-1%	Pupils achieving A* to C in Maths (% of Pupils)



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16-19 Tuition funding

This will enable us to support our students, aged 16 to 19, with small group tuition in English and Maths.

In the first instance, our small group tuition will specifically target students with low prior attainment, especially those students who have not yet achieved a grade 4 in Maths and/or English. We also offer tuition to students who have not yet achieved a grade 5 in Maths and/or English.

Please note, our small group tuition will be an additional timetabled lesson, on top of the normal timetabled lesson that each student already receives.

- They will be delivered by qualified DYRMS School teaching staff.
- The maximum number of students in each tuition group will be 5.
- The tuition sessions will not be on an 'ad hoc' basis and students who sign up are expected to attend EVERY session and engage positively with the programme/staff and other students in their group.

Measuring Impact

The impact of these sessions will be monitored, based on student performance and progress in their courses and their preparation for and confidence in applying to future destinations, including higher education, employment and apprenticeships.