



The Park Community School Pupil Premium Strategy 2017/18

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 24% of our students are eligible for the Pupil Premium grant; this is a rising trend. We recognise that each individual student has different needs, barriers, concerns and aspirations and we aim to ensure the best outcomes for everyone irrelevant of their background. For students at The Park Community School, this could be supporting progress in literacy or numeracy, providing support and challenge to raise aspirations, provide uniform, increase attendance or improve engagement in school through developing good behaviour and attitude for learning. 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 by breaking down the varying barriers of our disadvantaged students.

The changes developed in the past two years focussing on the quality of teaching and learning are being seen in external reviews (including our recent Ofsted inspection (May 2017) as having a positive impact in the classroom; however, this is not yet showing in the progress outcomes at year 11. The Pupil Premium Review commissioned in February 2017 (carried out by ex-Senior HMI Tom Winskill) agreed the long-term key focus for improving the outcomes for disadvantaged students should continue to 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.

1. Summary information					
School	The Park Community School, Barnstaple				
Academic Year	2017/18	Total PP budget	£329,500	Date of most recent PP Review	Feb 2017
Total number of pupils	1328	Number of pupils eligible for PP	357	Date for next internal review of this strategy	Feb 2018

2. Current attainment				
	<i>Baseline: August 2017 Pupils eligible for PP (Park School)</i>	<i>Baseline: Pupils not eligible for PP (national average 2016)</i>	<i>6 Month Review: February 2018 Pupils Eligible for PP</i>	<i>Target: August 2018</i>

Progress 8 Score	-0.76	0.12 (2016)	-0.3
% achieving Basics 9-5/9-4	17%/34%	??/70 (2016)	24%/51%
Progress 8 English/Maths	-1.12/-1.05	0.09/0.11 (2016)	-0.3/-0.25
Progress 8 Ebacc/Open	-1.16/-1.34	0.15/0.11	-0.3/-0.3
End of Year 9 % Expected Progress English	63%	85.2% (Non PP Park School 2017)	75%
End of Year 9 % Expected Progress Maths	63%	85.1% (Non PP Park School 2017)	75%
Attendance %	92.65% (To Half Term 5)	94.95% (All to Half Term 5 Park School 2017)	95% (To Half Term 5)
Number of Days Lost to Fixed Term Exclusions	151 Days	50 (Non PP Park School 2017)	75 Days

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

- | | |
|-----------|---|
| A. | Poor Attitude to Learning (AtL) and organisation skills leading to low amounts of resilience in lessons and around school. |
| B. | Low aspirations of high attaining PP students. High attaining students who are eligible for PP are making less progress than other high attaining students across the school. This prevents sustained high achievement through KS4. |
| C. | The quality of teaching and leadership of teaching is not yet good enough for students, especially disadvantaged, to make expected progress. |

External barriers

- | | |
|-----------|---|
| D. | Fixed term exclusions for PP students is the highest group this is affected by: Lack of parental engagement at Parents' Evening (attendance analysis). For some, challenging home background with a lack of support plus whilst they are at home on exclusion no supervision todo catch up work/ Attendance falls in line with all other vulnerable groups and it tracks just under the percentage for the whole school each half term by about 2%. |
| E. | Low aspirations for high achievement and further careers from home. Lack of associated high achieving role models. |

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved progress outcomes through higher quality teaching and learning focussing on: Middle Leadership, Questioning, Expectations and Challenge. Measured through improved KS3 progress, Progress 8 data and internal quality assurance of teaching and learning.	Disadvantaged P8 scores rise to: -0.3 High Prior Attainment P8 Scores rise to: -0.3
B.	Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations – students reflect higher levels of confidence in their learning . Measured through Case Studies from the Mulberry, Academic Mentors, Pastoral Mentors and AtL grades.	90% success rate in improved AtL grades and progress after interventions from the Mulberry, Academic or Pastoral Mentors. In-year improvement in AtL grades for disadvantaged students.
C.	Reduced instances of fixed term exclusions of disadvantaged students through improved reintegration strategies and expansion of the Mulberry and LINC centre.	Fixed term exclusion is the final resort - IE, SS, isolation, DSI all put in place first unless a serious event. We aim to have none in an ideal world but a reduction of 50% would be progress and success. Inventive use of Mulberry and LINC support will improve this situation for reduced exclusions.
D.	Improved attendance of disadvantaged students.	2 weekly monitoring with EWO, Heads of House and GS to monitor all attendance. Head of House and tutor will monitor all attendance and for PP. TARGET FOR ALL GROUPS IS 95%.
E.	Parental engagement through the use of Class Charts and through coming to Parents Evenings	Improved % of students/parents attending parents evenings. Target of 90% of disadvantaged parents accessing Class Charts regularly (Sept 2017 66%)

5. Planned expenditure					
Academic year		2017/18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A (Improved outcomes through improved teaching and learning and high quality leadership)	Partial Payment of the DHT and AHT Progress Leader roles in charge of Teaching, Learning and Progress	<p>Improving the quality of teaching and learning “What Makes Great Teaching “ – SuttonTrust 2014: Strong and moderate evidence of impact on students.</p> <p>On-going development of the 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.</p> <p>As well as a key focus on year groups, the AHTs and DHT have a clear directive to improve the quality of first teaching to improve the motivation and engagement of all students to improve their attainment, progress and focus.</p>	<p>Evidence of impact will be sought through:</p> <ul style="list-style-type: none"> ● T&L section of School Development Plan (SDP) ● Learning walks <ul style="list-style-type: none"> ○ evidence of CPD being used in lessons ○ evidence of positive AtL from students ○ evidence of high expectations and aspirations from staff and students ○ increase in average AtL grades over the year ● Impact reviews of 1:1 coaching delivered by AHTs to individual staff. ● Impact reviews of Middle Leadership Coaching provided by DHT and HT. 	DHT (CN)	February 2018
A (Improved outcomes through improved teaching and learning and high quality leadership)	CPD	<p>Improving the quality of teaching and learning “What Makes Great Teaching “ – Sutton Trust 2014: Strong and moderate evidence of impact on students.</p> <p>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 external CPD opportunities to develop support curriculum development.</p>	<p>Evidence of impact will be sought through:</p> <ul style="list-style-type: none"> ● CPD Plan (within SDP) ● Learning walks <ul style="list-style-type: none"> ○ evidence of CPD being used in lessons ● Meeting agendas and minutes showing sharing of practice at appropriate levels. ● Impact reviews of CPD. 	DHT (CN)	February 2018

		Improved quality of teaching and learning and curriculum specific knowledge leading to improved outcomes and progress for all students including disadvantaged.			
A (Improved outcomes through improved teaching and learning and high quality leadership)	Pupil Premium Teaching Assistants	<p>Teaching assistants (+1 month) in-class (EEF). Also used for small group work and literacy (REACH + 6 months) and numeracy intervention (EEF).</p> <p>In a change from the previous year, funding for 2 fte teaching assistants will continue but the focus on PP students will be spread across all TAs in addition to their SEND focus. Line management will be through the SEND team.</p> <p>Increased progress and attainment with students who are being worked with. Evidence through case studies and whole school academic monitoring.</p>	<p>Evidence of impact will be sought through:</p> <ul style="list-style-type: none"> ● Learning walks <ul style="list-style-type: none"> ○ evidence of high quality TA provision in lessons ○ evidence of positive AtL from students ○ evidence of raising aspiration and challenge in lessons through TAs ● Case studies of individual students 	SENDCO	February 2018
A (Improved outcomes through improved teaching and learning and high quality leadership)	Class Charts and Provision Maps Software	<p>Class Charts software which aids and improves the teacher knowledge of their classes and therefore improves the quality of teaching and learning by making it personalised.</p> <p>Increase engagement of hard to reach parents through parental access to Class Charts to view homework set, achievements and behaviour.</p>	<p>Improved progress of all students including disadvantaged:</p> <ul style="list-style-type: none"> ● Evidenced through P8 scores and in-year progress measures. <p>Increased parental engagement through monitoring and increasing the use of Class Charts by parents.</p> <ul style="list-style-type: none"> ● Evidenced through increased percentage of parental users of Class Charts. 	DHT - CN	February 2018
A (Improved outcomes through improved teaching and learning and high quality leadership)	Data Manager and associated specialist software (4Matrix)	<p>Data manager provides timely information clearly to staff at all levels to identify underperforming students after each monitoring period.</p> <p>Students who are underachieving are highlighted quickly and clearly to allow intervention to take place at the appropriate level.</p>	<p>Evidenced through:</p> <ul style="list-style-type: none"> ● Proactive intervention, including the change of teaching, based on information provided by the data at a wide range of levels across the school (teaching assistant to SLT): <ul style="list-style-type: none"> ○ Learning walks ○ Progress files ○ Lesson plans 	DHT - CN	February 2018

			o Meeting minutes		
Total budgeted cost					£150,000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations. Measured through Case Studies from the Mulberry, Academic Mentors, Pastoral Mentors and AtL grades.)	Academic Mentor Positions	Mentoring (+1 month) but linked with improving meta-cognition for students (+8months) – EEF. Last year, Academic Mentoring had significant impact with those students who were identified. 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.	Evidence: <ul style="list-style-type: none"> Monitoring data including progress and Attitude to Learning grades will be collected and monitored for impact. Individual case studies of students. Changes to selection and mentoring processes will be evaluated and modified based on progress during the year. 	AHT - RL	February 2018
B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations. Measured through Case Studies from the Mulberry, Academic Mentors, Pastoral Mentors and AtL grades.)	Pastoral Mentor Positions	Mentoring (+1 month) linked with Social and emotional learning (+4months) – EEF. Provision of a Pastoral Mentor for each Child in Care to break down barriers to learning as appropriate and therefore improve attendance and progress in lessons.	Evidence: <ul style="list-style-type: none"> Monitoring data including progress and Attitude to Learning grades will be collected and monitored for impact. Individual case studies of students. Changes to selection and mentoring processes will be evaluated and modified based on progress during the year. 	DHT - KS	February 2018
B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations. Measured through Case Studies from the Mulberry, Academic Mentors, Pastoral Mentors and AtL grades.)	Year 10 and 11 “Clean Sweep”	All year 10 and 11 PP students to be academically mentored through the SLT, Heads of House and Deputy Heads of House	Evidenced through: <ul style="list-style-type: none"> Case studies of individual students. Increase in progress and attainment of disadvantaged students. Mentoring resources provided to aid consistency between mentors. Regular monitoring data	AHT – AM	February 2018

			provided to mentors to aid conversations and challenge. Mentoring to be assertive in nature to promote progress.		
<p>A (Improved outcomes through improved teaching and learning and high quality leadership)</p> <p>B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations.)</p>	Targeted English Groups in Year 8 and 9	<p>Focussed groups of disadvantaged students working together with specific teachers. Aim of groups is to raise aspiration through the use of specific texts and focus in lessons.</p> <p>This strategy was trialled by the department in 2016/17 and proved successful.</p>	<p>Evidenced through:</p> <ul style="list-style-type: none"> ● Progress of students in the specific groups compared with their Non-PP peers. ● Student voice. ● Learning walks. <p>Ensure the correct teachers are teaching the groups and setting the correct expectations and standards. Careful planning of appropriate texts and broader English work.</p>	Head of English - MJ	February 2018
<p>A (Improved outcomes through improved teaching and learning and high quality leadership)</p> <p>B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations.)</p>	Maths Tutor Groups	<p>Maths tutor groups focussing on underachieving disadvantaged students in year 11. Two tutor groups (one foundation and one higher) will run in parallel through the year). Not all students in the group will be disadvantaged but they will be the priority.</p>	<p>Evidenced through:</p> <ul style="list-style-type: none"> ● Progress of students in the specific groups compared with their Non-PP peers. ● Student voice. <p>Ensure the correct teachers are teaching the groups and setting the correct expectations and standards. Careful planning of appropriate work to build on in lesson gaps of knowledge and skills.</p>	Heads of Maths – JB and KV	February 2018
<p>B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations.)</p>	Purchasing of Revision Guides and Texts for English and maths in Year 11	<p>Provide revision guides and texts to give disadvantaged students easy access to the supportive materials.</p>	<p>Ensure students are taught how to use the revision guides and texts to improve learning. Structured tasks are set by teachers to engage students with the resources.</p> <p>Evidence through:</p> <ul style="list-style-type: none"> ● Improved progress. 	Heads of English and Maths	February 2018
<p>B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations.)</p>	Part funding of transition HLTA	<p>Transition TA to work with vulnerable and disadvantaged students on their transition between year 6 and year 7.</p> <p>Students settle into The Park Community School successfully and are ready to continue and</p>	<p>Evidence from:</p> <ul style="list-style-type: none"> ● Case studies ● AtL monitoring grades during year 7 of focussed students. 	SENDCo and AHT – LO and FS	February 2018

		develop their progress from primary school with many of the barriers to learning already tackled.			
B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations.)	Summer School	<p>Summer Schools: +2months (EEF)</p> <p>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.</p>	<p>Evidence from:</p> <ul style="list-style-type: none"> • Case studies • AtL monitoring grades during year 7 of students who attended summer school. • Student voice 	AHT - FS	February 2018
C (Reduced instances of fixed term exclusions of disadvantaged students)	Mulberry and LINC Centre Support	<p>Social and emotional learning (+4 months) – EEF.</p> <p>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.</p> <p>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.</p>	<p>Evidence through:</p> <ul style="list-style-type: none"> • Lower rates of fixed term exclusion, internal exclusion, supportive schooling, isolations and Time Out Room referrals (data) • Case studies • AtL grades of students who work with the LINC and Mulberry 	DHT - KS	February 2018
D (Improved attendance of disadvantaged students.)	Improving Attendance Strategies	<p>We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.</p>	<p>Evidence through:</p> <ul style="list-style-type: none"> • Increased attendance rates (data) • Individual case studies. <p>Thorough briefing of EWO about existing absence issues on a 2 weekly basis.</p> <p>AHT, HoH and EWO will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>DAILY CHASE OF highlighted vulnerable students to account for attendance via Attendance Officer, other providers and AHT.</p> <p>Attendance and progress discussed at least fortnightly with PP Coordinator and mentor.</p>	AHT – GS	February 2018

September 2017

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			Letters about attendance and EWO to visit at home to discuss attendance with parents / carer and explore barriers		
B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations.)	Careers, Information, Advice and Guidance	<p>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.</p> <p>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.</p>	<p>Evidence through:</p> <ul style="list-style-type: none"> Attendance records of disadvantaged students attending CIAG meetings with careers advisor. Individual case studies. 	AHT – FS	February 2018
Total budgeted cost					£145,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A (Improved outcomes through improved teaching and learning and high quality leadership)	<p>Finance for specific projects that arise during the year including bids from departments</p> <p>(£5,000)</p>	<p>To provide funding for agreed curriculum projects which are specifically aimed at improving the progress and attainment of disadvantaged students in curriculum areas.</p> <p>Improved progress and attainment for disadvantaged students who are part of any project within a curriculum area.</p>	<p>Projects and funding to be approved by DHT to ensure appropriate spending based on improving outcomes and progress of disadvantaged students.</p> <p>Evidence through:</p> <ul style="list-style-type: none"> Outcomes Case studies/report of impact 	DHT – CN	February 2018
B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations.)	<p>Subsidised music tuition</p> <p>£4,000</p>	<p>Arts Participation: +2 Months (EEF)</p> <p>Provide identified 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.</p>	<p>Evidence through:</p> <ul style="list-style-type: none"> Attendance at music lessons Increased attendance at school High AtL grades in monitoring. 	MS – Head of Music	February 2018

<p>D (Improved attendance of disadvantaged students.)</p> <p>B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations.)</p>	<p>Uniform, Residential, 1:1 tuition, Materials and Equipment Bursaries</p> <p>(£8,000)</p>	<p>Provide 30% discount for school uniform.</p> <p>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.</p> <p>Provide 1:1 tuition, where appropriate, for students in Care in key subject areas.</p>	<p>All students in school uniform.</p> <p>Students engage with whole year group and curriculum residentials, trips and visits which have an impact on specific curriculum requirements or social interactions.</p> <p>Improved progress and attainment for specific students in receipt of 1:1 tuition.</p>	<p>DHT - CN</p>	<p>February 2018</p>
<p>A (Improved outcomes through improved teaching and learning and high quality leadership)</p>	<p>Homework Club</p> <p>(£5,831)</p>	<p>Homework (secondary): +5 months (EEF).</p> <p>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.</p>	<p>Students completing all of their homework to support progress in lessons.</p> <p>Evidence through:</p> <ul style="list-style-type: none"> Completion rate of homework for students who regularly attend homework club,. 	<p>SENDCo - LO</p>	<p>February 2018</p>
<p>A (Improved outcomes through improved teaching and learning and high quality leadership)</p>	<p>Accelerated Reader</p> <p>£2,200</p>	<p>Accelerated Reader: +5 months (EEF)</p> <p>Use of the research proven (Education Endowment Fund (EEF) Accelerated Reader with year 7 students.</p>	<p>Accelerate the increase of reading age to ensure all students are at least in-line with age related expectations for all students, in particular disadvantaged students.</p>	<p>AHT - FS</p>	<p>February 2018</p>
<p>A (Improved outcomes through improved teaching and learning and high quality leadership)</p>	<p>Diagnostic testing software and programmes</p> <p>£3,800</p>	<p>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.</p> <p>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.</p>	<p>Evidence through:</p> <ul style="list-style-type: none"> Accurate identification of students who require further support outside of the classroom. Teaching adjusted appropriately based on testing (e.g. altering of text based on reading ages) 	<p>AHT – FS</p>	<p>February 2018</p>
<p>B (Disadvantaged students are more resilient in their learning and</p>	<p>Easter Revision Sessions</p> <p>£2,000</p>	<p>Additional targeted teaching sessions in the Easter holidays and weekends leading up to GCSE exams. Particularly useful for those students who</p>	<p>Ensure quality through reviewing planning with appropriate HoD and focus on key topics leading up to the exams.</p>	<p>AHT - AM</p>	<p>May 2018</p>

respond better to challenge and high expectations.) A (Improved outcomes through improved teaching and learning and high quality leadership)		don't have an environment at home suitable for revision. Focus on core subjects initially and then spread wider as staff are able to lead.	Follow up phone calls to specific students to ensure attendance. Evidence through: <ul style="list-style-type: none"> Attendance of disadvantaged students at the sessions. GCSE Progress scores in relevant subjects. 		
A (Improved outcomes through improved teaching and learning and high quality leadership)	GCSEPod/SAM Learning online learning/revision platforms.	Both GCSEPod and SAM Learning have significant evidence of improved performance linked to useage of their content. GCSE and KS3 revision and assessment online learning software to be used in school, at home and GCSE Pod is able to be downloaded and listened to/watched on mobile devices. GCSEPod content is linked to specifically to the exam courses we follow at school so completely relevant to the students. SAM Learning is customisable to the school (teachers can also change or create their own content).	Ensure SAMLearning and GCSEPod are well advertise d to students and parents in school (transition evenings, assemblies and in lessons/tutor time) and through the website and weekly newsletters. Follow up phone calls to parents and conversations with students through academic mentoring. Evidence through: <ul style="list-style-type: none"> Usage reports (focussing on disadvantaged students). Overall outcomes (P8). 	AHT - AM	January 2018
Total budgeted cost					£34,000

6. Review of expenditure	
Previous Academic Year	
Summary of 2017 Results:	
<p>Overall progress and the reduction of gaps at the end of year 11 has not made significant improvement and in many cases has got wider. There is significant impact of a number of students who we worked hard with to keep in school throughout their time at Park but outside circumstances and influences had a huge impact on their GCSE results and therefore their overall progress. Although this would not have made the school's progress positive, it would have made it higher. These results are currently under appeal (September 2017). Attainment of disadvantaged students has improved and this gap has also reduced slightly. Key GCSE headlines are in Appendix 1. See full GCSE results on school website and/or DfE website for further detail.</p>	

September 2017

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In-school, there has been significant impact on KS3 and Year 10 progress (see below headlines and teaching and learning is improving (see external Babcock reviews and referenced in 2017 Ofsted inspection).

In year 7, the average percentage of PP students making at least expected progress in each subject was 82.5% up from 80.9% at the start of the year.

In year 8, the average percentage of PP students making at least expected progress in each subject was 80.9% down from 86.4% at the start of the year.

In year 9, the average percentage of PP students making at least expected progress in each subject was 76.7% down from 81.5% at the start of the year.

The current Progress 8 Score of Year 10 PP students is: +0.09 compared with non-PP students at +0.11

Details of approach by approach evaluation are below.

Chosen action/approach	Estimated impact:	Lessons learned (and whether you will continue with this approach)
<p>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.</p>	<p>The roles now established as part of the school structure.</p> <p>Through external Babcock reviews and recent Ofsted inspection, it is clear that focus on teaching and learning and the senior leadership is having a greater impact. Students know who the new AHTs are and that they are there to help them make better progress (student voice – year 11 review)</p> <p>CPD provision by new roles – Wonder Wednesday, Trio groups – emerging impact evident through WW. Specific work with individuals through specific support programmes – Science. Evidence of improved practice (evidenced through learning walks).</p> <p>Individualised coaching of staff (6 in total to date) - having positive impact - this developed through the year. Evidenced through learning walks and coaching logs.</p>	<p>This will continue into next year.</p> <p>As stated in the PP review during 2017, it is key that these roles and the SLT as a whole focus on key aspects of teaching and learning and developing individual staff.</p> <p>Another area that could be developed further is the focus on individual students and the contact with home. This could go alongside creating a greater year group identity along the ethos of “Success Breeds Success”.</p>
<p>CPD - 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 external CPD opportunities to develop support curriculum development.</p>	<p>Feedback from staff (CPD evaluation - by RL) suggested that the approaches to CPD had been effective according to what staff wanted. It is also clear during learning walks and booksees that many of the developments are being used in lessons (quality feedback leading to extended response from students; targetted questioning; greater understanding of students; higher quality TA work in the classrooms).</p> <p>Much of this has been noted in external and internal reviews through the year. However, this is not yet consistent enough and therefore there is too much in-school and in-department variation.</p> <p>External CPD courses have been used directly and effectively to increase knowledge of new exam boards or impact of teaching and learning.</p> <p>A number of the trio groups were effective in researching, delivering and sharing new strategies in a range of key areas. However, for some this was too much too</p>	<p>This will continue into 2018.</p> <p>Lesson learned - focus on a few key areas and ensure they are used effectively in the majority of lessons before moving on.</p>

September 2017

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	soon. With this in mind, the strategy changed to focus on key areas of feedback and questioning at the end of the year.	
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.	In the end, only 10 students took up the subsidised music lessons. When looking purely at their monitoring data, over 50% of the students improved the number of subjects where they were making progress and 90% at least maintained their already good progress.	This is a provision we will continue. However, it needs a sharper and more rigorous evaluation during the year. The group of students being exposed to lessons also needs widening to take in students who may never have thought of taking up lessons.
Additional 0.6 FTE English teacher: 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.	This had varying success during the year. Where the member of staff was used to reduce class sizes (year 8), this seemed to have a positive impact (gap between PP and non-PP closed). However, this was also in conjunction with a whole department development to create PP only groups. The impact and focus of this had a greater impact than the reduction of group sizes alone. When working with small groups or 1:1 the impact was no greater than working with a TA or HLTA.	This provision will not continue next year.
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.	Students were able to come to school with new uniform and attend a wider range of trips and activities than they would have been able to otherwise.	Provide a wider range of opportunities for disadvantaged students to access trips that are educational and enhance cultural awareness. This will continue into 2018.
Academic Mentors: 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.	very positive impact on individual students and wider classes where the academic mentoring was applied to a whole class. See impact statements and studies from RL including case studies.	This will continue into 2018 - however, because the impact was so positive, we will also spread this intervention to non-PP students where appropriate and not impinging on PP access.

<p>Provision of a learning mentor to each Child in Care.</p>	<p>Year 11 CiC students did not achieve or make as much progress as in previous years, however, this was due to extenuating circumstances. On a daily basis, the learning mentors increased the resilience and attendance of students within their remit.</p> <p>Further evidence through case studies held by KS.</p>	<p>This will continue next year under the remit of Pastoral Mentors.</p>
<p>Two Teaching Assistants; one with a focus on literacy and a 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.</p>	<p>Although specific case studies do show some additional progress from the PP focussed TAs, the impact was not significant enough. Part of this is due to the way the leadership structure was set up but also the needs/barriers of the specific students were not best met/challenged by TAs in this manner.</p> <p>Areas which worked better, were the small group extraction for reading, handwriting and numeracy - outside of lessons. This will continue under the Catch-Up premium next year.</p>	<p>This approach will not be followed in the same way next year. To focus two full TAs on PP students does not have the required impact to value ratio. In addition, the line management structure was not effective in supporting or challenging the TAs work.</p> <p>Next year, funding will go towards TAs from the PP income but this will be as a wider part of their role in the classroom as a "helicopter" TA.</p>
<p>Transition TA: to work with vulnerable and disadvantaged students on their transition between year 6 and year 7.</p>	<p>Students continue to settle into the school highly effectively. This is evidenced through the confidence of the new cohort, the low levels of school refusers and the high levels of information gathered and shared on the new cohorts.</p>	<p>This will continue next year. Some further consideration now needs to be considered around the ethos of the students on entry and the wide backgrounds (home and school) they come from. How can the transition be enhanced to create and sustain a high quality ethos from the outset building on the qualities of the primary schools?</p>
<p>Summer School: to provide an additional opportunity to support vulnerable and disadvantaged students on their transition between year 6 and year 7.</p>	<p>As above.</p> <p>Vulnerable students thoroughly enjoyed Summer School (many of them wanted it to be longer). They felt comfortable and confident in the school and had been exposed to some of the teaching and staff in the school. Further evidence from the summer school student voice panel is available from KS.</p>	<p>This will continue. Since the delivery of the Summer School has come in-house, it has a much better cost to impact ratio.</p>

<p>Mulberry and LINC: 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.</p>	<p>While overall fixed term and permanent exclusions may fluctuate due to a number of one-off incidents or particular students, this has been greatly reduced by the impact of the LINC Centre and Mulberry. On a day to day basis, the staff have a positive impact on regulating and supporting a wide range of disadvantaged and other students to be able to cope with learning in a large secondary school.</p> <p>Evidenced through fixed term exclusion and permanent exclusion figures. The school is also managing to continue to work with and support a number of students who are at significant risk of permanent exclusion (and would have been) if it were not for the LINC.</p>	<p>The LINC is an expensive provision for the number of students it directly impacts. However, the indirect impact on the school and wider community outweighs the spending at this point.</p> <p>This provision will continue next year.</p>
<p>Homework Club: 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.</p>	<p>Impact through high attendance rates (the club is always full) of disadvantaged and SEND students. This links directly to lower rates of missed homework and therefore improved progress in the classrooms.</p>	<p>Things to consider for next year: are the correct students attending? Can more effort be put into highlighting those students who should attend?</p> <p>This will continue for next year.</p>
<p>Accelerated Reader: Use of the research proven (Education Endowment Fund (EEF) intervention with year 7 students.</p>	<p>Over 35 million words read by year 7 students as part of the scheme. This is a significant improvement on previous years. Significant impact on reading ages of those who took part.</p> <p>Further evidence with FS.</p>	<p>Need to give a greater focus on those students who are not accessing the scheme. Are those who are accessing it, the ones who would read anyway?</p> <p>This will continue into 2018.</p>
<p>CAT4 and 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.</p>	<p>LUCID testing has been a successful system this year in supporting the identification of literacy needs. From this, successful catch-up interventions have been developed and implemented to boost the confidence of learners.</p> <p>CAT4 testing was carried out and information used to inform teachers of ability and therefore set appropriate standards.</p>	<p>Learning: not all staff are fully aware of what the data within CAT4 tests means and therefore the implication on the way they teach that student or class. Further work needs to be done on this to improve the impact of the intervention next year.</p>

<p>Class Charts: Software which aid improves the teacher knowledge of their classes and therefore improves the quality of teaching and learning by making it personalised.</p>	<p>Significant impact: it is clear from learning walks (confirmed by external reviewers) that teachers and teaching assistants know their classes. The use of progress files to store daily information is now fully embedded.</p> <p>The school has also taken the use of Class Charts further to improve the communication between school and home through the sharing of homework, positive merits and negative behaviour. The easy to use apps also increase the communication between school and home. Evidence through usage statistics: 66% of disadvantaged parents access the system; 97% of disadvantaged students access class charts accounts.</p>	<p>This will continue for next year.</p>
<p>Data manager: provides timely information clearly to staff at all levels to identify underperforming students after each monitoring period.</p>	<p>Data is consistent and timely to a whole range of audiences to inform interventions at a wide range of levels.</p>	<p>This will continue for next year.</p>
<p>Careers: 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.</p>	<p>Careers advisor met with disadvantaged and vulnerable students to help plan the next stages of the life. Support was also given in writing applications to college and apprenticeships.</p> <p>Up to date statistics of long term education and employment are not available yet. However, it is expected that this will continue around 96%.</p>	<p>This will continue for next year.</p>

Appendix 1:

Headlines					Further Headlines					Progress 8									
		2017		2016				2017	Diff	2016	Diff	2015			2017	Diff	2016	Diff	2015
Basics Eng + Ma		Non-PP	PP	Non-PP	PP	Pupil Premium							Pupil Premium						
	9-4	69%	34%	61%	31%	% E+M @ 4 All	63	8	55	-2	57	P8 All	-0.76	-0.57	-0.19	-0.04	-0.15		
	9-5	46%	17%	n/a	n/a	% E+M @ 4 NPP	69	8	61	-1	62	P8 NPP	-0.31	-0.21	-0.1	-0.01	-0.09		
5 9-5 (A*-B)		46%	15%	43%	14%	% E+M @ 4 PP	34	3	31	-3	34	P8 PP	-1.18	-0.67	-0.51	-0.07	-0.44		
5 9-5 (A*-B) inc EM		40%	17%	n/a	n/a	E+M PP v NPP Gap	35	5	30	2	28	PP v NPP Gap	0.87	0.46	0.41	0.06	0.35		
5 9-4 (A*C)		76%	43%	74%	45%	E+M PP v all Gap	29	5	24	1	23	PP v all Gap	0.42	0.1	0.32	0.03	0.29		
5 9-4 (A*C) inc EM		66%	30%	60%	29%														
Ebacc		2017		2016		% 5+EM all	59	6	53	-1	54								
		Non-PP	PP	Non-PP	PP	% 5+EM NPP	66	6	60	1	59	Prior attainment							
Pass		17%	9%	23%	2%	% 5+EM PP	30	1	29	-5	34	P8 all	-0.76	-0.57	-0.19	-0.04	-0.15		
Entry		38%	23%	51%	17%	% 5+EM PP V NPP Gap	36	5	31	6	25	P8 High	-0.94	-0.76	-0.18	0	-0.18		
						% 5+EM PP V all Gap	30	6	24	4	20	P8 Middle	-0.71	-0.49	-0.22	-0.11	-0.11		