

The Park Community School Pupil Premium Strategy – September 2016

Pupil premium is additional funding provided to schools for supporting more disadvantaged pupils to ensure they benefit from the same opportunities as all other children. In the 2016 to 2017 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil identified in the spring school census as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils is managed by the virtual school head (VSH) in the local authority that looks after the child.

Our aim at The Park Community School is to ensure that provision is in place to help all pupils to achieve their potential by further increasing the focus on the progress and attainment of Pupil Premium pupils. We aim to ensure that the provision for Pupil Premium students is seen throughout everything we do at The Park Community School in terms of teaching and learning, and is not an 'add on' to what we already provide as a School.

Approximately 22% of our students are eligible for Pupil Premium. We recognise that each individual student has different needs, concerns and aspirations and we aim to ensure the best outcomes for everyone irrelevant of their background and disadvantages. For some students, this may be supporting their progress in reading, whilst for others it may be providing support for individual music lessons, or University liaison. The School is committed to closing the attainment and achievement gap across a range of measures for our disadvantaged pupils particularly, and the additional funding will be used to support this aim.

The progress we are currently making with disadvantaged students is not at the level we would expect so, as of September 2016, the key focus for improving the outcomes for disadvantaged students will be improving the quality of teaching and learning at The Park Community School along with putting a keen focus on the work of disadvantaged students. Why?

- *The difference between a very effective teacher and a poorly performing teacher is large. For example during one year with a very effective maths teacher, pupils gain 40% more in their learning than they would with a poorly performing maths teacher.*
- *The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.*

(Improving the impact of teachers on pupil achievement in the UK – interim findings. Sutton Trust – 2011)

Pupil Premium Projected Income and Strategic Plan of Expenditure 2015/16

	Cohort	PP	PP % of Cohort	CLA	CLA % of Cohort
Year 7	272	65	24%	3	1%
Year 8	294	86	29%	2	<1%
Year 9	233	46	20%	1	<1%
Year 10	247	41	17%	1	<1%
Year 11	251	42	17%	4	1.6%
Total	1297	280	22%	11	0.8%

Projected Pupil Premium Provision for 2015-16

Number of pupils and projected pupil premium funding for 2015-16 academic year	
Total number of students on roll	1297
Total number of students eligible for PP funding	280 (21%) students in total: Year 7 – 65 (24%) Year 8 – 86 (29%) Year 9 – 46 (20%) Year 10 – 41 (17%) Year 11 – 42 (17%) <ul style="list-style-type: none"> • 280 students in receipt of 'Ever 6' • 11 Children in Care
Amount of PP funding per student	Funding for FSM/Ever 6 - £935 Children in Care - £1900
Total amount of Pupil Premium funding projected	£282,700

Intervention	Cost	Detail	Intended Impact	EEF or Sutton Trust Research?
Partial Payment of the DHT and AHT Progress Leader roles in charge of Teaching, Learning and Progress	£36,987	Introduction of three new roles into the leadership team to specifically work within the teaching and learning and progress team. Key focus for each role is to improve the quality of teaching and learning across the school and improve progress in each year group. AHTs have ownership of years 6&7, years 8&9 and years 10&11 respectively.	Enable the quality of first teaching to improve and improve the motivation and engagement of all students to improve their attainment and focus.	Improving the quality of teaching and learning "What Makes Great Teaching" – SuttonTrust 2014: Strong and moderate evidence of impact on students.
CPD	£20,000	A range of planned CPD opportunities to allow staff (teachers and TAs) to develop their skills to improve the quality of Teaching and Learning. Opportunities include learning walks, coaching, collaborative planning, action research and	Improved quality of teaching and learning and curriculum specific knowledge leading to improved outcomes and progress for all students including disadvantaged.	Improving the quality of teaching and learning "What Makes Great Teaching" – Sutton Trust 2014: Strong and moderate evidence

		external CPD opportunities to develop support curriculum development.		of impact on students.
Music Tuition	£4,000	Provide 19 disadvantaged students with subsidised music tuition for one year. From current evidence, it is proven that learning and instrument can have a profound impact on wider learning through improved concentration and understanding of what effective practise looks like.	Improved performance of the 19 students across the school as measured through school monitoring.	Arts Participation: +2Months (EEF)
English Teacher (0.6 FTE)	£24,699	To work with underachieving students, with a focus on the disadvantaged, via in-class support, small group interventions and adding an additional teacher to the timetable.	Increased progress of targeted students.	Small group tuition (+4months); 1:1 (+5 months); reducing class sizes (+3months) – EEF
Uniform, Residential, 1:1 tuition, Materials and Equipment Bursaries	£8,000	Provide 30% discount for school uniform. Provide 30% discount for whole year group residential visits which provide long term social benefits (Year 7 Torquay residential and Year 10 Bude residential). Other curriculum based trips, such as Geography fieldwork, or curriculum materials such as art packs, cooking ingredients also subsidised or paid for in full on a case by case basis. Provide 1:1 tuition, where appropriate, for students in Care in key subject areas.	All students in school uniform. Students engage with whole year group and curriculum residentials, trips and visits which have an impact on specific curriculum requirements or social interactions. Improved progress and attainment for specific students in receipt of 1:1 tuition.	
Academic Mentor Positions	£49,300	Two academic mentors working directly with the AHT Progress Leaders to work with disadvantaged pupils who have barriers to learning and for whom coasting or underachievement is characterising their lack of progress. Mentoring to consist of learning coaching, target setting, group mentoring and assertive mentoring.	Increased progress and attainment with students who are being mentored. Evidence through case studies and whole school academic monitoring.	Mentoring (+1 month) but linked with improving meta-cognition for students (+8months) – EEF
Learning Mentors for CiC	£5,600	Provision of a learning mentor to each Child in Care.	To break down barriers to learning as appropriate and therefore improve attendance and progress in lessons.	Mentoring (+1 month) linked with Social and emotional learning (+4months) – EEF.
Pupil Premium Teaching	£31,509	Two Teaching Assistants; one with a focus on literacy and a	Increased progress and attainment with students	Teaching assistants (+1 month) in-class

Assistants		second with a focus on numeracy working directly with the AHT Progress Leaders. Working with identified students and groups of students to break down barriers to learning from literacy and numeracy.	who are being worked with. Evidence through case studies and whole school academic monitoring.	(EEF). Also used for small group work and literacy (REACH + 6months) and numeracy intervention (EEF).
Part funding of transition HLTA	£8,285	Transition TA to work with vulnerable and disadvantaged students on their transition between year 6 and year 7.	Students settle into The Park Community School successfully and are ready to continue and develop their progress from primary school with many of the barriers to learning already tackled.	
Summer School	£1,300	To provide an additional opportunity to support vulnerable and disadvantaged students on their transition between year 6 and year 7.	Students settle into The Park Community School successfully and are ready to continue and develop their progress from primary school with many of the barriers to learning already tackled.	Summer Schools: +2months (EEF)
Mulberry and LINC Centre Support	£45,044	To pay for partial leadership and running of the Mulberry and LINC Centre and one full time HLTA to provide social and emotional support to students who require it including the use of Thrive. In addition, support through CPD and restorative meetings for staff.	Students more able to work with their peers and teachers during lessons. Reduce instances of poor behaviour leading to a reduction of fixed term exclusions.	Social and emotional learning (+4months) – EEF.
Homework Club	£5,831	To pay for staffing, bus and consumables to run a Pupil Premium and SEN focussed homework club to provide a space and support for students to carry out their homework on two nights per week.	Students completing all of their homework to support progress in lessons.	Homework (secondary): +5months (EEF).
Accelerated Reader	£2,227	Use of the research proven (Education Endowment Fund (EEF) Accelerated Reader with year 7 students.	Increase of reading age of at least one year for all students, in particular disadvantaged students.	Accelerated Reader: +5 months (EEF)
Diagnostic testing software and programmes	£3,320 CAT4 £450 LUCID	The use of diagnostic testing software and programmes to inform teaching methods for cohorts of students and identify students who require additional support for literacy.	Better quality teaching and learning of groups of students and specific students through identification of strengths and weaknesses in learning (including reading ages). Specific students identified and provided with specific interventions (such as reading support) to improve progress.	
Finance for	£5,000	To provide funding for agreed	Improved progress and	

specific projects that arise during the year including bids from departments		curriculum projects which are specifically aimed at improving the progress and attainment of disadvantaged students in curriculum areas.	attainment for disadvantaged students who are part of any project within a curriculum area.	
Class Charts Software	£3,500	Software which aid improves the teacher knowledge of their classes and therefore improves the quality of teaching and learning by making it personalised.	Improved progress of all students including disadvantaged.	
Data Manager and associated specialist software (4Matrix)	£12,188	Data manager provides timely information clearly to staff at all levels to identify underperforming students after each monitoring period.	Students who are underachieving are highlighted quickly and clearly to allow intervention to take place at the appropriate level.	
Careers	£15,460	Partial payment of Careers South West contact and school Careers and Work Experience Staff. Provision of high quality independent careers advice through Careers South West giving priority to disadvantaged students.	To ensure students are able to effectively make their next steps in Education or Employment. Aim to have a minimum of 95% of disadvantaged students in Education or Employment when they leave The Park Community School.	
Total Projected Cost	£282,700			

2015/16 Pupil Premium Impact Evaluation

The pupil premium allocation for 2015/16 was £248,000. The majority of Pupil Premium funding in 2015/16 continued to be spent on staffing to reduce pupil numbers in English and maths and provide high quality support for transition and in-class teaching assistants. Based on the 2016 GCSE summer results, The Park Community School has a significant difference between the progress and attainment of disadvantaged students and their counterparts. However, the P8 score for both disadvantaged students and their peers has increased (based on like for like measures) - **Appendix One**.

As a result of the Pupil Premium funding and previous strategy not having the desired impact on outcomes and progress for disadvantaged students, the strategic oversight of Pupil Premium has moved to the Deputy Headteacher for Progress, Teaching and Learning with a clear focus for improving the quality of teaching and learning to impact on the progress of disadvantaged students. Additional capacity has been created through re-structuring and moving of key roles within the school. These changes, along with other Teaching and Learning developments will add greater challenge and rigour to the Pupil Premium strategy.

Appendix 1

Cohort	2015						2016					
	P8 - using 2015 formula			P8 - using 2016 Formula			P8 - using 2015 formula			P8 - using 2016 Formula		
	Non-PP	PP	PP Gap	Non-PP	PP	PP gap	Non-PP	PP	PP Gap	Non-PP	PP	PP gap
Cohort	226	50					211	58				
Value added	992.73	971.69	21.04				1003.22	978.81	24.41			
3LOP - En	56.25%	48.00%	14.25%				72.12%	51.79%	20.33%			
3LOP - Ma	74.11%	42.00%	32.11%				68.27%	42.11%	26.16%			
5A*-C Inc En&Ma	58.85%	34.00%	24.85%				59.72%	29.31%	30.41%			
5A*-C	70.35%	48.00%	22.35%				73.93%	44.83%	29.10%			
En&Ma Crossover	61.95%	34.00%	27.95%				60.66%	31.03%	29.63%			
Attainment 8	5.18	4.09	1.09				5.23	4.14	1.09			
P8 - overall	-0.09	-0.44	0.35	-0.2	-0.61	0.41	0.06	-0.33	0.39	-0.06	-0.49	0.43
P8 - English							-0.3	-0.62	0.32	-0.32	-0.66	0.34
P8 - Maths							-0.18	-0.62	0.44	-0.2	-0.64	0.44
P8 - Ebac							0.5	0.21	0.29	0.18	-0.25	0.43
P8 - Other							0.02	-0.5	0.52	-0.03	-0.53	0.5