



## Raising Achievement and Accelerating Progress Action Plan 2016-17

### Our Whole School Core Strategic Priorities are

1. *To improve the quality of learning and teaching so that more is outstanding and none is less than good by making sure that all lessons are set at the right level and provide consistently high levels of challenge for all pupils.*
2. *To raise the progress of all pupils across all subjects by ensuring that activities are more closely matched to pupils' learning needs and build effectively on their prior attainment.*

These core strategic priorities clearly enshrine our ambition and strategic whole school approach to improving the outcomes for pupils for whom the pupil premium provides support. We recognise that critical to achieving our ambitious targets for our eligible pupils is our commitment to outstanding quality first teaching. The head teacher, staff and governors are committed to a fully academically and socially inclusive comprehensive ethos which promotes the highest quality pastoral care to support outstanding quality first teaching for all pupils.

It is our clearly stated ambition that the difference in performance between pupils for whom the pupil premium provides support and their peers diminishes by improving the performance of eligible pupils. We expect

- all pupils to value their education and rarely miss a day of school, regardless of social background or academic ability;
- all eligible pupils to progress and attain at a higher level than their non-eligible peers with similar starting points nationally;
- all eligible pupils to match or exceed the progress and attainment of their non-eligible peers with similar starting points at Deer Park.
- our most able eligible pupils to match or exceed the performance of pupils with similar starting points and, where appropriate, to study relevant Ebacc subjects

More information about the background to the Pupil Premium Grant (PPG) and the procedures in school regarding monitoring evaluation and review of our use of the PPG is clearly set out in our [Pupil Premium Policy](#).

### Number of Eligible Pupils 2016-17: 202

**Total Income from the Pupil Premium Grant (FSM Ever6): £ 188,870**

Strategic Objective	Success criteria	Specific Actions	Key Milestones/ Deadlines
To build capacity within our Pastoral and Senior and Extended Leadership Teams to ensure all pupils eligible for the Pupil Premium can make as good or better progress than their peers.	<p>Increased capacity within our Pastoral, Senior and Extended Leadership Teams; coherent vision and significant progress made against focused Raising Achievement and Accelerating Progress Plan (RAAP).</p> <p>Further embedded outstanding teaching practice in every faculty to maximise the impact of quality first teaching for eligible pupils.</p>	<p>Appoint a "Pupil Premium Coordinator" to work with the Assistant Head with responsibility for the pupil premium to focus on driving ambition and raising aspiration for our eligible pupils.</p> <p>Undertake an annual pupil premium review with a specific focus on attainment and progress in all progress 8 subjects.</p> <p>Re-structure our pastoral team to work more effectively with disadvantaged pupils through a "key worker" scheme so that we can personalise our provision, challenge pupils to achieve more, raise aspirations, improve social skills, promote self-esteem and signpost additional support.</p>	<p>January 2016</p> <p>January/February 2016</p> <p>From September 2016</p>

<p>To further develop the capacity for all staff to work collaboratively together, and with significant adults outside school, to raise achievement and accelerate progress of all pupils eligible for Pupil Premium</p>	<p>Heads of Faculty, teaching staff and support staff fully understand the in faculty and in school gaps in performance for eligible pupils</p> <p>Heads of Faculty, teaching staff and support staff have clear plans in place to address gaps in performance of eligible pupils</p> <p>All eligible pupils failing to make expected progress receive support from the English and maths tutors</p> <p>All parents of eligible pupils have regular contact with school and value the relationship between the two</p> <p>Eligible pupils have the equality of opportunity to engage with all school activities to support them in building "cultural capital"</p> <p>Eligible pupils are fully supported in the key stage 2 -3 transition</p>	<p>Share our weekly KPIs with Pastoral Team Leader to strengthen the focus on disadvantaged pupils and reiterate accountability.</p> <p>Rigorously triangulate pupil progress data; highlight underachievement against prior attainment and identify individuals and groups of pupils who need to support to make accelerated progress.</p> <p>Ensure there is entitlement for those pupils to access appropriate small group and 1-2-1 support where appropriate in English and maths.</p> <p>Ensure ever greater engagement with parents of eligible pupils by using RADAR to target personal contact with senior staff, parent/tutor evenings, parent/teacher evenings, parent workshops and parent learning conferences.</p> <p>Identify needs and allocate Pupil Premium Dividend to support progress and attainment.</p> <p>Identify needs and allocate Pupil Premium Bursary to support attendance on, and facilitate access to, extra-curricular trips and visits.</p> <p>Identify targeted trips and visits linked to the curriculum that help build engagement and understanding for our eligible pupils. For example, English and Drama Shakespeare workshop with the RSC.</p> <p>Organise "Bring a parent to school day" and investigate other family learning opportunities across Key Stage 3 for eligible pupils.</p> <p>Investigate and Organise "The Brainy Days of Summer" summer school for one day a week over summer to boost transfer performance.</p>	<p><b>Reviewed Weekly</b></p> <p><b>Reviewed Termly</b></p> <p><b>On going</b></p> <p><b>On going</b></p> <p><b>On going</b></p> <p><b>On going</b></p> <p><b>On going</b></p> <p><b>Ongoing</b></p> <p><b>May 2017</b></p> <p><b>July 2017</b></p>
<p>To improve aspects related to curriculum provision so that resources can be best directed at the needs of our most vulnerable learners.</p>	<p>Eligible pupils perform in line with, or better than, other learners nationally in maths and English and in their other GCSE subjects by having Progress 8 outcomes above 0.0</p> <p>Eligible pupils perform in line with, or better than, their peers at CDPS in maths and English and in their other GCSE subjects by having Progress8 outcomes above 0.0</p>	<p>Maintain increased curriculum time for English and Maths in Key Stage 3 and developing personalised pathways in Key Stage 4 which challenge and support all pupils.</p> <p>Maintain Increased time in English in Year 7 to address deficits and extend high order thinking in literacy and reading for meaning and pleasure.</p> <p>Pilot a new on-line tutoring programme targeted specifically at eligible pupils in English, Maths and Science.</p>	<p><b>From September 2016-ongoing</b></p> <p><b>From September 2016- ongoing</b></p> <p><b>January 2016</b></p>
<p>To use research to improve our understanding of the learning and social needs of our pupils so that teaching and learning through quality first teaching can have the highest possible impact.</p>	<p>Eligible pupils in Key stage 4 are able to meet or exceed their FFTD average point scores and have Progress8 outcomes above 0.0</p> <p>Eligible pupils perform in line with, or better than, other learners nationally in maths and English and in their other GCSE subjects.</p>	<p>Further develop our tracking and monitoring of pupils' progress across the school, including the further development of the research based Risk Assessment and Data Analysis Rating (RADAR), to facilitate outstanding quality first teaching and support timely intervention.</p> <p>Deliver a rigorous CPD structure for 2016-17 through the use of scheduled staff 'research for learning' groups focusing on</p>	<p><b>From September 2016</b></p> <p><b>September 2016</b></p>

	<p>Eligible pupils perform in line with, or better than, their peers at CDPS in English and maths and in their other GCSE subjects.</p>	<p>a designated areas to include raising attainment and progress for disadvantaged learners.</p> <p>Investment in, and develop of, the use of, software to refine our provision mapping and auditing of needs for eligible pupils.</p> <p>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).</p>	<p><b>January 2017</b></p> <p>On going</p>
<p>To further develop our provision focusing on supporting social, emotional and behavioural issues and removing barriers to learning.</p>	<p>Reduce further the number of FTE and ISE of eligible pupils as a proportion of all pupils excluded.</p> <p>Eligible pupils in Key stage 4 are able to meet or exceed their FFTD average point scores and have Progress8 outcomes above 0.0</p> <p>Eligible pupils are included in the academic and social life of the school and are comfortable in accessing support</p> <p>Outcomes for our more able eligible pupils are in line with their more able non-eligible peers in CDPS.</p>	<p>Further embed a "towards zero exclusions" policy so that vulnerable pupils can receive a necessary serious sanction when appropriate while receiving support for their behaviour for when they are re-admitted to the school.</p> <p>Support bespoke stretch and challenge activities for targeted eligible pupils through our inclusion unit to ensure all pupils can make good or better progress.</p> <p>Build an entitlement to access to key support structures at lunchtimes through our coaching centre and after school for our more vulnerable pupils.</p> <p>Implement "work deal" and "shared lunches" to include at least 20 minutes of homework and a 20 minute eat together session in the coaching centre.</p> <p>Encourage attendance at nurture groups such as Key Stage 3 homework club and "Early Bird" Breakfast club.</p> <p>Target more able disadvantaged pupils for personalised mentoring and engage them in 'The Brilliant Club' to raise aspirations, promote curiosity and develop independent study skills.</p> <p>Develop "guided choice" so all eligible pupils have the opportunity to select the Ebacc subjects, if appropriate.</p>	<p><b>Ongoing</b></p> <p><b>On going</b></p> <p><b>On going</b></p> <p><b>On going</b></p> <p><b>On going</b></p> <p><b>On going</b></p> <p><b>On going</b></p>
<p>To raise the attendance of pupil eligible for the pupil premium.</p>	<p>Pupil Premium pupils attend on average at 96.5% for terms 1-5 in 2016-17 and the attendance gap between eligible pupils and non-eligible pupils attendance is less than 1%.</p>	<p>Review Attendance KPIs on a weekly basis at SLT.</p> <p>Review Attendance KPIs on a weekly basis with the Pastoral Team Leader.</p> <p>Analyse the attendance of individual and groups of learners to identify patterns of absence and reasons for absence.</p> <p>Early personal contact by Attendance Officer or member of the Pastoral Team for any suspicious, unexplained or unauthorised absences of eligible pupils.</p> <p>Meet with all PA pupils eligible for the pupil premium to put in place appropriate.</p>	<p><b>Reviewed weekly</b></p> <p><b>Reviewed weekly</b></p> <p><b>Reviewed termly</b></p> <p><b>On going</b></p> <p><b>On going</b></p>

		<p>support plans or referrals to get pupils back into school.</p> <p>Organise attendance reward trips for most improved attendance for targeted pupils.</p>	<p><b>July 2017</b></p>
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