

2013-14



The impact of investment in pupils eligible for the pupil premium



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Core Principles

The head teacher, staff and governors accept their responsibility for pupils eligible for the pupil premium. All staff are dedicated to ensuring the gap in attainment and achievement closes between those pupils eligible for the pupil premium and all other pupils, and that the school continues to promote a fully inclusive comprehensive ethos. All staff understand that the pupil premium funding is best utilised when directed at personalising learning for all eligible pupils so that they may achieve more than they first thought possible.

Background

All schools are allocated a proportion of their funding from central government which is called the “pupil premium”. The main pupil premium funding allocated to the school is based on the number of pupils who currently qualify for Free School Meals (FSM), or have qualified for FSM at any point in the last 6 years. The School also receives a smaller amount of pupil premium funding for eligible pupils who are looked after children, children of services families, children adopted after 2005 and year 7 pupils who did not achieve Level 4 in their Key Stage 2 SATs.

As a school we have allocated the pupil premium to support a variety of strategies to promote social inclusion and accelerate learning and progress for eligible pupils.

In the academic year 2013-14 a total of **168** pupils were eligible for the Pupil Premium funding in Years 7-11. The total funding for this period was **£164,113.75**.

Pupil premium funding, and those pupils who are eligible for it, remain under constant review to ensure the school combines high impact support and intervention with value for money.

The table below illustrates the key actions taken to support pupils eligible for the pupil premium for the period September 2013- July 2014.

Key Strategic Objectives	Key Actions	Impact	Indicative Evidence
<p>To build capacity within our Pastoral and Extended Leadership Teams to ensure all pupils eligible for the Pupil Premium can make good progress</p>	<p>Appoint temporary Pupil Premium Learning Mentors (PPLM) from within existing staff.</p> <p>Review the impact of the full time Attendance Officer with specific reference to attendance of eligible pupils.</p>	<p>All eligible pupils received an entitlement for mentoring using a structured programme focused on pupils needs.</p> <p>All pupils supported by PPLM according to need including weekly and daily mentoring and further support as needed.</p> <p>Attendance for all pupils has improved including an improvement in attendance for targeted eligible pupils.</p> <p>Targeted pupils benefited from intervention and were supported through the pastoral intervention and support process.</p>	<p>Targeted eligible pupils received at least 3 mentoring sessions between November 2013 and June 2014.</p> <p><i>"[The school does well in helping me by] going to see Mr Anzalone to talk about my progress"</i> Year 10 eligible pupil</p> <p>Attendance of eligible pupils has increase by 0.8% compared to the same period in the academic year 2012-2013.(Years 7-10)</p> <p>Targeted pupils have made significant improvements in attendance. This has included a pupil whose attendance went from 53% in Year 10 to 86 % in Year 11 following intervention.</p>
<p>To ensure all teachers are familiar with provision for pupils eligible for the pupil premium and effective learning and teaching strategies</p>	<p>Undertake pupil pursuits/drop ins for identified pupil to help support and personalise teaching and learning in lessons.</p> <p>Develop the staff Focused Learning Action Group (FLAG) to identify key groups of learners, raise the profile of eligible pupils in faculties and develop actions plans for their learning in faculty.</p>	<p>Staff are more aware of the needs of eligible pupils within their teaching groups and are able to adapt different strategies to support learners eligible for the pupil premium.</p>	<p>A Staff survey in June 2014 indicated that all members of the FLAG group agreed with the statement <i>"The actions of the FLAG group have raised awareness of the progress of pupils eligible for the pupil premium within classrooms across the faculty."</i></p> <p>80% of staff in the survey felt they were more confident in identifying pupils eligible for the pupil premium and understand how provision has been developed across the school.</p> <p><i>"I feel that being part of the pupil premium FLAG group has been inspiring when thinking creatively about what the school can do"</i> Teacher- member of pupil premium FLAG.</p>

<p>To take actions focused on learning in the curriculum.</p>	<p>Provide targeted small groups and 1-2-1 support for targeted eligible pupils in English.</p> <p>Provide targeted small groups and 1-2-1 support for targeted eligible pupils in Maths.</p> <p>Prioritise eligible pupils by learning need to build a focus for mentoring.</p> <p>Liaise with faculties, pastoral teams and inclusion to plan individual learning plans for targeted pupils throughout Key Stage 4.</p> <p>Implement targeted learning sessions with eligible pupils focusing on building skills for learning.</p> <p>Use faculty action plans to raise awareness and engagement of eligible pupils.</p> <p>Organise specific sessions with motivational and inspirational speakers targeted at eligible pupils.</p> <p>Purchase resources for targeted groups using the allocated Pupil Premium</p>	<p>Pupils were closely monitored and intervention was timely to support the progress of eligible pupils.</p> <p>Pupils were closely monitored and intervention was timely to support the progress of eligible pupils.</p> <p>Pupils were seen according to need throughout the year.</p> <p>Targeted pupils benefited from a coordinated approach to their learning, especially in Key Stage 4.</p> <p>Targeted pupils benefited from tightly focused support sessions to support them reaching their target grade.</p> <p>Faculties focused firmly on the progress of eligible pupils, and the profile of eligible pupils was increased over the year.</p> <p>Targeted pupils more confident in tackling the stresses of exam period.</p> <p>Groups and individuals in Maths, History, Languages, Design and Science were supported through revision materials and some differentiated learning resources.</p>	<p>Data review of GCSE results for pupil premium eligible pupils shows a narrowing of the progress gap in English from -19% in 2013 to -17% in 2014.</p> <p>Pupils felt more secure in their Maths skills and confidence grew in dealing with difficult Maths problems.</p> <p><i>"Mentoring has helped me understand my progress and get feedback on what to do next"</i> Year 8 eligible pupil.</p> <p><i>"Mentoring, alongside a visit to Bath University, has supported me in focusing on being successful in Maths. It has been nice having a person to talk to help with all issues in school."</i> Year 10 eligible pupil.</p> <p>Targeted pupils made expected progress and were able to achieve their attainment targets.</p> <p>Faculty self review in June 2013 demonstrates key strategies and actions for eligible pupils.</p> <p>92% of eligible pupils attended Elevate study and exam skills sessions by special invite. Targeted pupils were able to achieve attainment targets.</p> <p>Targeted pupils benefited from personalised support and intervention to make progress and achieve their attainment targets.</p>
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<p>To take actions focused on social, emotional and behavioural issues</p>	<p>Open our Coaching Centre in Monkscroft every lunch time.</p> <p>Enact the Coaching Centre “work deal” of at least 25 minutes of work independent work to trigger entitlement to use the leisure facilities.</p> <p>Encourage attendance at nurture groups such as “Inspire to Achieve” and “Trashformers”.</p> <p>Support eligible pupils in our inclusion unit so that all have the opportunity to make expected or better than expected progress.</p> <p>Implement Year 7 Curriculum Evenings and Year 11 Learning Conferences to support the understanding of learning in school and at home</p>	<p>More vulnerable learners in Key Stage 3 and 4 received support for their homework and had a social support in unstructured times.</p> <p>A group of vulnerable learners were supported through the up-cycling group and built self confidence through cooperative action.</p> <p>Inclusion provided the opportunity for support for eligible and targeted pupils.</p> <p>Pupils supported in their transition through the Year 7 Curriculum Evening. Eligible pupils targeted and specially invited.</p> <p>Eligible pupils have played a leading role in Year 11 Learning Conferences and built confidence in understanding their learning and how to do well in exams by setting their own targets.</p>	<p>Coaching Centre sign in book shows regular attendance of eligible pupils.</p> <p>33% of participants of the up-cycling project started from July 2014 were eligible for the pupil premium.</p> <p><i>“These pupils, who often work together in the Coaching Centre, gave up their holiday time, communicated well and talked proudly about the things they had helped to make. They have gone away from the experience with a great sense of achievement! We had pupils from all year groups working together.”</i> Coordinator of Trashformers up-cycling project.</p> <p>Pupils targeted for inclusion support, including the academic carousel and modified timetables were able to finish their studies, often in the face of extreme personal challenges, and make progress.</p> <p><i>“It was a chance to meet other parents of other pupils, it was good to be at an interactive session and learn about how our children learn. It was a great opportunity to help my son settle into school”</i> Year 7 parent</p>
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<p>To take actions focused on enrichment beyond the curriculum.</p>	<p>Support applications for to the Pupil Premium Bursary fund of £100 to support trips and visits.</p> <p>Identify current Year 10 eligible pupils capable of achieving beyond their indicated potential who could benefit from, and contribute to, enrichment activities outside the classroom to build confidence and learning skills.</p> <p>Organise “Inspired to Achieve” trips to Oxford and Bristol Universities with a specific focus on eligible pupils who are currently middle and high achievers.</p> <p>Organise the “Brainy Days of Summer” summer school for 2014 to support transition from Year 6 to Year 7.</p>	<p>Pupils have access to support for extracurricular activities ranging from Off-site PE lessons to Theatre trips to see Private Peaceful and including international trips to France, Iceland, Germany, Spain and Italy.</p> <p>Teacher members of the Focused Learning Action Groups led an afterschool session for targeted “Beyond Success” pupils building their confidence and enthusiasm for school.</p> <p>Targeted pupils benefitted from trips to top universities and experienced a different aspect to education helping to build aspiration as part of the Aspire to Achieve program.</p> <p>More pupils than ever before benefited from the social and academic transition support through the summer school.</p>	<p>The academic year 2013-14 saw a dramatic increase use of the pupil premium grant and bursary from 11% of pupils in 2012-13 to 42% in 2013-14.</p> <p><i>“I think the school provides a fantastic support group which has helped me develop into a better learner” Year 11 eligible pupil in the “Beyond Success” group</i></p> <p>Celebration of success in the development of learning skills from “Beyond Success” session on display in the Science block.</p> <p><i>“I really enjoyed the tasks and the day made me think about all the aspects of going to University”.- Bristol University feedback- Year 9 eligible pupil</i></p> <p><i>“I have enjoyed the day and it has made me realise that University is a realistic possibility” Oxford University feedback- Year 9 eligible pupil.</i></p> <p>2014 Summer School was attended by a record 21 Year 6 pupils (11 in 2013) and the Year 7 mentor slots for eligible pupils were over-subscribed.</p> <p><i>“The best parts for me were to get to know more people and teachers and the challenges and task for me to complete.” Year 6 pupil- Brainy Days of Summer.</i></p> <p>In an exit survey all pupils said that they had developed new friendships. 80% said it made them more confident about starting Deer Park, with 60% saying that it made them feel significantly more confident. Over 80% felt that the sessions had helped to reinforce the numeracy and literacy skills that they had developed in primary school.</p>
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<p>To take actions focused on families and communities</p>	<p>Maintain regular parental contact and dialogue about rationale, scope and opportunities for pupil premium funding.</p> <p>Implement intervention and support plans through parental meetings , Raising Attendance Support Plan and AIMS.</p> <p>Organise the "Bring a Parent to School Day" targeted at Year 8/9 pupils.</p>	<p>Parents and pupils are in regular contact with the Pupil Premium Coordinator regarding support and funding available through the pupil premium funding. Regular letter and text communication regarding pupil premium activities with eligible families and targeted pupils.</p> <p>Targeted pupils attendance has increased following tiered intervention and support, included proactive parental engagement through the Attendance Officer.</p> <p>Families took the opportunity to experience a teaching day together. Pupil and parents felt more confident around school and built stronger links with the school community.</p>	<p><i>"Thank you for your support with my son- it has helped us through a difficult time" Year 8 parent</i></p> <p>Targeted pupils have made significant improvements in attending school. This has included a pupil whose attendance went from 53% in Year 10 to 86% in Year 11.</p> <p><i>"I have had a really good day...it's a real insight to how my child is learning." Year 8 parent.</i></p> <p><i>"I have enjoyed today, I have a better understanding on how a school day is set out." Year 8 parent.</i></p> <p>In a parent survey 100% of parents said that they will use this experience to further support my child's school work in the future</p> <p>100% of parents also said they better understood how their child learnt in school.</p>
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<p>To take actions focused on alternative learning pathways and curricula</p>	<p>Develop flexible curriculum support packages through inclusion and pastoral teams.</p> <p>Plan a curriculum around the need of our learners to include stretch and challenge opportunities and robust vocational courses.</p> <p>Investigate viability of small group/adapted timetable provision for PP pupils and other vulnerable learners.</p>	<p>Pupils have benefited from reduced/adapted timetable to ensure we focus on key qualifications using our inclusion unit.</p> <p>The Inclusion carousel has been used to great effect to ensure pupils make expected progress in subjects across the school.</p>	<p>Targeted pupils have achieved over time in often challenging circumstances. Targeted pupils have shown an increase in attendance over the year.</p>
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Impact of Pupil Premium Spending: 2013-14

Overview of GCSE results

	2014 Results-Pupils not eligible for the pupil premium.	2014 Results- Pupils eligible for the pupil premium.
5 A*-C	79%	42%
5 A*-C incl. Maths and English	72%	38%
Expected Progress English	81%	60%
Expected Progress Maths	82%	56%
Expected Progress Science	77%	68%