

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Cirencester Deer Park School
Number of pupils in school	1013
Proportion (%) of pupil premium eligible pupils	15.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 years: 2021-2022 2022-2023 2023-2024
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	R. Clutterbuck
Pupil premium lead	R. Clutterbuck/L.Lang 2023-2024
Governor / Trustee lead	R. Brindley and H. Naselli

Funding overview

Detail	Amount
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Pupil premium funding allocation this academic year	£159,390.00
Recovery premium funding allocation this academic year	£42,504.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£201,894.00

Part A: Pupil premium strategy plan

Statement of intent

Research conducted by the Education Endowment Foundation (EEF) concludes that common barriers to learning for disadvantaged children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. We will ensure that all teaching staff can identify disadvantaged pupils and are aware of strengths and areas for improvement across the school.

Principles:

- Quality first teaching through a broad, balanced, and enriching curriculum ensures that disadvantaged pupils attain outcomes in line with their non-disadvantaged peers;
- And where appropriate, additional provision is made for disadvantaged pupils;
- Equity before equality as a driver to ensure disadvantaged pupils have access to and engage with extra-curricular activities and enrichment within and beyond the taught curriculum.

Cirencester Deer Park School has 15.3% of pupils identified as disadvantaged. This is below the national figure of 27%.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Disadvantaged pupils have underperformed in comparison to all other students, as reflected in the progress 8 score for this cohort of pupils.
2	Literacy and numeracy skills of students entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making substantial progress in KS3.
3	Pupils' attitudes to learning and behaviour result in higher levels of disengagement for PP pupils.
4	Attendance rates for pupils eligible for PP is at 84.2% (2022/23), below the pre-covid national average for all pupils at 95% (2019).

Intended outcomes for disadvantaged pupils

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attendance	Improve attendance to national average (of non-disadvantaged pupils) for all disadvantaged pupils
Improved Progress 8 outcomes	Achieve positive progress for disadvantaged pupils amongst similar schools
Improved Attainment 8 outcomes	Achieve national average for attainment (of non-disadvantaged pupils) for all disadvantaged pupils
Improved Basics outcomes	Achieve national average English and Maths 5+ (of non-disadvantaged pupils) scores for disadvantaged pupils
Increased EBacc entry	Achieve national average EBacc entry (of non-disadvantaged pupils) for disadvantaged pupils
Decreased exclusions and behaviour incidents	A reduced number of behaviour incidents and a decrease in the number of exclusions and in line with national average for all non-disadvantaged pupils
Improved destination data	Achieve a similar proportion of Year 11 disadvantaged pupils continuing to FE (Further Education) in comparison to all non-disadvantaged pupils

Intended Aim	Intended Target	Target Date
Progress 8	Progress 8 score is above the national average	September 2024
Attainment 8	Attainment 8 score is above the national average	September 2024
Percentage of Grade 5+ in English and Maths	National average in English and Maths is above the national average	September 2024
Other	Attendance is in line with national average	September 2024
Ebacc entry	Higher than national average entries	September 2024

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £61,965.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued development of high-quality teaching through CPD programme.	The Education Endowment Foundation's (EEF) report on the 'Characteristics of Effective Teacher Professional Development' found that CPD "...supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap."	1,2,3
Embed evidence-based research through the WALKTHRU's Astute use of Faculty CPD budgets	CPD which instils insight, motivates staff, embeds practice, and develops technique can lead to +2 months of additional pupil progress. CPD which is subject driven through the lens of disadvantaged pupils will help to close the attainment gaps faster.	1,2
Ensure all pupils have access to a high-quality, well sequenced knowledge-rich curriculum	A knowledge rich curriculum which identifies, and addresses knowledge, language and vocabulary deficits will accelerate the progress of disadvantaged pupils.	1,2,3
Extensive programme of induction for trainees, ECTs (Early Career Teachers) and inexperienced staff. Supporting ECTs through the ECF (Early Career Framework)	The EEF has reviewed and endorsed the ECF as highly effective way to develop teachers early on in their careers.	1,2,3
Regular and Frequent Line Management focus on disadvantaged pupils with Heads of Faculty	Ensure that disadvantaged pupils are treated with equity over equality particularly around systems and organisation of teaching, for example setting pupils. The EEF findings show that "on average, pupils experiencing setting or streaming make similar progress to pupils taught in mixed attainment classes...Overall, the effects are negligible, and it appears that setting or streaming is not an effective way to raise attainment for most pupils...Some studies from the UK suggest that misallocation is a particular problem for pupils from disadvantaged backgrounds, who are at greater risk of misallocation to lower attaining groups, and the negative impact which can accompany this."	1,2,3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £42,964.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic deployment of software to support learning, including SMHW and Microsoft Teams, particularly regarding homework	Evidence from the EEF finds that "...homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools." And "...homework that is linked to classroom work tends to be more effective." With "...studies involving digital technology typically have greater impact (+ 6 months)".	1,2
Whole school structured plan for Literacy Support and Interventions	Intensive, daily phonics intervention across a 10-week period, to increase the reading fluency and comprehension of learners identified (For further evidence see Systematic synthetic phonics: case studies from Sounds-Write practitioners – Research-Publishing.net). Currently provision within KS3.	1,2
Year 11 subject top-ups in the lead-up to summative assessments including mocks and summer exams	As per the evidence for CDPS Graduate Intervention Tutors from the EEF regarding subject specific small group intervention.	1,2
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. Constant focus on disadvantaged pupils through fortnightly KPIs.	3,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £96,965.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year Leader PP mentor	Year Leader PP mentor creates additional capacity for driving ambition for disadvantaged pupils.	3,4

Online Parents' evening Appointment Booking System	The EEF finds that "By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading."	3,4
Pupil Premium Dividend and Bursary Scheme Plus subsidy of Enrichment Week	EEF 'wider strategies' https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	3,4
Inclusion Centre	1-2-1 support from inclusion staff to support PP pupils in addressing barriers to learning. EEF 'wider strategies' https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance.pdf	3,4
Provision Map Software	New software to support SEN and PP pupils with their learning, through Learning Plans and Pupil Passports. Greater engagement from teachers with pupil barriers to learning and how to support with quality first teaching.	1, 2, 3, (possibly 4)

Total budgeted cost: £201,894.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Outcomes	Class of 2023
Progress 8 PP	-0.64
Progress 8 of all pupils	+0.34
Attainment 8 PP	29.6
Attainment 8 of all pupils	49.2
Basics 5+ PP	14%
Basics 5+ of all pupils	47%
Ebacc entry PP	11%
Ebacc entry all	35%

Aim	Outcome
Attendance at National Average (2019 figures for comparison)	Not achieved: PP attendance for the whole school was 87.1%. Persistent absence was at 37.5%. These figures have not shifted positively since lockdown despite concerted efforts to reduce PA and increase overall attendance. A significant portion of the year was spent without a dedicated attendance officer place, strategies and processes were applied more consistently. In the first half of the school year, the stability provided by the attendance officer allowed us to be more deliberate in our focus on PP PA. This refined PP focused strategy will continue into the next academic year (2023-2024: see action plan).

Quality first teaching: provide continuous professional development for staff to ensure high quality provision across the school for all pupils	Developing: The CPD at the start of the year focused on best practice for supporting SEND pupils. This from the EEF is one of the most effective ways of closing the attainment gap for PP pupils. Learning Reviews and Faculty Progress Reviews in Term 5 and 6 focused on the use of layering and effective TA deployment in the classroom. Outcomes of learning reviews were positive as evidenced through Ofsted but these techniques, principally layering and scaffolding need continued monitoring to ensure they become core practice for all staff.
Improvement in the use of reading and vocabulary in literacy lessons and across the whole school	Achieved: Literacy featured alongside layering and scaffolding as part of the CPD drive and learning review accountability. Tier 2 and 3 language was built into all schemes of work. Training for staff on how to harness morphology and etymology into their curriculum implementation began last year. This work is continuing into 2023-2024 but with sharper accountability through progress reviews and line management of faculties. 2023-2024 we trained and developed a literacy lead who trailed a reading program from the EEF using our GL assessment. This was very positive seeing reading ages accelerate faster than chronological ages. A three-tiered approach to reading from phonics upwards was built into a literacy plan for 2023-2024.
Re-evaluate and clarify rationale for grouping and setting of teaching groups with positive discrimination towards disadvantaged pupils	Achieved: more flexibility across cohorts has been introduced within and across faculties who group pupils according to ability. Science and English at KS3 and KS4 are running setting to reflect the nature of the different cohorts. Furthermore, at a cohort level GCSE and Level 2 options have been adjusted and new subjects introduced to meet the needs of the cohorts (ASDAN and Enterprise and Marketing from 2023 onwards).
Additional support including mentoring and 1-2-1 tuition to improve outcomes in key facilitating subjects	Partially Achieved: Tutoring continued using the same successful model as before but with reduced capacity due to the reduction in funding from the DfE. Fewer pupils received tutoring, so a smaller number of individuals were targeted carefully. Early intervention of weaker attainment pupils in Years 7 and 8 complimented work with PP GCSE pupils in Year 11 and Year 10. Interventions were successful but with a reduced reach as explained above. There is no tutoring planned for 2023-2024 due to lack of sufficient funding and budget pressures.
Show my Homework: increasing pupil and parental engagement in learning	Partially achieved: In 2022-223 rates of engagement have remained positive and stable and in line with last year's use. The use of the attendance tracker and behaviour badges were developed late in 2022-23, after the failure of Arbor to provide the necessary tracking. This was rolled out from term 4 but has been again superseded by our new MIS which is being used from September 2023.

Online Parents' evening Appointment Booking System	Achieved: The online booking system was used fully by all year groups in 2022-2023. Pupil premium families were given priority booking through this system with year leaders pre-booking identified pupils in each Year Group. This raised the level of attendance of PP families in most year groups.
Attendance Officer	Not Achieved: Due to a Year Leader leaving us to train to teach midway through the year and financial pressures on the school budget. The post of Year Leader was taken up by our attendance officer internally and the post of Attendance Officer was not filled to reduce in year staffing costs. This reduced the capacity of the Pastoral Team to target attendance interventions on our PP pupils, particularly those who were persistently absent.
Breakfast Club	Achieved: Breakfast club ran throughout the year and was led by one of the school's intervention tutors. Numbers averaged between 20-25 daily, up by around 5 pupils on last year. All pupils were tracked with 2/3 of pupils attending being in receipt of PP funding. For 2023-2024, the breakfast club is not yet running as no one is able to run the provision in the morning.
Pupil Premium Dividend and Bursary Scheme	Achieved: The dividend has been used to ensure that pupils have the correct uniform at any point in the school year. Since the re-introduction of school trips and visits, it has been used to ensure that pupils can participate in a full range of educational experiences. For Year 11 pupils, the scheme was used to ensure pupils were able to attend their Leaver's events, purchase leavers' hoodies and year books. In addition, the scheme was used to maintain the use of laptops and Wi-Fi access for pupils after their return to school. This was successfully deployed in 2022-2023 and numbers of PP pupils taking part in overseas and residential trips rose to 16% as a proportion of pupils in KS3, almost in line with the proportion of PP pupils in the school (18%). This was due to the deliberate targeting of PP pupils and providing subsidies of up to half the cost of the trips over and above the dividend.

