

Pupil premium strategy statement: 2019-2022

School overview

Metric	Data
School name	Cirencester Deer Park School
Pupils in school	925 pupils
Proportion of disadvantaged pupils	18%
Pupil premium allocation this academic year	£160,345.00
Academic year or years covered by statement	2019/20-2021/22
Publish date	November 2019
Review date	September 2020; September 2021;
Statement authorised by	C Henson
Pupil premium lead	E Lang
Governor lead	B Gray

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.22
Ebacc entry	15%
Attainment 8	+3.7
Percentage of Grade 5+ in English and maths	18%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	In 2019 our P8 for disadvantaged pupils was -0.17. Look to achieve a P8 score of 0.00, in line with the overall national average.	September 2022
Attainment 8	Achieve national average for attainment.	September 2022
Percentage of Grade 5+ in English and maths	Achieve national average English and Maths 5+.	September 2022
Other	Improve attendance of disadvantaged pupils to the national average.	September 2022
Ebacc entry	Achieve higher than the national average.	September 2022

Teaching priorities for current academic year

Measure	Activity
Quality First Teaching: provide continuous professional development for staff to ensure high quality provision across the school for all pupils	Professional Development with all staff regarding the provision for all low prior attainers and their engagement in, and accessing of, the curriculum. Undertake a 'Quality of Education' review across the whole school which looks at the whole curriculum and its intent, implementation and impact.
Improvement in the use of reading and vocabulary in literacy lessons and across the whole curriculum	Continue to embed Accelerated Reader across all Year 7 and amongst some targeted pupils in Year 8. This will assist in the promotion of literacy across the curriculum. This includes the explicit teaching of vocabulary across the curriculum. Provision of professional development for staff to support colleagues in their own understanding and application of this.
Barriers to learning these priorities address	We have analysed the barriers to learning for many of our disadvantaged pupils and have identified several issues that are common barriers. Our pupils arrive at school with a language deficit . This includes a lack of being able to handle language for effect in addition to a lack of vocabulary.
Projected spending	£41,000.00

Targeted academic support for current academic year

Measure	Activity
Improvements in the reading levels of learners, particularly those in Years 7 and 9.	To support the development of language and to raise reading levels amongst our least confident readers, implement a reading mentor programme, targeting pupils in Years 7 and 8.
Targeted intervention for pupils in Maths	To support the development of numeracy skills among pupils identified who would benefit from further support,
Additional support including mentoring and 1:1 work to improve attainment outcomes for targeted pupils in need.	Introduce targeted academic mentoring for identified key pupils across KS3 and KS4, to provide support and challenge in their learning. In addition to this provide support with preparation for examinations through more intensive support outside of lessons. The mentoring provided by key staff will enable learners to engage positively with school and their learning.
Show my Homework: increasing pupil and parental engagement in learning	Continue to develop the use of Show my Homework with all pupils across Years 7-11. Communicate all aspects of home learning through Show my homework, enabling parents to see the work being covered across the curriculum. Promote learning conversations at home through the use of Show my Homework.

Online Parents' Evening Appointment Booking System	Continue to develop the use of the online parents' evening system, including the prioritising of appointment times for disadvantaged pupils and their parents. Seek to build on the improved attendance of parents of pupils in receipt of Pupil Premium funding.
Active tracking of Disadvantaged Pupils	Pupil Premium lead to oversee the progress of all pupils in receipt of the Pupil Premium funding. PP lead to liaise with pupils, staff and parents as appropriate to effectively target pupils in need of additional support, either within or beyond the classroom. Oversight of the provision will include a focus on disadvantaged pupils within the school's weekly KPIs.
Barriers to learning these priorities address	Links between disadvantage and metacognition and self-regulation are also apparent – this all impacts on the level of success of a learner. There is sometimes a lack of parental support and engagement in the completion of homework and the value of it. This is also the case with regards to attendance at parents' evenings.
Projected spending	£48,000.00

Wider strategies for current academic year

Measure	Activity
Breakfast Club	Increase attendance at Breakfast Club for pupils from disadvantaged backgrounds. Target key pupils who would benefit from this resource.
Coaching Centre	To support all pupils' emotional and social development, pupils can access the coaching centre which is designed to be a safe place for some of our more vulnerable pupils to access during lunchtime. The provision includes developing and refining social skills further, preparing them for life beyond school.
Pupil Premium Dividend and Bursary Scheme	Create a programme of opportunities for pupils to access, including disadvantaged pupils, to extend pupil horizons and cultivate aspirations, both vocational and academic. This also includes subsidised music instrument lessons and subsidised educational visits where pupils in receipt of the pupil premium will be prioritised, where demand exceeds supply.
Attendance Officer	We know that pupils' outcomes are extremely closely linked to their attendance. If we can improve a pupils' attendance so that they are in school for a greater period of time then we will positively impact their outcomes at the end of Year 11. The attendance officer will work closely with families to provide bespoke support and challenge for pupils with any level of absence.

Barriers to learning these priorities address	<p>A more limited experience of cultural capital and enriching activities. This can have an impact on understanding and has also been shown to have a link to language development too.</p> <p>Increased SEMH needs of disadvantaged pupils impacting on attendance.</p> <p>Lower attendance of disadvantaged pupils compared to non-disadvantaged pupils.</p>
Projected spending	£71,345.00

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring teaching staff are given time to develop their teaching strategies to support pupils with low prior attainment (with a focus on disadvantaged pupils)	Faculty and whole school training focused around teaching and learning with an emphasis on provision for all learners, regardless of their prior attainment.
Targeted support	Ensuring time is given to pupils who would most benefit from mentoring and reading support sessions.	Year leaders in the pastoral team are all non-teaching and our librarians are also non-teaching, providing a greater level of flexibility to meet with a pupil at an appropriate time.
Wider strategies	Engagement with families where pupils display the most barriers to learning.	Seek to partner with outside agencies to provide support and offer outreach programmes.

Review: last year's aims and outcomes

See Pupil Premium Report September 2019 for an outline of last year's aims and outcomes.