



## Pupil Premium Report– September 2019

### Summary of Outcomes for Disadvantaged Pupils

In 2018-19 all staff continued to demonstrate their commitment to maintaining and promoting our high expectations and support for disadvantaged pupils.

As a school we continue to work with disadvantaged pupils to support them both academically and emotionally and strive to work in partnership with parents and any additional outside agencies, as appropriate. The pupil premium will be used by 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 2019. For example, 23 pupils (52%), all achieved 5 or more A\*-C/9-4 grades. 50% of our disadvantaged learners achieved a grade 4 or more in maths and 59% achieved a grade 4 or more in English.

We are aware that a significant number of our eligible pupils in our Class of 2019 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.

The 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 could provide support to develop a broad range of learning experiences, extending cultural capital, both within and beyond our classrooms. Our Pupil Premium Learning Mentor worked with some of our disadvantaged pupils to help accelerate their progress in their different subjects, with some positive outcomes.

We are acutely aware that there are gaps in the progress of disadvantaged pupils compared to non-disadvantaged which we have tried to address in 2018-19 with some individual success but this needs further attention in 2019-20.

Attainment	2018	2019
Pupils attained 5 or more A*-C/9-4 including English and Maths	65%	72.5%
PP eligible pupils attained 5 or more A*-C/9-4 inc English and Maths	46%	43.2%
Non-PP eligible pupils attained 5 or more A*-C/9-4 inc English and Maths	69%	80.4%

At this stage we don't have the national data in order to look at rates of progress between different groups.

We have reported comparative data for 2018. However, it is important to remember the composition of each cohort of pupils varies:

<b>Prior Attainment</b>			
<b>Year Group</b>	<b>Low</b>	<b>Middle</b>	<b>High</b>
Class of 2018	17 (9%)	74 (41%)	76 (42%)
PP eligible pupils in Class of 2018	7 (4%) (41% of all LA pupils)	16 (9%) (22% of all MA pupils)	8 (4%) (10% of all HA pupils)
Class of 2019	15 (7%)	78 (37%)	99 (48%)
PP eligible pupils in Class of 2019	10 (5%) (67% of all LA pupils)	19 (9%) (24% of all MA pupils)	13 (6%) (13% 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. The strategies used to track pupil performance includes:

- A focus in Faculty Progress Reviews, held 6 times per year between Heads of faculty and the Headteacher or Head of School, 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 the Local Governing Body on a termly basis.

### **Spending Summary 2018-19**

In 2018-19 we had 168 pupils who were eligible for Pupil Premium Funding. The total income from the Pupil Premium Grant (FSM Ever6) for the year was £171, 935.00.

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, as in the previous year, 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 selected to use 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.

The strategies, what was spent on them and their impact are outlined on the next pages.

## Academic Spending

PP funding expenditure	Cost	Impact	Why
Bespoke tuition and targeted intervention in Maths – Literacy and Numeracy Support	£27,360.00	Increased confidence in literacy and numeracy resulted in 59% of disadvantaged pupils achieving a grade 4+ in English and 50% 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	£2170.00	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.
Pupil Premium Dividend and Bursary scheme available for every disadvantaged pupil	£37,417.00	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, uniform, PE kit, maths equipment, stationary, art equipment and provision of ingredients for food lessons.
Parents' Evening Online Appointment System (and running costs)	£750.00	Following the initial launch of the online booking system we have undertaken to call parents of disadvantaged pupils, to arrange appointments on their behalf. This has significantly improved attendance of parents for this group of vulnerable pupils and contributed to an increased engagement in their son/daughter's learning.	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 increased engagement and empowerment of parents of disadvantaged pupils we adopted using a very simple online booking system.
Provisional finance for exam EARs for disadvantaged pupils	£375.00	EARs were submitted by faculties for disadvantaged pupils following the results released for Summer 2018, some pupils grades improved which meant they were able to enrol on post-16 courses.	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
Appointment of a Pupil Premium Mentor, to work alongside the senior leader with responsibility for disadvantaged pupils.	£25,720.00	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 senior leader created capacity for driving ambition for disadvantaged pupils in addition to raising disadvantaged pupils' aspirations.
Oversight of Disadvantaged Pupils and strategies implemented school-wide	£18,000.00	Continued to raise the profile of disadvantaged learners with staff, work with PP pupils and parents on engagement with school.	
Proportion of the cost of Attendance and Support Officer	£14,500.00	75% of pupils eligible for the pupil premium who had an AIM implemented improved their attendance across 2018-19.	Well targeted support and intervention for pupils with low attendance or at risk of low attendance through the use proactive pastoral care including home visits, AIMs and the involvement of outside agencies.
Alternative to Exclude: Resource to support this	£11,000.00	Whilst this is a resource used with all pupils across the school, there are a good proportion of disadvantaged pupils who benefit from having an alternative to exclusion, 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.	In-school 'Pop-up' provision for pupils requiring a sanction that excludes them from the school community is a method that 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. We have also used the Stroud and Cotswold Alternative Provision School (SCAPS) to provide short term education for pupils. Where necessary we have funded the transport to SCAPS to ensure that pupils are able to continue their education.
Open Coaching Centre every lunchtime	£6000.00	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 SEN Learning Leader at lunchtimes. This included supervised and supported study as well as the development of social skills across both KS3 and 4.
Inclusion Centre	£26,800.00	This is a resource that is available to all pupils, however there was a good proportion of identified disadvantaged pupils who benefited from, having access to this support	There is a correlation between disadvantaged pupils and those who have been identified as in need of support at our school. The support is to ensure that identified pupils have capacity for learning and are

		and mentoring from key staff to enable them to engage positively with school and their GCSE subjects.	developing their emotional intelligence and resilience to cope with everyday life inside and outside school.
Breakfast Club	£260.00	This has continued to develop over 2018-19 and has included a range of healthy breakfast cooking/creating opportunities, including awareness of cost, whilst also ensuring it's a nutritious breakfast, with some of the recommended '5 a day' included. Pupils' social skills and awareness of items in the news (both national and international) are developed during this time as well.	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 and that pupils were ready to learn each day.

In 2018-19 we had two Looked After Children on roll at the end of the academic year. Computer equipment was provided for one pupil, via the Virtual School, who was unable to attend school to ensure they could access some education. The other pupil received funding to support extra maths tuition outside of school. This maths tuition will continue in 2019-20.

Following our on-going evaluation of the use of the Pupil Premium Grant in school for the year 2018-19, our provision to disadvantaged pupils will remain a key objective within the whole school strategic plan for 2019-20. Our School Strategic Plan has 3 main strands. One of these strands is: *To ensure disadvantaged pupils make the progress of which they are capable.* We are currently developing our Disadvantaged Pupils' Plan for 2019-20. This will be published on [www.deerparkschool.net](http://www.deerparkschool.net).

Key actions that will be included in our Plan for Disadvantaged Pupils for 2019-20 will be to:

- Ensure raising the progress of pupils in disadvantaged groups is an explicit action within our whole school strategic plan 2019-22 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;
- Further develop our tracking and intervention of pupils' attendance across the school when working with disadvantaged pupils;
- Target disadvantaged pupils for cultural capital experiences to raise aspirations, both in school and beyond, promote curiosity and develop independent study skills;
- Deliver a rigorous CPD programme in 2019-20 through the use of scheduled staff 'research for learning' groups which includes cultural capital for disadvantaged pupils and exploring strategies to support key groups of learners including disadvantaged pupils.

**Helen Charlesworth**  
Assistant Head, 2019