



Pupil Premium Report– September 2016

In 2015-16 all staff consistently demonstrated their commitment to maintaining and promoting our high expectations for disadvantaged pupils and we are openly ambitious for their success from Year 7 through to Year 11. This was noted in our Whole School Review in January 2016 which, following the externally led Pupil Premium Review we commissioned in January 2016, focused on the impact of middle leaders on the quality of teaching, learning and assessment and on raising the progress of pupils eligible for the pupil premium:

'Leaders have made the pupil premium and reducing the gap between disadvantaged and others a whole school priority. The Pupil Premium report on the school website is very detailed and informative and clearly states the outcomes of pupils, the interventions and impact of those interventions as well as the rationale. The Governors were very aware of actions that had been taken to reduce the gap and spoke knowledgeably about them. There is a clear staffing structure in place to support pupil eligible for the Pupil Premium. Whilst it is actively expected that every member of staff has a responsibility to ensure that those who come from disadvantaged backgrounds make the same level of progress the Assistant Headteacher and Pupil Premium 'Champion' has done much to promote their cause very ably supported by a number of teaching and support staff who have specific responsibility for working with disadvantaged pupils. These staff are well led with clear communication and also clarity around the roles they undertake.'

Suzanne Richards, External Consultant, January 2016.

Our data analysis suggests that as a group our eligible pupils performed slightly below that of other learners nationally and below that of their peers at Deer Park. However, there is evidence of some strong individual and sub-group results in the outcomes for eligible pupils in our 'Class of 2016'.

We are aware that a significant number of our eligible pupils in our 'Class of 2016' faced exceptional challenges that included bereavement, significant and debilitating mental health issues, health related persistent absenteeism, dysfunctional home environments and safeguarding considerations. These pupils were exhaustively supported by the school and outside agencies. Unfortunately, despite the high level of support available, some pupils were not able to make the progress that we had planned for them.

However, a review of the data and other evidence does show that a significant number of individuals made progress that matched or, in some cases, far exceeded that of their peers. The cohort generally displayed high levels of engagement and enjoyment in their lessons and extra-curricular activities, especially where the pupil premium grant could provide resources and support to develop a broad range of learning experiences within and beyond our classrooms.

We are not complacent and we are keenly aware that there are significant gaps the progress measures in Maths and English and in the 5 A*-C including Maths and English attainment measure which need to be addressed in 2016-17.

	2014	2015	2016
Attainment			
Pupils attained 5A*-C English and Maths	69%	64%	64%
PP eligible pupils attained 5A*-C English and Maths	38%	35%	30%
Non-PP eligible pupils attained 5A*-C English and Maths	74%	69%	74%
Gap between FSM ever and non-FSM ever pupils	-36%	-34%	-43%
Progress – English			
Pupils achieved 3 levels progress in English	78%	78%	84%
PP eligible pupils achieved 3 levels progress in English	64%	63%	65%
Non-PP eligible pupils achieved 3 levels progress in English	81%	81%	90%
Gap between FSM ever and non-FSM ever pupils	-17%	-18%	-25%
Progress – Maths			
Pupils achieved 3 levels progress in mathematics	78%	72%	72%
PP eligible pupils achieved 3 levels progress in mathematics	58%	56%	45%
Non-PP eligible pupils achieved 3 levels progress in mathematics	82%	75%	80%
Gap between FSM ever and non-FSM ever pupils	-24%	-19%	-35%

We have reported comparative data for 2014 and 2015 to give context to the data from 2016. However, it is important to remember the composition of each cohort of pupils varies.

	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'	68 (38%)	95(53%)	17 (9%)
PP eligible pupils in 'Class of 2016'	10(5%)	23(13%)	7 (4%)

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 and are shared with our middle leaders and governors on a termly basis;
- Accountability for the progress of disadvantaged pupils is reflected in all teachers' appraisal objectives. Following teachers' INSET in March 2015, an explicit emphasis was placed on planning which was supported by a Risk Assessment and Data Analysis Rating for each eligible pupil (RADAR). We have embedded the use of 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;
- We are a fully inclusive comprehensive school. We have embedded positive discrimination, along with financial support through our pupil premium bursary, 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 and been able to attend trips in the UK and abroad. All staff know that a proportion of eligible pupils must be represented in any ambassadorial, volunteer and pupil voice groups:
'The opportunities that have been made available to pupils eligible for the Pupil Premium in terms of visits, trips, representation at schools' United Nations is impressive and much appreciated by pupils and parents – staff give very willingly of their time to facilitate enrichment /extra-curricular activities.' Suzanne Richards, Whole School Review, January 2016.

Furthermore we have evaluated the impact of specific actions funded through the Pupil Premium Grant which have been detailed in a carefully targeted Raising Attainment and Accelerating Progress Plan implemented in September 2015.

PP funding expenditure	Impact	Why
Increased capacity within the school's Strategic Leadership Team: Appointment of a Permanent Assistant Head in 2015-16 with responsibility for disadvantaged pupils.	Raised profile of pupils in our disadvantaged groups across the school and focus action on supporting progress; <i>'The use of seating plans with photos and pupil group information is used across the school and has helped to raise the profile of Pupil Premium pupils so that they can be placed in the best possible position in lessons. Similarly the RADAR cards contain essential information that is extremely useful.'</i> Suzanne Richards, Whole School Review, January 2016.	Assistant Head is 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.
Middle leadership development programme focused on 'the impact of middle leadership on the quality of teaching and learning and outcomes, specifically those of our disadvantaged pupils'.	Greater focus on eligible pupils in regular progress reviews at faculty level. Bespoke support and 'top up' sessions targeted at eligible pupils, including targeted curriculum linked trips and visits in Science and English with Drama. Greater focus on eligible pupils in lessons receiving quality first teaching. <i>'The best middle leaders spoke confidently about the subject specific support that their areas used and had some excellent practice.'</i> Suzanne Richards, Whole School Review, January 2016	Whole School Review of January 2016 helped review strengths and weaknesses within Middle Leadership in relation to eligible pupils. INSET and CPD sessions have supported Middle Leaders and enabled them to share good practice and refine what works in lessons and as part of revision support and "catch up" sessions
Training and deployment of a 'specialist' Learning Coach	Internal modelling illustrates that low ability pupils targeted by the learning coach achieved in line with all other learners nationally. The role significantly contributed to the Coaching Centre provision. (See below)	Pupils were judiciously targeted to work with the learning coach. 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	4/11 pupils to receive bespoke tuition met or exceeded their FFT estimate. All other pupils were within 1 grade of FFT estimates.	Well targeted support and intervention had positive impact on the performance of some pupils. This was less effective with other learners, some of whom faced challenges beyond the classroom.
Bespoke tuition and targeted intervention in the core subjects - English	15/22 pupils met or exceeded their FFT estimates. 7 pupils were within 1 grade of FFT estimates.	Clear strategies targeted at individuals and groups of pupils based on prior learning and a developed understanding of the demands of the exam impacted positively the majority of our learners.
Increased Curriculum Time in English and Maths at Key Stage 3 and	9/20 pupils in Maths who received an extra hour a fortnight met or exceeded their FFT estimates.	Some pupils had extra time as a result of discussions through 'guided choice' at KS4. Unfortunately, those pupils who failed to make progress

developing personal pathways at Key Stage 4.	8/14 Pupils in English who received an extra hour a fortnight met or exceeded their FFT estimates.	often had significant challenges outside school.
Open Coaching Centre every lunchtime.	Vulnerable pupils accessed support and mentoring needed to enable them to make progress in lessons. Projected average Progress 8 estimate of pupils who attended is 0.51	Judicious targeting of vulnerable pupils receiving tailored support and coaching from our Learning Coach and Teaching Assistants at lunchtimes. This included supervised and supported study as well as the development of social skills.
Proportion of the cost of Attendance and Support Officer	The attendance of pupils eligible for the pupil premium attending school increased by 0.7% in 2015-16.	Well targeted support and intervention for pupils with low attendance or at risk of low attendance through the use of proactive pastoral care including home visits, AIMs and the involvement of outside agencies.
Cost of running In School Exclusion provision.	The number of eligible pupils excluded has fallen by 25% and recidivism rate has fallen dramatically.	In School Exclusion provision, with behaviour support plan follow up, has engaged harder to reach parents and been noted by pupils as a more significant sanction and therefore a greater deterrent than fixed term exclusions.

In 2015-16 we had one Looked After Child 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.

Following our rigorous and on-going evaluation of the use of the Pupil Premium Grant in school for the year 2015-16, our provision to disadvantaged pupils will remain a key objective within the whole school strategic plan for 2016-17. We are currently reviewing developing our Disadvantaged Pupils' Raising Achievement and Accelerating Progress Plan (RAAP) for 2016-17. This will be published on www.deerparkschool.net.

Key actions that will appear in our RAAP for 2016-17 will be to:

- Maintain increased curriculum time for English and Maths in Key Stage 3 and maintaining personalised pathways for targeted pupils in Key Stage 4. The 'Class of 2016' included our second cohort that had a pathway that included additional time for English and Maths. This model has subsequently been refined to ensure greater consistency in the delivery of lessons.
- Ensure 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;
- Further develop our tracking and monitoring of pupils' progress across the school, including the use of RADAR, a tool we started using in 2015-16 and investment in software to refine our provision mapping and auditing of needs;
- Re-structure our pastoral team to work more effectively with disadvantaged pupils so that we can personalise our provision, challenge pupils to achieve more, raise aspirations, improve social skills, promote self-esteem and signpost additional support;
- Target disadvantaged pupils for personalised mentoring and engage them in 'The Brilliant Club' to raise aspirations, promote curiosity and develop independent study skills;
- Share our weekly KPIs with middle leaders will strengthen the focus on disadvantaged pupils, accountability and our call to action;

- Continue to move 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);
- Pilot a new on-line tutoring programme targeted specifically at eligible pupils in English, Maths and Science
- Deliver a rigorous CPD structure for 2016-17 through the use of scheduled staff 'research for learning' groups focusing on a designated areas to include raising attainment and progress for disadvantaged learners;
- Commission a further whole school review with a focus on our provision for pupils eligible for the pupil premium.

James Johnson, Assistant Head
September 2016