



Pupil Premium Report– September 2020

Statement of Intent

The Corinium Education Trust is ambitious for all of its pupils and is determined to ensure that all pupils can thrive and make good progress.

We are committed to improving the learning and life chances of children and young people in Cirencester and the South Cotswolds. Across our learning community we aim to:

- **Inspire** a life-long love of learning and fellowship;
- **Challenge** everyone to achieve more than we all first think is possible;
- **Transform** lives and livelihoods.

We are focused on engaging and supporting vulnerable and disadvantaged pupils. Leaders are responsible and accountable for their attendance, learning and progress. By working collaboratively we have agreed a working definition that is applied across the Trust:

'A child who may be disadvantaged socially, emotionally or economically such that his/her ability to thrive academically or personally is compromised either temporarily or long term. He/she may have weakened educational engagement due to familial, physical, cognitive or cultural barriers.'

To ensure everyone can be the best they can be every day we routinely review and monitor our provision. In 2019-20 we commissioned a MAT-wide review of our additional provision for vulnerable pupils, including those eligible for the pupil premium. This identified areas of best practice and the next steps for each school and The Corinium Education Trust overall. We are currently working on a more forensic analysis of individual pupils' barriers to learning, embedding a common framework for our Pupil Premium Plans and Reports and the professional development and deployment of teaching assistants.

Summary of Outcomes for Disadvantaged Pupils

We are a fully inclusive school and we are ambitious for all our learners. Throughout 2019-20, despite the unprecedented situation we found ourselves in with COVID-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.

As you will be aware, this year GCSE grades were Centre-assessed (with exam boards moderating the grades that were submitted by centres which they deemed should be

higher). Our data analysis indicates that, as a group, our eligible pupils performed below that of their peers at Deer Park and 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 2020. For example, here are some of the grades accomplished by some pupils in receipt of pupil premium funding:

Pupil 1	5 Grade 8s, 3 Grade 7s, 2 Grade 6s
Pupil 2	1 Grade 9, 1 Grade 8, 2 Grade 7s, 4 Grade 6s, 2 Grade 5s
Pupil 3	2 Grade 7s, 4 Grade 6s, 4 Grade 5s
Pupil 4	3 Grade 7s, 1 Grade 6, 5 grade 5s, 2 Grade 4s
Pupil 5	1 Grade 7, 2 grade 6s, 2 Grade 5s, 3 Grade 4s

There were others who achieved some very positive grades and they went on to secure places on the courses that they wished to pursue.

We are aware that a significant number of our eligible pupils in our Class of 2020 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, prior to lockdown, 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. Christine Ellison, a member of the Pastoral team responsible for Pupil Premium pupils, worked with some of our disadvantaged pupils to help support their learning beyond the classroom.

Attainment	2019	2020
Pupils attained 5A*-C/9-4 including English and Maths	72.5%	76%
PP eligible pupils attained 5A*-C/9-4 inc English and Maths	43.2%	39%
Non-PP eligible pupils attained 5A*-C/9-4 inc English and Maths	80.4%	82%

This year, due to the way that grades have been awarded, we won't have the national data in order to look at rates of progress between different groups.

We have reported comparative data for 2019. However, it is important to remember the composition of each cohort of pupils varies:

Year Group	Prior Attainment			No KS2 Data
	Low	Middle	High	
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)	
Class of 2020	16 (9%)	75 (42%)	67 (38%)	18 (10%)
PP eligible pupils in Class of 2020	6 (37% of all LA pupils)	10 (13% of all MA pupils)	3 (4% of all HA pupils)	4 (22% of all pupils with no KS2 data)

Prior to the 'lockdown' in March 2020 we continued in school to review 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 3 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.
- Intensive work with Year 9 pupils in receipt of Pupil Premium funding during the KS4 option choices process, to ensure guided choice for these pupils.

Since the lockdown in March 2020 we have worked to ensure our disadvantaged pupils and vulnerable learners are supported whilst working remotely. We have been in regular contact with this group of learners, with Year Leaders calling the families regularly. Support provided for families includes:

- Provision of food vouchers for FSM pupils (in accordance with government guidance);
- Application of laptops and 4G for FSM pupils in Year 10 without access to this presently (in accordance with government guidance);
- Support in accessing Show my Homework and Microsoft Teams;
- Work for pupils printed, collated and posted to pupils for those without IT access and/or access to a printer;
- Revision books and other support books (including fresh exercise books) provided for pupils – again, some pupils who were unable to access the school site to collect these had them delivered to them;
- Additional support has been offered to disadvantaged pupils who would benefit from it by subject teachers, to help close the gaps.

Spending Summary 2019-20

In 2019-20 we had 167 pupils who were eligible for Pupil Premium Funding (based on June 2020). The total income from the Pupil Premium Grant (FSM Ever6) for the year was £160,345.00.

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 following page/s:

Academic Spending

PP funding expenditure	Cost	Impact	Why
Pupil Premium Dividend and Bursary scheme available for every disadvantaged pupil	£33,000.00	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. During lockdown we have had some requests for support with learning from pupils in receipt of PP funding and have been able to respond to their needs.	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, hire of instruments for instrumentalists.
Show my Homework	£3792.50	This has enabled pupils to have bespoke tasks set for them as homework, from September to March, and then to deliver remote lessons from March onwards. It has been a key vehicle for enabling pupils to access work appropriate for their ability with a facility for pupils to interact with their teachers through the software and for teachers to provide feedback to pupils using this tool.	In order to promote learning conversations at home we have continued to develop the use of Show my Homework. Prior to lockdown we continued to develop the use of Show my Homework with all pupils across Years 7-11 as a tool to communicate all aspects of home learning through Show my homework, enabling parents to see the work being covered across the curriculum. Show my Homework, once in lockdown, became a key tool for supporting pupils with remote learning, in addition to helping parents support their children with this too.
Small group tuition in Maths	£3000.00	The surplus hours in Maths have been directed for use with disadvantaged pupils. Small groups of pupils have worked with maths specialists to further support their understanding and to bolster their confidence in maths. The sessions have targeted pupils for short periods of intervention, based around need to maximise impact.	Confidence in maths removes barriers to learning not only in this subject but other subjects too. Prior to lockdown the intervention was having a positive impact on the learning of those involved.
Parents' Evening Online Appointment System (and running costs)	£1000.00	This system is in the fourth year of its use. Following the initial launch with parents we have undertaken to call, in advance of the appointment system opening, all parents of disadvantaged pupils to arrange appointments on their	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

		<p>behalf. This has significantly improved attendance of parents for this group of vulnerable pupils. The system has also been used to provide a 'click and collect' booking service during lockdown to allow pupils (and parents) to collect new books and resources in a 'drive through' provision. Disadvantaged pupils not able to travel to school to utilise this provision have had books and resources delivered to them.</p>	<p>using a very simple online booking system.</p> <p>Through lockdown the 'click and collect' provision was another way to help parents engage with school, to support pupil learning whilst remote lessons and tasks were being provided through Teams and Show my Homework.</p>
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Pastoral Spending

PP funding expenditure	Cost	Impact	Why
Proportion of the cost of the running costs of the school Inclusion Centre	£37,328.00	A higher proportion of disadvantaged pupils access this intervention. As a consequence of this intervention, many pupils that access this resource move forward in their wider learning.	Pupils who work with the inclusion staff have an opportunity to explore strategies for removing their own barriers to learning and it provides them with an opportunity to share how they are feeling.
Appointment of a Year Leader with responsibility for pupils in receipt of Pupil Premium, to work alongside the senior leader with responsibility for disadvantaged pupils.	£25,825.00	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	£20,000.00	Continued to raise the profile of disadvantaged learners with staff, work with all Year 11 PP pupils and work with parents on engagement with school.	Leadership of provision for disadvantaged pupils across the school is critical and in order for it to be successful it needs to be led from a senior level.
Proportion of the cost of Attendance and Support Officer	£15,500.00	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 proactive pastoral care including home visits, AIMS and the involvement of outside agencies.
Open Coaching Centre every lunchtime	£7,500.00	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.
Breakfast Club	£6,000.00	This provision has grown this year, prior to lockdown. There were between 15-20 pupils attending every morning.	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 for learners who would otherwise arrive at school hungry. It also provides a place for ensuring pupils are organised for the day ahead, with the right books and equipment. The regular contact with the same member of staff running this provision has supported pupils in their learning.
Alternative to Exclude: Resource to support this	£4,000.00	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.
Miscellaneous Spending	£3,399.50	Similar to the Pupil Premium dividend, there are sometimes occasions when a pupil has a barrier to learning that can be removed. Small monies are sometimes used to help those who are vulnerable but not formally identified as disadvantaged. This allows pupils to focus fully on their learning and supports pupils wellbeing.	The Pupil Premium funding is to support disadvantaged pupils to remove barriers for learning. The Department for Education have acknowledged that this should be spent on pupils who need it (and so these pupils are sometimes those not formally identified as FSM or PP).

In 2019-20 we had three Looked After or previously Looked After Children in the whole school on roll at the end of the academic year. Funding has been used to provide a range of personalised support, including incentives to attend school, learning support in our inclusion centre, education off site and counselling.

Pupil Premium Strategy Statement: 2020-21

You will note that the Pupil Premium Strategy Statement reported on the school website runs from 2019-22 ([Pupil Premium Strategy Statement](#)). As a school, however, we recognise that we will need to review the strategy statement and adjust this once we return to school

(partially and/or fully) in order to ensure we provide appropriate and extensive support to disadvantaged pupils once face to face learning recommences. In April 2020 the Sutton Trust published a report about 'School Shutdown and Social Mobility' ([Covid 19 and Social Mobility Impact - Sutton Trust](#)). We will be seeking to assess the deficits in learning amongst our disadvantaged pupils and ensure that bespoke provision is provided for them that will support them in reducing the disadvantaged gap that has resulted due to lockdown.

Liz Lang
Deputy Head, September 2020