



Pupil Premium Report– September 2015

The outcomes for eligible pupils in 2014 led to our achievement of a Regional Pupil Premium Award in February 2015. In his letter confirming this achievement, David Laws, MP, explained that Deer Park had achieved the award because it is one of the most improved schools in the country in terms of attainment and value added progress of its disadvantaged pupils since 2011. He complemented the school on the way in which the school's staff have provided disadvantaged pupils with a good start in life and prepared them well for their futures. He also noted that Deer Park is one of the top 90 schools in England showing the greatest sustained improvement in the percentage of pupils attaining 5 or more A*-C grades including English and Maths.

All staff share our high expectations and ambitions for pupils eligible for the pupil premium. There is further evidence of improvement in the outcomes for eligible pupils in 2015, specifically in the projections for the Value Added scores across 8 subjects, a narrowing of the expected progress gap in Maths and a marginal narrowing of the 5A*-C including maths and English attainment gap.

We recognise that there are still gaps in maths and English for the expected and better than expected progress measures and in the 5A*-C including maths and English attainment measure. We further recognise that attendance of disadvantaged pupils falls below that of their peers at Deer Park. The attendance gap between disadvantaged pupils and their peers in 2014-15 was -3.7%. This figure included a small but significant number of pupils who were persistent absentees who received significant support from the school's attendance officer, inclusion unit and pastoral teams in addition to a variety of appropriate outside agencies.

Closing the attendance and achievement gaps is a strategic objective within the whole school strategic plan and the focus for the annual Raising Achievement and Accelerated Progress Plan.

The table below summarises the data for disadvantaged pupils in our class of 2015.

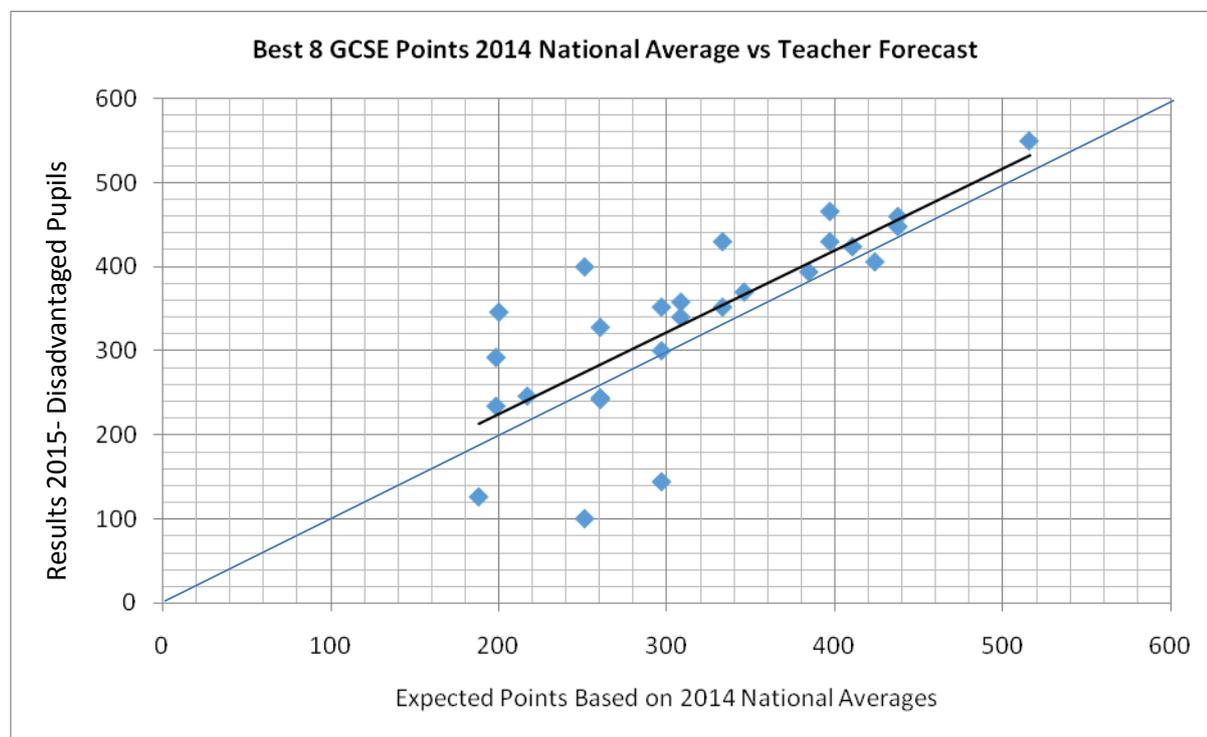
	2014	2015
Attainment		
Pupils attaining 5A*-C English and Maths	69%	64%
PP eligible pupils attained 5A*-C English and Maths	38%	35%
Non-PP eligible pupils attained 5A*-C English and Maths	74%	69%
Gap between FSM ever and non-FSM ever pupils	-36%	-34%
Progress – English		
Pupils achieved 3 levels progress in English	78%	78%
PP eligible pupils achieved 3 levels progress in English	64%	63%
Non-PP eligible pupils achieved 3 levels progress in English	81%	81%
Gap between FSM ever and non-FSM ever pupils	-17%	-18%
Progress – Maths		
Pupils achieved 3 levels progress in mathematics	78%	72%
PP eligible pupils achieved 3 levels progress in mathematics	58%	56%
Non-PP eligible pupils achieved 3 levels progress in mathematics	82%	75%
Gap between FSM ever and non-FSM ever pupils	-24%	-19%

Currently we monitor our pupil's progress against their prior attainment in key stage 2. The table below compares the distribution of pupil eligible for the pupil premium by ability compared to other learners in the school.

	Prior Attainment		
	Low	Middle	High
'Class of 2014'	19 (10%)	111 (57%)	64 (33%)
PP eligible pupils in 'Class of 2014'	6 (3%)	16 (8%)	2 (1%)
'Class of 2015'	40 (22%)	87 (47%)	59 (32%)
PP eligible pupils in 'Class of 2015'	13 (7%)	10 (5%)	3 (2%)
Class of 2016	16(8%)	94(52%)	68 (38%)
PP eligible pupils in 'Class of 2016'	8 (4%)	21(11%)	7 (3%)

The graph below shows the performance of disadvantaged pupils in our class of 2015 modelled against the national averages all pupils in 2014. While we do not yet have comparative data for 2015, the black best fit line illustrates that potentially our cohort of disadvantaged learners performed very well in comparison to other learners nationally who had similar starting points. Our projection shows that the Value Added for disadvantaged pupils should be well in excess of the 2014 cohort and well in excess of all other pupils nationally.

Note: To be updated when RAISE is published in November 2015



In the academic year 2014-15 we received £233,156 from the Pupil Premium Grant. We have sought to place impact and value for money as the highest priorities in how we have spent the grant.

To raise achievement and accelerate progress we have put a number of effective 'no' or relatively 'low' cost systems in place:

- We routinely review our Key Performance Indicators in our weekly SLT briefings. These include data on all groups of pupils regarding attendance, behaviour, rewards and sanctions;
- Accountability for the progress of disadvantaged pupils is reflected in all teachers' appraisal objectives. Following teachers' participation in our Pupil Premium Focused Learning Action Group, an explicit emphasis was placed on planning. We have invested in software that enables teachers to create data enhanced seating plans and focus on quality first teaching. We launched and we are currently embedding priority seating and marking;
- We are a fully inclusive comprehensive school. We have embedded positive discrimination to enable disadvantaged pupils to take full advantage of the opportunities open to them. Consequently, these pupils have participated in a range of activities, including enterprise and Comenius projects. All staff know that a proportion of eligible pupils must be represented in any ambassadorial, volunteer and pupil voice groups and their learning is a focus in work scrutinies.

Furthermore we have evaluated the impact of the specific actions funded through the PPG.

PP funding expenditure	Impact	Why
Increased capacity within the school's Strategic Leadership Team: Temporary appointment of an Associate Assistant Head in 2014-15.	Raised profile of pupils in our disadvantaged groups; The anticipated value added for the best 8 subjects for the target group has gone from 1004 in 2014 to a projected 1020+ in 2015	Associate Assistant Head was a highly visible champion and strong advocate for disadvantaged pupils. His senior position, ambition and coherent strategy embedded a whole school approach to closing the gaps.
Training and deployment of 'specialist' Pupil Premium Mentors	In 2014 the quality of care, guidance and support ensured progression for our disadvantaged pupils: none in our 'Class of 2014' are classed as NEET. We anticipate similar outcomes for those in our 'Class of 2015'.	Pupils were judiciously matched with a mentor. They were able to reflect on their learning and shape their aspirations through tailored sessions with a significant adult within the school.
Bespoke tuition and targeted intervention in the core subjects - Maths	Higher levels of engagement in Maths lessons and top up sessions. Disadvantaged pupils gained confidence in Maths as a result of teacher's planning and high expectations. The expected progress gap in Maths has closed from 24% in 2014 to 17% in 2015	A range of targeted interventions are in place to support and challenge disadvantaged pupils. These include additional curriculum time in KS4, thoughtful deployment of staff, 121 tuition, maths nurture groups and breakfast clubs.
External Pupil Premium Review – January 2015	Report included 5 key recommendations and these have been used to inform our planning. The review highlighted strengths, areas	Process of review challenged us to reflect on our practice, re-think our strategy for disadvantaged pupils and implement change, specifically

	for improvement and training needs.	with regard to our knowledge and understanding of the disadvantaged pupil's experience of learning at Deer Park. An in-service training day in March 2015 raised awareness and teachers are able to use data from RADAR to inform their planning.
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PP funding expenditure	Impact	Why
Bespoke tuition and targeted intervention in the core subjects - English	Minimal: the provision was patchy and less effective when compared with the more strategic approach in Maths.	Unfortunately we experienced significant staffing issues within the team which significantly reduced capacity. In spite of our best endeavours (3 adverts and agency involvement) we were unable to make secure appointments. This has been resolved for 2015-16.

In 2014-15 we only had one LAC pupil in the whole school. The pupil was in Year 11 and the funding was used to provide a range of personalised support, including incentives to attend school, a tutor in a local library when the pupil would not come into school, 1:1 learning support in our inclusion centre and counselling. The provision we made was complemented by additional resources as the pupil was dual registered with Gloucestershire's Virtual School.

The Headteacher and pupil premium lead attended the regional Pupil Premium Conference in Weston-Super-Mare on 24 September 2014; we subsequently took the following actions:

- Commissioned a Pupil Premium Review. This was undertaken by an external consultant in January 2015 and we have subsequently incorporated the recommendations into our strategic planning;
- Set up a local Pupil Premium Taskforce across 4 secondary schools in the South Cotswolds. This engaged senior staff in discussions with James Richardson from the EEF, led to the use of comparative data in their 'Families of Schools Database' and sharing of best practice;
- Planned and delivered whole school in-service training focused on disadvantaged pupils in March 2015. To understand the demographics of our disadvantaged pupils and the implications for our teaching and learning, especially with regard SMSC, we liaised with community leaders and external agencies to put together an in-service training day. This focused on the impact of poverty on families in our catchment area. It included a tour, meetings with parents whose children are eligible for the Pupil Premium, visits to a family centre, social services, food bank, and a local charity that provides support for vulnerable families.
- Developed and piloted a tiered approach to identifying those at risk of under achievement based on a number of social and academic factors including date of birth, prior attainment, attendance, IDACI code of home address, eligibility for free school meals. This generates a Risk Assessment and Data Analysis Rating (RADAR) which is incorporated into our tracking spreadsheets and helps teachers respond to identified needs. This is under-going further development in 2015-16 and will be extended across all year groups.

Following a rigorous evaluation of the use of the Pupil Premium Grant in school for the year 2014-15 we plan to review and develop our Disadvantaged Pupils Raising Achievement and Accelerating Learning Plan (RAAP)

Key actions that will appear in the RAAP for 2015-16 will be:

- Increasing curriculum time for English and Maths in Key Stage 3 and developing or personalised pathways in Key Stage 4 which challenge and support all pupils. The 'Class of 2015' included our first cohort that had a pathway that included additional time for English and Maths. 50% of the 12 PP pupils involved in this programme made expected progress in English and 45% in maths. This model has subsequently been refined to ensure greater consistency in the delivery of lessons. We have high expectations: 73% of 15 pupils eligible for the pupil premium following this route are currently forecast to make expected progress and 60% in maths. Furthermore, additional time in English in Year 7 from September 2015 is being used to address deficits and extend high order thinking in literacy and reading for meaning and pleasure;
- Ensuring raising the progress of pupils in disadvantaged groups is an explicit action within our whole school strategic plan 2015-18 and that everyone across the school's community is aware of our ambition for these pupils;
- Appointing an Assistant Head with specific responsibility for disadvantaged pupils who will build on the good work undertaken in 2014-15 by the Associate Assistant Head and who will champion disadvantaged pupils and provide continuity and challenge;
- Developing our tracking and monitoring of pupils' progress across the school, including the use of RADAR, a tool we created and piloted in 2014-15 (see 12 below) and investment in software to refine our provision mapping and auditing of needs;
- Recruiting two Learning Coaches to work directly with disadvantaged pupils will help us personalise our provision, challenge pupils to achieve more, raise aspirations, improve social skills, promote self-esteem and signpost additional support;
- Sharing our weekly KPIs with middle leaders will strengthen the focus on disadvantaged pupils, accountability and our call to action;
- Moving to a more research-based approach to raising progress: we are currently participating in an EEF Project as one of 20 'treatment' schools working on using research-based approaches to improve education. The EEF project is called RISE (Research-Leads' Improving Students' Education) and is based at Huntington School, York. This has enabled senior and middle leaders to work alongside expert practitioners, including Professor Rob Coe (from CEM in Durham);
- Planning a middle leadership development programme which will culminate in a external review focused on 'the impact of middle leadership on outcomes, specifically those of our disadvantaged pupils'.