

Student Premium Strategy Statement

This statement details our school's use of student premium funding to help improve the attainment of our disadvantaged students.

It outlines our student premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of student premium had within our school.

School overview

Detail	Data
Number of students in school	450
Proportion (%) of student premium eligible students	4%
Academic year/years that our current student premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr A Foreman (Principal)
Student premium lead	Mrs Emma Dixon (Vice Principal) and Mrs A Saunderson (Student Premium Coordinator and SENCO)
Governor / Trustee lead	Mr A Nunn

Funding overview

Detail	Amount
Student premium funding allocation this academic year	£28,350
Recovery premium funding allocation this academic year	£ 0
Student premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 28,350

Part A: Student Premium Strategy Plan

Statement of intent

Our intention is that all students make good progress and achieve high attainment across the curriculum, including progression for those who are already high attainers, irrespective of their background or the challenges they face.

The focus of our student premium strategy is to support disadvantaged and vulnerable students to achieve these goals by considering the challenges faced by them, however the activity we have outlined in this statement is 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 development, with improved progress in these core subjects helping to close the gap for DPP students across the curriculum. It is also clear that we need the flexibility to support individual subjects (no clear pattern but linked to the student), as they can also be a barrier to progress at KS4. This is proven to have the greatest impact on closing the disadvantage attainment gap and simultaneously will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged students' 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 students excel. To ensure that they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point a need is identified
- adopt a whole school approach in which all staff and Houses take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

Challenges

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

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, over time.
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 subjects (no clear pattern but linked to the student) 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 students 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 students across the curriculum mirroring that of non-disadvantaged peers	High progress of all students. The gap between progress and attainment of DPP and non-DPP is 0 by 2025.
Improved self-regulatory skills so that high-quality Prep (Homework) is completed amongst disadvantaged students across all subjects.	Teacher and House reports demonstrate disadvantaged students 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 student premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £28,350

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 (Student 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 (Student Premium Coordinator), and school QA procedures.</p>	<p>Prep that is linked to classroom work is more effective and has higher impact on learning.</p> <p>It is important to communicate the purpose of Prep to students (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 students in secondary schools.</p>	<p>1, 2, 3</p>

Teaching class sizes in English and Maths (2024-25)

Year	English	Maths
11	20	17
10	17	18
9	22	15
8	15	15
7	16	16

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Review of Academic Tutoring that supports DPP students with behaviour for learning and Prep.	EEF Homework - Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Joint ALG/PLG meeting to discuss improving benefits of prep	3

Review of outcomes in the previous years

GCSE Performance

	2022					22-23					23-24				
	Student Premium		Not in Group		Diff (%)	Student Premium		Not in Group		Diff (%)	Student Premium		Not in Group		Diff (%)
	#	%	#	%		#	%	#	%		#	%	#	%	
Students Included	5		82		77	3		65		62	3		96		
Progress 8 Entries	5	100	82	100	0	0		1			3	100	93	100	0%
Progress 8 Score	0.27		0.5		-0.23	1.14		0.73		0.41	2.66		0.64		2.02
Attainment 8	40.6		54.7		-14.12	52.3		50.3		1.97	59.6		54.9		4.76
Students with 5 or more Grade 4+	2	40	71	86.59	-46.59	2	66.67	50.0	76.9	-	3	100	77	82.8	17.2
Students with 5 or more Grade 4+ (Inc Maths & English 4+)	2	40	64	78.0	-38.05	2	66.67	48.0	73.8	-7.18	3	100	73	78.4	21.51
Students with 5 or more Grade 4+ (Inc Maths & English 5+)	2	40	43	52.4	-12.44	2	66.67	30.0	46.1	20.52	2	66.67	56	60.2	24.4
Students with 5+ Grade 9-5	2	40	56	68.2	-28.29	2	66.67	35.0	53.8	12.82	3	100	63	67.7	32.26
Students with 5+ Grade 9-5 (Inc Maths & English)	2	40	43	52.4	-12.44	2	66.67	29.0	44.6	22.05	2	66.67	54	58.0	8.61
Students achieving 9 to 4 in English (% of Entries)	5	100	76	92.6	7.32	3	100	59.0	90.7	9.23	3	100	84	90.3	9.68
Students achieving 9 to 4 in Maths (% of Entries)	2	40	66	80.4	-40.49	2	66.67	51.0	78.4	-	3	100	81	87.1	-0.13

Prep Slips 22-24

Whole School Cohort

	2022	2022-23	2023-24
Total Number of Prep Slips Issued	9249	9069	5997
Number of Prep Slips issued to DPP students	983	877	760
Number of Prep Slips Issued to SCP students	6328	6006	3699
Number of Prep Slips issued to rest of cohort	1938	2186	1538
% prep slips above student capita (DPP)	3%	2%	5%
% prep slips above student capita (SCP)	27%	27%	25%
% of students above student capita (rest of cohort)	-30%	-29%	-30%

DPP students achieve, on average, 3% more prep slips, than the rest of the cohort.

SCP students achieve, on average, 26% more prep slips than the rest of the cohort.

Detailed Review of 2023-2024 (analysed using 4Matrix in anticipation of published info):

Y11 DOYRMS Progress 8 for the whole cohort: +0.71

Progress 8 for DPP students: +2.66.

Both would be expected to be significantly above national progress.

Student Premium Allocation 2023-2024 = £29, 003

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: 2023-2024

Year	English	Maths
11	20	17
10	17	18
9	22	15
8	15	15
7	16	16

Outcomes for DPP students have continued to be significantly above DPP students nationally and above all students nationally

Year 11 2023-2024 analysed using 4Matrix estimates.

2023-2024	Student Premium		Whole Cohort		
Title	Total	Percentage	TotalInverse	PercentageInverse	Difference
Students					
Students Included	3	-	96	-	-93
Progress 8					
Progress 8 Entries	3	100%	93	100%	0%
Progress 8 Score	2.66	-	0.64	-	+2.02
Attainment 8	59.67	-	54.91	-	+4.76
Performance					
Students with 5+ A*-C (4+)	3	100%	77	82.8	+17.2%
Students with 5+ A*-C (Inc Maths & English 4+)	3	100%	73	78.49%	+21.51 %
Students with 5+ A*-C (Inc Maths & English 5+)	2	66.67%	56	60.22%	+24.4%
Students with 5+ Grade 9-5	3	100%	63	67.74%	+32.26%
Students with 5+ Grade 9-5 (Inc Maths & English)	2	66.67%	54	58.06%	+8.61%
English					
Students achieving 9 to 4 in English (% of Entries)	3	100%	84	90.32%	+9.68%
Maths					
Students achieving 9 to 4 in Maths (% of Entries)	3	100%	81	87.1%	-+12.9%

Service student pupil premium funding

Service Children Student Premium 2024-2025 (£340 per eligible student)

Group	Number of students	Total
Service Student Premium	191	£64, 940

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

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 £10,000

The School provides professional counselling to students, where necessary. One counsellor is employed to provide a range of support to students. Students have welcomed the support offered by the counsellor 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 £15,000

Additional staffing in prep and in the boarding houses is provided by evening tutors, to help to guide and support students as they complete work and whilst relaxing. In addition, help provided by the Resident Sports Coaches allows for greater adult presence and the provision of more activities for the students. A proportion of their salaries is funded by the Service Student Premium.

Laptops £10,000

The School provides all students with laptops, 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. This also enabled 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 Student Premium Funding.

Pastoral Leaders £15,000

Pastoral leaders provide additional support in Houses and have had their roles refocused to provide additional time directed towards students, allowing for 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 Student Premium.

Library £5,000

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

Bursaries £15,000

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

Review of outcomes in the previous years

GCSE Performance

	2022					22-23					23-24				
	SCP		Not in Group		Diff (%)	SCP		Not in Group		Diff (%)	SCP		Not in Group		Diff (%)
	#	%	#	%		#	%	#	%		#	%	#	%	
Students Included	33		54			32		36			40		56		
Progress 8 Entries	33	100	54	100	0	32	100	36	100		40	100	56	100	0%
Progress 8 Score	0.58		0.43		0.15	0.74		0.76		0.41	0.77		0.72		0.05
Attainment 8	52.29		54.9		2.61	50.39		50.50		-0.11	51.89		57.32		-5.43
Students with 5 or more Grade 4+	25	76	48	89	-13	22	69	30	83	-14	32	80	48	86	-6
Students with 5 or more Grade 4+ (Inc Maths & English 4+)	23	70	43	80	-10	22	69	28	78	-9	30	75	46	83	-8
Students with 5 or more Grade 4+ (Inc Maths & English 5+)	15	46	30	56	-10	12	38	20	56	-18	22	55	36	64	-9
Students with 5+ Grade 9-5	21	64	37	69	-5	16	50	21	58	-8	24	60	42	75	-15
Students with 5+ Grade 9-5 (Inc Maths & English)	15	45	30	56	-11	12	38	19	53	-15	21	53	35	63	-10
Students achieving 9 to 4 in English (% of Entries)	29	87	52	96	-9	30	94	32	89	5	35	88	52	93	-5
Students achieving 9 to 4 in Maths (% of Entries)	25	76	43	80	-4	23	72	30	83	-11	35	88	49	88	0