



CDPS Pupil Premium strategy statement: 2019 – 2022

School overview

Metric	Data
School name	Cirencester Deer park School
Pupils in school (January 2021)	954
Proportion of disadvantaged pupils	17.5%
Pupil Premium allocation academic year 2020-2021	£153,459.97
Academic Years covered by this statement	2019/2020; 2020/2021; 2021/2022
Publish date	February 2021
Review date	September 2021
Statement authorised by	C Henson
Pupil Premium lead	R Clutterbuck
Governor lead	B Gray

Disadvantaged cohort breakdown for 2020 – 2021

Year Group	No	% of Year Group	LAC	Forces
Year 7	41/200	20.5%	2	0
Year 8	40/207	19.3%	0	2
Year 9	35/207	16.9%	1	3
Year 10	28/179	15.6%	0	3
Year 11	23/161	14.2%	0	3

Disadvantaged pupil performance overview for 2018-2019*

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

*2020 grades were centre assessed and as such there are no validated attainment and progress figures for 2019-2020. Hence the retention of the 2018-2019 figures to benchmark the achievement of our disadvantaged cohort against

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Progress 8 score is 0.0. in line with the national average	September 2022
Attainment 8	National average for attainment	September 2022
Percentage of Grade 5+ in English and maths	National average English and maths 5+	September 2022
Other	Attendance at national average	September 2022
Ebacc entry	Higher than national average entries	September 2022

Barriers to educational achievement

The main barriers to educational achievement faced by our disadvantaged pupils include:

External barriers to achievement	Internal barriers to achievement
BE1: Vulnerable families with emotional and social needs BE2: Vulnerable families lacking engagement with education BE3: Lack of access to fund for necessary equipment/resources BE4: Inadequate home learning environment BE5: Low attendance BE6: Lack of cultural capital and wider experience to contextualise learning BE7: Low KS2 scores on entry to Y7	IE1: Lack of self-regulation IE2: Poor meta-cognition IE3: Poor social and emotional skills IE4: Language deficit: ability to handle language for effect and vocabulary deficit IE5: Speech and language delay IE6: Lack of engagement with education IE7: Self-deselecting from wider curriculum opportunities IE8: Increased vulnerability to mental health issues

Areas of focus to close gaps between our disadvantage pupils and their peers

Academic Year 2020-2021

Improving the attendance, engagement and learning of our disadvantage pupils is key to closing the achievement gap between these pupils and their non-disadvantaged peers. The three areas of focus to address these gaps and the barriers to learning are:

Focus	Detail
F1	Teaching priorities for the current academic year
F2	Targeted academic support for the current academic year
F3	Wider strategies for current academic year

It is important to note that it should not be assumed that all pupils eligible for pupil premium funding will need some or all of this support. It is likely that there will be pupils who will be making excellent progress already, and will need minimal, if any support as a result. Each pupil has individual needs and therefore may be supported by initiatives targeting any combination of the three areas of focus.

Adjustments to the Strategy as a result of Covid-19

The impact of the pandemic has had a significant impact on the disadvantaged pupils' barriers to learning. In most cases amplifying the effect of the barriers to learning and reducing the efficacy of the strategy where it relies on the school, and wider society being fully open to all pupils. To counter this the school has produced a comprehensive Covid-19 Catch-up Plan, in response to the government's first tranche of Covid-19 Catch-up Funding. Whilst the overarching aim of the plan is to ensure all pupils at Deer Park either catch-up or keep up. The plan prioritises our disadvantaged pupils. Within each of the three areas of focus below there is a column which references the catch-up plan to show how this strategy dovetails with the Covid-19 Catch-up plan.

F1: Teaching Priorities for the current academic year

Measure	Activity	Covid Catch-up Funding Plan Draft	Impact metric
Quality first teaching: provide continuous professional development for staff to ensure high quality provision across the school for all pupils	CPD with all staff regarding the provision for all low prior attainers, their engagement in and access of, the curriculum. Prioritisation of pupil premium pupils in classroom pedagogy Undertake a 'Quality of Education' review across the whole school which looks at the whole curriculum and its intent, implementation, and impact – postponed from last year due to the first lockdown	Remote response from Plan: T1.3 T1.4 T1.9 T1.13 T1.14 Post-Covid response from Plan: T1.2 T1.5 T1.6 T1.7 T1.11 T1.12 T1.13	Attendance in school Attendance and Engagement with Teams and SMHW Pupil outcomes tracked against starting point
Improvement in the use of reading and vocabulary in literacy lessons and across the whole school	Continue to embed the use of Accelerated Reader across Year 7 and targeted pupils in Year 8. The explicit teaching of vocabulary across the curriculum. CPD for staff on the use tier 1-3 vocabulary including techniques to break down words for greater understanding	Remote response from Plan: T1.13 T1.14 Post-Covid response from Plan: T1.1 T1.13	Pupil outcomes tracked against starting point (Y7 and Y8 reading ages) Engagement with Accelerated reader programme and uptake in wider reading opportunities through PLC monitoring QA of Teaching and Learning with focus on whole school literacy
Re-evaluate and clarify rationale for grouping and setting of teaching groups with positive discrimination towards disadvantaged pupils	HoF to re-evaluate and rationalise organisation of pupils in teaching groups. Positively discriminate the setting of disadvantaged pupils to break correlation between low prior attainment and pupil premium. Teaching staff to reserve premium seats in classroom for disadvantaged pupils	Post-Covid response from Plan: T1.13	Pupils outcome tracked against starting point Rationale and action checked through Faculty line-management Evidenced through seating plans in SMHW
Barriers to learning addressed by these measures		BE2, BE3, BE4, BE5, BE6	IE2, IE4, IE5, IE6, IE7

F2: Targeted academic support for the current academic year

Measure	Activity	Covid Catch-up Funding Plan Draft	Impact metric
Improvements in the reading levels of pupils, particularly those in KS3	To support the development of language and the raise reading levels for all pupils at least in-line with their chronological age. To supplement the accelerated reader programme, run evidence informed recovery reading programme for pupils with reading ages below chronological age	Post-Covid response from Plan: T1.8 T3.3	Reading age of targeted pupils tracked against starting point
Targeted intervention for pupils in Maths	Identify pupils in need of further support in maths. Provided by teaching support specialist in maths	Post-Covid response from Plan: T1.8 T3.3	Pupil outcomes tracked against starting point
Literacy intervention through Lift Programme	Medium-long-term literacy support led by SENDCo	Post-Covid response from Plan: T1.8 T3.3	Pupils outcomes tracked against starting point
Additional support including mentoring and 1-2-1 tuition to improve outcomes in key facilitating subjects	Deploy Intervention Tutors from the Covid -19 Catch-up fund for weekly sessions on closing identified attainment gaps in English, maths, science and humanities. Mentoring from key staff will enable pupils to engage positively with school and their learning. CPD for key staff mentoring pupils	Remote response from Plan: T3.1 T1.5 T3.2 Post-Covid response from Plan: T3.1 T1.5 T3.2	Pupil outcomes tracked against starting point Attendance/ CPOMS behaviour
Show my Homework: increasing pupil and parental engagement in learning	Continue to develop the use of SMHW with all pupils. Use SMHW as the principle vehicle for communicating all aspects of home learning, enabling parents to see the work being covered across the curriculum. Promote conversations about learning through the use of SMHW	Remote response from Plan: T1.9 T1.10 T2.1 T2.3 Post-Covid response from Plan: T1.6 T1.8 T3.2	Engagement and access to SMHW monitored through lockdown and post lockdown Reduction in homework referrals in CPOMS Increase in positive referrals for homework in CPOMS

Online Parents' evening Appointment Booking System	Embed the use of the Online parents' evening system, including the prioritisation of appointment times for disadvantaged families	Remote response from Plan: T1.9 T2.1 T2.6 T3.2 Post-Covid response from Plan: T2.6	Increased attendance of disadvantaged families at parents' evening both virtual and face-to-face
Active tracking of disadvantaged pupils	Pupil premium lead to oversee the achievement of all pupils in receipt of funding. PP to liaise and direct staff as appropriate to target pupils in need of additional support. Weekly focus on disadvantaged pupils through weekly KPIs	Remote response from Plan: T1.9 T1.10 T2.1 T2.2 T2.6 T3.2 Post-Covid response from Plan: T2.4 T2.5 T2.6 T3.2	Increased attendance and engagement through weekly KPIs Pupil outcomes tracked against starting points
Barriers to learning addressed by these measures		BE1, BE2, BE3, BE4, BE5, BE7	IE1, IE2, IE4, IE5, IE6, IE8

F3: Wider strategies for the current academic year

Measure	Activity	Covid Catch-up Funding Plan Draft	Impact metric
Attendance Officer	The attendance officer will work closely with disadvantaged families to provide targeted support and challenge for pupils with any level of absence	Remote response from Plan: T1.10 T2.1 T3.2 Post-Covid response from Plan: T1.10 T2.1 T3.2	Improved attendance and reduction in persistent absence for disadvantaged pupils
Breakfast Club	Extended scope beyond PP pupils to target key pupils who would benefit from resource. Introduce Covid-19 safe breakfast provision after each lockdown	Post-Covid response from Plan: T2.1 T2.5	Pupils have a positive start to the day and fewer welfare and safeguarding concerns due to nutrition on CPOMs
Coaching Centre	To support pupils' social and emotional wellbeing and development. Available during lunch time and regarded as a safe space for vulnerable pupils. Provision includes focus on social skills, emotional resilience	Post-Covid response from Plan: T3.2	Increase in positive relationships/behaviour and attendance

	and preparing for life beyond school		
Pupil Premium Dividend and Bursary Scheme	Create a programme of opportunities for pupils to access, including disadvantaged pupils, to extend pupils' horizons and cultivate aspirations, both vocational and academic. This also includes subsidised musical instrument lessons and subsidised educational visits where pupils in receipt of the pupil premium will be prioritised, where demand exceeds supply	Remote response from Plan: T1.9 Post-Covid response from Plan: T2.4 T2.6 T3.2	Enhanced cultural capital Engagement in sport and music Removal of monetary barriers to learning for any disadvantaged pupil
Barriers to learning addressed by these measures		BE1, BE2, BE3, BE4, BE5, BE6	IE1, IE2, IE3, IE6, IE7, IE8

Review: last year's aims and outcomes

See Pupil Premium Report September 2020 for an outline of last year's aims and outcomes