



Pupil Premium Report– September 2017

In 2016-17 all staff continued to demonstrate their commitment to maintaining and promoting our high expectations and support for disadvantaged pupils. Our support for disadvantaged pupils was noted in our Ofsted inspection in May 2017: *‘Teachers do make sure that when disadvantaged pupils return from absence, they receive additional support to help them catch up. This is valued by pupils.’* It was noted, however, that *‘disadvantaged pupils did not make good progress last year. Outcomes were affected by the poor progress of a small number of pupils who were facing significant challenges in their lives.’* Ofsted additionally said, *‘In 2016, disadvantaged pupils made significantly less progress than their peers in other schools. Rightly, this has been a cause for concern for you and your team has reacted well to the challenge.’* Consequently, we have taken their recommended next step for the school forward as a core priority within our strategic plan for 2017-20:

‘To ensure disadvantaged pupils make the progress of which they are capable.’

As a school we are pleased that our efforts in this area were acknowledged by the Ofsted Inspectors and we remain committed to ensuring pupils in this group are able to make progress in their learning and thrive in the world beyond school.

We aim to work effectively with our disadvantaged pupils to support them both academically and emotionally and we actively strive to work in partnership with parents and any additional outside agencies, as appropriate. The pupil premium is used annually at Cirencester Deer Park School to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Our data analysis indicates that, as a group, our eligible pupils performed below that of their peers at Deer Park and suggests that they performed below that of other learners nationally too. There were, however, some real successes amongst some of our eligible pupils in the Class of 2017. For example, 12 pupils (30%), 8 boys and 3 girls, all achieved 8 or more A*-C/9-4 grades including maths and English.

We were, therefore, aware that a significant number of our eligible pupils in our Class of 2017 faced circumstances outside of school that challenged their ability to work effectively in lessons. These included significant and debilitating mental health issues, health related persistent absenteeism, dysfunctional home environments, bereavement and safeguarding considerations. These pupils were supported intensively and extensively 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.

Disadvantaged pupils in this cohort generally displayed high levels of engagement and enjoyment in their lessons and extra-curricular opportunities offered to them, especially where financial support from pupil premium funding was devolved to support participation in a broad range of learning experiences, extending cultural capital, both within and beyond our classrooms.

As a result of our tracking, we were acutely aware that there were significant gaps in progress in both English and Maths which we worked hard to address in 2016-17, but we recognise this needs further attention in 2017-18. When looking at the data for the class of 2017 it is important to remember that the attainment measure changed in English and Maths from A*-G to 9-1: for the purpose of this comparison we have equated a grade 4 to a grade C.

Attainment	2016	2017
Pupils attained 5A*-C English and Maths (9-4)	64%	67%
PP eligible pupils attained 5A*-C English and Maths (9-4)	30%	38%
Non-PP eligible pupils attained 5A*-C English and Maths (9-4)	74%	74%
Gap between FSM ever and non-FSM ever pupils	-43%	-36%

We have reported comparative data for 2016 and 2017. However, it is important to remember the composition of each cohort of pupils varies.

	Prior Attainment		
	Low	Middle	High
Class of 2016	68 (38%)	95(53%)	17 (9%)
PP eligible pupils in Class of 2016	10(5%)	23(13%)	7 (4%)
Class of 2017	11 (5%)	94 (46%)	91 (44%)
PP eligible pupils in Class of 2017	<5 (1%) (27% of all LA pupils)	25 (12%) (27% of all MA pupils)	11 (5%) (12% of all HA pupils)

As a whole school we are constantly reviewing the progress of disadvantaged pupils, and seeking interventions, both in the classroom and beyond, to support and challenge our disadvantaged learners. In addition to our RADAR, the strategies used to track pupil performance include:

- A focus in Faculty Progress Reviews, held 6 times per year between Heads of faculty and the Headteacher, around disadvantaged pupils: the provision being made for them in classes and the support from the faculty for underperforming pupils;
- Weekly examination of whole school Key Performance Indicators, looking at pupil attendance including disadvantaged pupils, as a key group. Intervention strategies for pupils identified with attendance concerns are discussed and new actions are implemented as a result of these discussions;
- Accountability for the progress of disadvantaged pupils is reflected in all teachers' appraisal objectives. Training with teachers has highlighted the importance of all staff working together to support disadvantaged pupils;
- Key Performance Indicators are shared and discussed with middle leaders and governors on a termly basis.

Spending Summary 2016-17

In 2016-17 we had 202 pupils who were eligible for Pupil Premium Funding. The total income from the Pupil Premium Grant (FSM Ever6) for the year was £188,870.00

The spending of the pupil premium funding received was split into two main categories: Academic and Pastoral. The overall aim for both of these areas was to ensure that all pupils in receipt of the Pupil Premium were equipped to learn and that any gaps in their attainment were identified and addressed. The strategies to support disadvantaged pupils have been selected largely based on the research conducted by the Education Endowment Foundation, in addition to identified strategies from within school that have been successfully

implemented. In line with government advice the funding received was not tied to individual pupils but spent where the need was greatest.

Academic Spending

PP funding expenditure	Cost	Impact	Why
Bespoke tuition and targeted intervention in Maths – Literacy and Numeracy Support	£74,365.00	Increased confidence in literacy and numeracy resulted in 59% of disadvantaged pupils achieving a grade 4+ in English and 67% achieving a grade 4+ in Maths.	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.
The Brilliant Club	£1,340.00	Pupils worked with university PhD students to a high level; Increased confidence in using research from a range of sources to justify a reasoned argument; working with peers of a similar ability profile.	The Brilliant Club have evidence to demonstrate that increased exposure to universities when younger increases uptake of groups who have previously not considered this education route.
Research for Learning: CPD for staff with some teachers focused specifically on Disadvantaged Pupils (cost of resources)	£80.00	Identified strategies and the impact of their intervention measured.	To continue to impress the importance of disadvantaged pupils and the provision we make for pupils eligible for the pupil premium on teaching and support staff.
Pupil Premium Dividend and Bursary scheme available for every disadvantaged pupil	£40,400.00	Pupils had the opportunity to access enriching learning experiences that might otherwise have been financially prohibitive. Pupils attended school as they had the necessary equipment and potential issues around kit and equipment did not hamper learning.	In order to extend learning opportunities to disadvantaged pupils and to ensure pupils are ready to learning a dividend and bursary are available to contribute to the cost of trips, the purchase of equipment required for school. For example, PE kit, maths equipment, stationary, hire of instruments for instrumentalists.
Online Tuition through 'My Tutor' for targeted disadvantaged pupils requiring further maths intervention (MA and HA pupils)	£1,818.00	Based on the lack of understanding of the new assessment framework (9-1) it is difficult to be sure about the accuracy of outcomes against prior data, however 4 pupils made very positive progress between Christmas and the summer exams and many others made progress in line with expectation. 2 pupils made less than anticipated progress between Christmas and the summer examinations.	Disadvantaged pupils who were MA or HA in maths were identified for some additional provision outside of their maths lessons. Weekly sessions with Russell Group university students gave opportunity for pupils to further develop their confidence in using a range of mathematical skills.

Parents' Evening Online Appointment System (and running costs)	£700.00	Amongst parents of disadvantaged pupils in Year 7 the new system had a very positive impact. It facilitated priority booking as the system 'opened' a week early for parents of disadvantaged pupils and they were directed to it. It was less impactful with parents of pupils in KS4. This is an area we will seek to further develop and improve in 2017-18.	Over the past few years it has been clear that parent engagement of disadvantaged pupils was not as strong as those who are not disadvantaged. To try and increase engagement and empowerment of parents of disadvantaged pupils we adopted using a very simple online booking system where we prioritised parents' evening appointments for parents of disadvantaged pupils, giving support and opportunity to identified parents before opening the booking system to a wider group of parents.
Provisional finance for exam EARs for disadvantaged pupils	£1,000.00	More disadvantaged pupils have had EAR requests submitted to exam boards, especially in the core subjects. There were 10 separate subjects where EARs were submitted for disadvantaged pupils in Summer 2017.	The school's policy for requesting EARs is that in 95% of cases any paper reviews requests made to exam boards should be paid for by parents. We have, however, found this to be prohibitive with disadvantaged pupils and so we have funded some disadvantaged pupils EAR requests, when Heads of Faculty have felt that a higher grade should have been attained and when they have been close to the grade boundary.

Pastoral Spending

PP funding expenditure	Cost	Impact	Why
Increased capacity within the pastoral Team: Appointment of a 'Pupil Premium mentor', to work alongside the Assistant Head, with responsibility for disadvantaged pupils.	£10,800.00	Raised profile of pupils in our disadvantaged groups across the school and focus action on supporting progress including strategies for using within the classroom.	Having a Pupil Premium Mentor working alongside the Assistant Head created capacity for driving ambition for disadvantaged pupils in addition to raising disadvantaged pupils' aspirations.
Proportion of the cost of Attendance and Support Officer	£27,330.00	The attendance of pupils eligible for the pupil premium who had an AIM implemented improved their attendance across 2016-17.	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.
Alternative to Exclude: Resource to support this	£5,000.00	Whilst this is a resource used with all pupils across the school, disadvantaged pupils at risk of exclusion benefit	In-school 'Pop-up' provision for pupils requiring a sanction that temporarily excludes them from the school community is a method that

		from having this as an alternative sanction, which benefits them in the longer term. It is also a better use of their time, with teachers providing work that they miss during their lessons to complete.	prevent pupils (both disadvantaged and non-disadvantaged) being externally excluded. This facility also ensures pupils have work to complete and there is an opportunity for an integration meeting, where 'repair and rebuild' can occur.
Open Coaching Centre every lunchtime	£10,500.00	Vulnerable pupils accessed support and mentoring needed to enable them to make progress in lessons.	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.
Young Carers' Mentor	£2,943.00	The profile of young carers was raised amongst teaching and support staff. This included helping teaching staff to understand some of the barriers or hindrances to learning for young carers.	There is a strong correlation between our disadvantaged pupils and those who have been identified as a young carer in school. The support was to ensure that there was effective capacity for learning and prevention of absence issues commonly linked to those identified as young carers.
Breakfast Club	£930.00	There was a slow uptake in this provision: some pupils were cautious at coming into school early for this. However, there were a core group of consistent attenders who all benefited from the provision of a healthy breakfast. This provision will be further developed into 2017-18.	Towards the end of the year some more time was found for providing further provision to disadvantaged pupils. This included providing a breakfast facility for pupils in receipt of pupil premium funding. School is conscious of the fact that learners need good fuel inside them in order for them to operate and learn effectively and so we wanted to ensure provision was made to provide this.
Parent Engagement Group	£250.00	Only a small number of parents chose to get involved in this activity however for those who did attend it was a very positive experience and one that school can build upon. We are currently considering how to improve this style of parental engagement for 2017-18.	To increase parental engagement and empowerment of disadvantaged pupils we provided some sessions in school for parents to work alongside pupils in a dedicated practical activity, to assist with building confidence in education and to demonstrate the positive influence parents can have when involved in their child's education.
Attendance Reward Trips	£600.00	These reward trips were well-received by the pupils concerned, although for every trip there were some last-minute drop-outs to attend, which was a shame. We will continue to build on the rewards for good attendance	Attendance was an area for improvement amongst our disadvantaged pupils. As an incentive pupils were set an attendance target to achieve, in order for them to be offered a place on a reward trip. There were 3 reward trips that occurred throughout the year, all going for a session at

		with this group of pupils into 2017-18.	'Jumptastic' in Gloucester. Each reward trip enabled 15 pupils to travel to Jumptastic after school, in the minibus, to Gloucester.
Miscellaneous Funding	£10,814.00	Monies for supporting small interventions that had the potential to make a difference to pupils in receipt of the Pupil Premium	

In 2016-17 we had fewer than 'Looked After Children' in the whole school. For this reason we have not recorded specifics in this report. Provision, however, was made for this group of pupils according to their needs.

Following our rigorous and on-going evaluation of the use of the Pupil Premium Grant in school for the year 2016-17, our provision to disadvantaged pupils is a core priority within the whole school strategic plan for 2017-20. We are currently reviewing and developing our Disadvantaged Pupils' Strategic Plan for 2017-18. We will be piloting the EEF documentation. This will be published on www.deerparkschool.net.

Key actions that will appear in our strategic plan for disadvantaged pupils 2017-18 will be to:

- Ensure raising the progress of pupils in disadvantaged groups is an explicit action within our whole school strategic plan 2017-20 and that everyone across the school's community is aware of our ambition and shared responsibility for these pupils;
- Further develop our tracking and monitoring of pupils' progress across the school to identify the most effective strategies when working with disadvantaged pupils;
- Create capacity in school 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 mentoring in both KS3 and KS4 and engage KS3 pupils in 'The Brilliant Club' to raise aspirations, promote curiosity and develop independent study skills;
- Deliver a rigorous CPD structure for 2017-18 through the use of scheduled staff 'research for learning' groups focusing on differentiation to include raising attainment and progress for disadvantaged learners.

Liz Lang
Deputy Head, 2017