



The Park Community School Pupil Premium Strategy 2017/18 with Final Review

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	N/A

2.	3. Current attainment				
	<i>Baseline: August 2017 Pupils eligible for PP (Park School – UPDATED VALIDATED DATA)</i>	<i>Baseline: Pupils not eligible for PP (national average 2016)</i>	<i>6 Month Review: March 2018 Pupils Eligible for PP</i>	<i>September 2018 Final Review: Pupils Eligible for PP (Unvalidated)</i>	<i>Target: August 2018</i>
Progress 8 Score	-0.71	0.12 (2016)	-0.38	-0.78	-0.3
% achieving Basics 9-5/9-4	17%/40%	??/70 (2016)	17%/44%	17%/34%	24%/51%
Progress 8 English/Maths	-0.6/-0.73	0.09/0.11 (2016)	-0.95/+0.1	-1.09/-0.67	-0.3/-0.25
Progress 8 Ebacc/Open	-0.75/-0.73	0.15/0.11	+0.01/-0.71	-0.64/-0.94	-0.3/-0.3
End of Year 9 % Expected Progress English	63%	85.2% (Non PP Park School 2017)	52%	46%	75%
End of Year 9 % Expected Progress Maths	63%	85.1% (Non PP Park School 2017)	56%	56%	75%
Attendance %	92.65% (To Half Term 5)	94.95% (All to Half Term 5 Park School 2017)	92%	90.89% (To Half Term 5)	95% (To Half Term 5)
Number of Days Lost to Fixed Term Exclusions	151 Days	50 (Non PP Park School 2017)	58	77 Days	75 Days

4. 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.

5. 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%)

1. Review of Impact: Data (based on Unvalidated 2017/18 data)

Based on results from 2018/19 and attendance, it is clear that final outcomes have not improved for disadvantaged students in-line with our predictions or in-school indicators. However, clear progress has been observed in the classroom both through internal (Key Stage Reviews, lesson observations, learning walks, book sees etc.) and external review (Babcock E-Visits, Tom Winskill (Ex HMI and PP specialist)). However, there is a clear disconnect between what is being observed in lessons and external examination results. This will need further investigation as we move into the 2018/19 academic year and as the school embarks on joining the Tarka Learning Partnership.

Progress: Overall progress declined marginally by 0.02 between 2017 and 2018. Although this does not show a positive impact on progress for disadvantaged students, this marginal decrease was much smaller than that of the whole cohort. This shows that the focus placed on disadvantaged students did have an impact when compared to the rest of the cohort; however, this did not have the positive impact predicted nor did it reach the target we set.

English and Maths – Attainment and Progress: Attainment in English and maths stayed static for disadvantaged students at 17% of students achieving English and maths at 5+ but dropped to 34% at 4+. This was below the target set for the year and the percentage at 4+ dropped compared with the March review. Progress in math improved significantly (by nearly 0.5 of a grade) for PP students. In English, progress dropped by approximately 0.5.

Ebac and Open Progress: Progress across the Open bucket dropped by 0.19 while progress in the Ebacc bucket improved by 0.11. However, the open bucket progress is awaiting approximately 30 results to be changed based on inaccurate initial exam board moderation in Art and Music.

Attendance and Fixed Term Exclusions: Significant progress was made in reducing the number of days of fixed term exclusions from 151 days in 2017/17 to just 77 days in 2017/18. This was through improved consistency of behaviour strategies used throughout the school and effective use of strategies and staff in the LINC and Mulberry centres to change student attitudes to school.

Although the data has not made the positive change we would have expected from the interventions, it is clear from the evaluations below, there is significant impact across the school. However, it is essential this has an impact on overall progress and outcomes of disadvantaged students.

2. 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	Review Comment with Impact
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	Improving the quality of teaching and learning "What Makes Great Teaching" – Sutton Trust 2014: Strong and moderate evidence of impact on students.	Evidence of impact will be sought through: <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 	DHT (CN)	Significant impact from 1:1 coaching with individual staff. Evidence through learning walks and Cohort Reviews. Overall improvement in quality of teaching across the school (see Cohort Reviews for further evidence and TLP Due Diligence).

		<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>	<ul style="list-style-type: none"> ○ 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. 		<p>Middle leaders now have more ownership and leadership within their departments with a clear focus on Teaching and Learning (see department minutes). HoD coaching and CPD through line management and Teaching and Learning meetings (see agenda and minutes). This is having a whole school impact on the quality of T&L – see review of T&L through the Tarka Learning Partnership and current year 11 predictions (September 2018)</p> <p>Communication between Progress Leaders and Heads of House is also increasing and therefore having greater impact. Regular meetings are now in place between the two groups with a clear direction.</p>
<p>A (Improved outcomes through improved teaching and learning and high quality leadership)</p>	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>Improved quality of teaching and learning and curriculum specific</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)	<p>External CPD has been focussed on improving the understanding of GCSE specifications, particularly in English. Although impact is not currently showing in predictions, the department have delivered excellent CPD to the rest of the team on the back of the courses. This is being seen to have an impact in lessons (learning walks) and through intra-department discussions.</p> <p>Internal CPD on questioning, raising expectations and challenge is visible in the classrooms (evidenced through cohort reviews and learning walks).</p> <p>Further planning and development of CPD expenditure is currently taking place to further enhance the quality of Middle and Senior Leadership via a planned implementation of NPQ qualifications and/or internal middle and senior leadership CPD.</p>

		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	<p>Overall progress of students is increasing with gaps closing across the school (see governor data presentations (Jan 2018 – KS3, March 2018 KS4, September 2018). In-class and small group intervention is in place and targeted. There were clear gaps between spring 2018 predictions and final results. This has been reflected on and methodology changed for 2018/19 to increase accuracy.</p> <p>Evidence from SENDCo learning walks, external review and appraisal that quality of TA provision continues to improve and have greater impact.</p> <p>Further thought: the number of TAs employed has reduced through the year and they are now working with fewer students. However, the general principles remain the same when TAs are working in classes – SEND students, then PP students.</p>
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	<p>See previous notes about progress data.</p> <p>Teachers use Class Charts routinely to put in place specific seating plans and increase their knowledge of students (learning walks and external review documents).</p> <p>Parental engagement has increased through the use of Class Charts – significant push from HoH and SLT.</p> <p>November 2017: 66% of Parents; 97% students</p> <p>March: 72% of Parents; 98% Students</p> <p>After a good Year 11 parents’ evening in November (67% PP parent attendance – 72% non PP), year 10 (22% v 62%) and year 9 (46% v 62%) parents’</p>

					<p>evenings were severely impacted by being in the period of illness that hit the school and having to be re-arranged due to snow.</p> <p>In the future, if Parents' Evenings need to be re-arranged, a greater emphasis on contacting PP parents needs to be made to continue the high attendance rates.</p>
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 ○ Meeting minutes 	DHT - CN	<p>Heads of House and Progress Leaders routinely use the timely information provided by the data manager to target interventions (attainment, progress and Attitude to Learning). Further targeted intervention through regular Raising Attainment Meetings bringing together SLT, HoH and HoDs to create action plans for individual students who are not making the progress expected.</p> <p>Information is provided to teachers to save them time looking for data so they can change their teaching appropriately.</p>
Total budgeted cost					£150,000
ii.					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review Comment with Impact
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	<p>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.</p> <p>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</p>	<p>Evidence:</p> <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	<p>Academic mentoring continues to be an effective intervention (see individual case studies).</p> <p>Data shows that the majority of students who have academic mentoring make more progress than their peers in terms of Attitude to Learning (AtL), progress moves and P8. Individual evaluation on a student by student level also show a positive impact of the mentoring.</p>

		<p>progress. Mentoring to consist of learning coaching, target setting, group mentoring and assertive mentoring.</p> <p>Increased progress and attainment with students who are being mentored. Evidence through case studies and whole school academic monitoring.</p>			
<p>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.)</p>	Pastoral Mentor Positions	<p>Mentoring (+1 month) linked with Social and emotional learning (+4months) – EEF.</p> <p>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.</p>	<p>Evidence:</p> <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	<p>See case studies folder.</p> <p>Quantifying the impact of the Pastoral mentors in terms of progress or attendance is difficult as just keeping some students in school, happy and ready to learn is a challenge. Significant on-going liaison with teachers, support staff and outside agencies keeps many of our most vulnerable students in school.</p>
<p>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.)</p>	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	<p>Evidenced through:</p> <ul style="list-style-type: none"> Case studies of individual students. Increase in progress and attainment of disadvantaged students. <p>Mentoring resources provided to aid consistency between mentors. Regular monitoring data provided to mentors to aid conversations and challenge. Mentoring to be assertive in nature to promote progress.</p>	AHT – AM	<p>See previous notes on progress data and further analysis notes in PP Folder.</p> <p>Overall</p> <ul style="list-style-type: none"> 16 out of 28 students have made progress (57%) <ul style="list-style-type: none"> 5 of the 16 have made progress more than 0.5 (31%) 12 out of 28 students have regressed in progress (43%) <ul style="list-style-type: none"> 2 out of the 28 students by more than -0.5 (7%) The most successful mentor was MG with all three of his students making positive progress. <p>PP Only</p> <ul style="list-style-type: none"> 24 out of 28 pupils are PP (86%)

					<ul style="list-style-type: none"> • 14 out of the 24 have made positive progress (59%) • 10 out of 24 have regressed in progress (41%)
<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	<p>Overall progress for PP students has increased in year 9 for English (this was the first cohort through this programme). However, there has been a big drop back in progress in year 8 in the Spring Monitoring data compared with Autumn.</p> <p>This is most likely due to a number of staffing changes and enforced reduction in the number of teachers within English since September – this has had a larger impact on KS3. This has meant that the specific groups have had to be disbanded mid –year so this strategy has ended.</p> <p>However, as of Easter 2018, an additional teacher of English was employed which will increase the opportunities for targeted intervention and improve consistency of teaching again. However, final English data shows not enough progress for all students including disadvantaged as we would like.</p>
<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	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 the will be the priority.	<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	<p>Currently maths progress and attainment is predicted to be strong. The maths tutor groups play an integral role in this with 60 students every fortnight benefiting from this.</p> <p>Unfortunately, the additional Tutor Group has had to be stopped due to staffing changes during the year. This is set to start again for September 2018.</p>
<p>B (Disadvantaged students are more resilient in their learning and respond better to</p>	Purchasing of Revision Guides and Texts for English and maths in Year 11	Provide revision guides and texts to give disadvantaged students easy access to the supportive materials.	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.	Heads of English and Maths	Overall progress data predictions are up in current year 11 (September 2018).

challenge and high expectations.)			Evidence through: <ul style="list-style-type: none"> Improved progress. 		This expenditure has been increased through the year to include all revision guides for all PP students. To ensure they are being used effectively, an academic mentor is working with the students on how to use these resources.
B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations.)	Part funding of transition HLTA	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.	Evidence from: <ul style="list-style-type: none"> Case studies AtL monitoring grades during year 7 of focussed students. 	SENDCo and AHT – LO and FS	See individual case studies and monitoring information for outcomes. This on-going project targets students who, from primary liaison, targets students who are vulnerable and a concern for a successful transition. 12 students have been identified as a particular focus for SEMH needs with a further three for other physical needs. The average percentage attendance for this full group of 12 is 95.4% which is significantly above the whole school figure and a real testament to the work. On the whole, students have demonstrated excellent Attitude to Learning (AtL). 50% will be given a House Award at the end of the year and 90% of the students have a majority of A and B grades for AtL.
B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations.)	Summer School	Summer Schools: +2months (EEF) 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.	Evidence from: <ul style="list-style-type: none"> Case studies AtL monitoring grades during year 7 of students who attended summer school. Student voice 	AHT - FS	See summer school feedback document. 26 students attended Summer School – this was a targeted PP and vulnerable group. All bar two completed the full week of sessions. 17 of the 26 will be given a House Award for excellent AtL throughout the year and all except for one student have a majority of A and B grades for their AtL. Average attendance for the cohort is 94.1% which is marginally above the school attendance and significantly above the whole school PP attendance figure.

					The summer school was well received by the students and clearly from the above information and anecdotal evidence, has been effective in supporting the transition and progress of disadvantaged and vulnerable students coming to Park School.
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	<p>See case studies.</p> <p>The number of days of fixed term exclusions is looking like it will reduce although possibly not by the extent we would like. Significant measures have been implemented to support the specific group of students, including the use of the LINC, and this has seen a reduction in the number of fixed term exclusions in half term 3.</p> <p>However, there have been some real successes with changed behaviours of a particular group of students based on the work carried out in the Mulberry and LINC.</p> <p>The strategy is being developed for further expansion in 2018/19 to deliver a more flexible and appropriate curriculum for those who main stream is not appropriate but no other options (either for severe SEND need or behavioural issues).</p> <p>Permanent exclusions per head is lower at Park School than any other secondary schools in the area. This is due to the impact of the LINC provision. There is no other pre-exclusion provision in the area.</p>
D (Improved attendance of disadvantaged students.)	Improving Attendance Strategies	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>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>	AHT – GS	<p>Unfortunately, attendance data was significantly impacted by a school wide illness during November 2017 that affected a significant number of students. PP attendance currently stands at 92%.</p> <p>Current structure is working and effective at challenging persistent absenteeism (when taking out the whole school issue of the illness). On evaluation of the impact of the illness, the school has now installed school wide hand sanitisers to help</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> <p>Letters about attendance and EWO to visit at home to discuss attendance with parents / carer and explore barriers</p>		<p>with hygiene with the intention of reducing the spread of illnesses.</p> <p>Greater focus is now on punctuality – this is being challenged through tutors and heads of house. See meeting minutes.</p> <p>There was a significant impact on year 11 attendance due to mental health issues. A significant number of students were under the care and guidance of CAMHS or other medical intervention.</p>
<p>B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations.)</p>	<p>Careers, Information, Advice and Guidance</p>	<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. 	<p>AHT – FS</p>	<p>PP students have attended careers interviews in year 10 and 11. Priority support given to year 10 PP students to ensure Work Experience activities are in place. The PP, SEN students are interviewed first. All attend but some take up to 3 appointments to get them there. The outcome is that they have a Plan of what they intend to do which goes in their Progress Folder followed by they apply for college or a training course or apprenticeship.</p> <p>Students guided and supported in making college and other Post-16 applications.</p> <p>Final impact information will be through destinations measure.</p>
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	Review Comment with Impact
<p>A (Improved outcomes through improved teaching and learning and high quality leadership)</p>	<p>Finance for specific projects that arise during the year including bids from departments</p>	<p>To provide funding for agreed curriculum projects which are specifically aimed at improving the progress and attainment of</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>DHT – CN</p>	<p>Two significant projects:</p> <ul style="list-style-type: none"> Increased number of cameras purchased for disadvantaged students to use for GCSE Photography.

	(£5,000)	<p>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>Evidence though:</p> <ul style="list-style-type: none"> • Outcomes • Case studies/report of impact 		<ul style="list-style-type: none"> ○ This has allowed a greater number of disadvantaged students to access the Photography curriculum. • Purchase and distribution of revision guides and English texts to all year 11 disadvantaged students for all subjects. • Purchase and distribution of revision guides for all years for maths and year 10 for English (including texts) <p>Impact from the purchase of guides and text books is evident through the inclusivity the disadvantaged students feel. True data impact will be seen in GCSE outcomes.</p>
<p>B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations.)</p>	<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	<p>Students who have taken up this offer continue to reflect their attitude to musical study in the classroom. Disappointingly, we are struggling to get a significant take-up of new musicians. This will be reviewed with the new year 7s (2018).</p>
<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</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>	DHT - CN	<p>For impact of CiC specific tuition, see PEP documentation.</p> <p>Further push required on this support for parents – not enough students take it up.</p> <p>However, funding has allowed a significant number of students to experience cultural, curriculum experiences of value throughout the year.</p>

		<p>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>			
A (Improved outcomes through improved teaching and learning and high quality leadership)	Homework Club (£5,831)	<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. 	SENDCo - LO	Homework club continues to be a success with in-excess of 40 vulnerable, disadvantaged and SEND students attending weekly. The amount of homework completed by this group is in-line with the rest of the school leading to very few PP students (who don't have significant other interventions) getting into trouble. This is linking with the better progress of PP students (see data).
A (Improved outcomes through improved teaching and learning and high quality leadership)	Accelerated Reader £2,200	<p>Accelerated Reader: +5 months (EEF)</p> <p>Use of the research proven (Education Endowment Fund (EEF) Accelerated Reader with year 7 students.</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.	AHT - FS	This strategy is still not having the impact required for its relative cost. The strategy for implementation alongside wider reading strategies is being redeveloped for next academic year – including additional time for English to support the delivery of AR. Year 7 Progress Leader is also developing older year group “Drop it and Read” lessons and year group reading challenges.
A (Improved outcomes through improved teaching and learning and high quality leadership)	Diagnostic testing software and programmes £3,800	<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</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) 	AHT – FS	<p>Impact of Lucid:</p> <ul style="list-style-type: none"> - Tool to measure reading & spelling scores in addition to handwriting and typing speeds. All students in Key Stage 3 with highlighted difficulties tested twice per academic year using this tool. - 231 students tested since September 2017, including students who have had literacy interventions, new students who start the school and have previously had some history of literacy difficulties and all KS4 students who are tested for access arrangements (110 students in KS4 currently). In addition, it also supports conversations with parents / carers with regards to literacy concerns.

		reading support) to improve progress.			<ul style="list-style-type: none"> - Enables the SEND team to support teaching & learning to measure impact of literacy interventions and progress of students with highlighted difficulties. - Now an expectation from the 0-25 SEN Team at DCC & as part of Children in Care review to report spelling & reading ages if a student has a highlighted difficulty in their Education, Health & Care plan. This needs to be reported annually and Lucid enables standardised scores to be sent as part of the annual review. Information from Lucid also supports applications for Education, Health and Care plans (3 submitted in 2017-18 of which this information was used).
<p>B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations.)</p> <p>A (Improved outcomes through improved teaching and learning and high quality leadership)</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 don't have an environment at home suitable for revision.</p> <p>Focus on core subjects initially and then spread wider as staff are able to lead.</p>	<p>Ensure quality through reviewing planning with appropriate HoD and focus on key topics leading up to the exams.</p> <p>Follow up phone calls to specific students to ensure attendance.</p> <p>Evidence through:</p> <ul style="list-style-type: none"> ● Attendance of disadvantaged students at the sessions. ● GCSE Progress scores in relevant subjects. 	AHT - AM	<p>These sessions have been extended throughout the exam period in D&T, English, Maths, Geography and Science. Final impact will be shown in the GCSE results. Targeted students have been underperforming PP students.</p> <p>In addition, targeted PP intervention in English has been added during registration and PSHEE time for year 11s due to employing additional staff since Easter 2017. This has also created in-class capacity for targeted intervention in year 9 by English specialists – this has been focussed on basic writing needs.</p>
<p>A (Improved outcomes through improved teaching and learning and high quality leadership)</p>	<p>GCSEPod/SAM Learning online learning/revision platforms.</p>	<p>Both GCSEPod and SAM Learning have significant evidence of improved performance linked to useage of their content.</p> <p>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.</p>	<p>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.</p> <p>Evidence through:</p> <ul style="list-style-type: none"> ● Usage reports (focussing on disadvantaged students). ● Overall outcomes (P8). 	AHT - AM	<p>SAMLearning has engaged every year 11 student in online study. 4600 hours of study at an average of 18 hours per student. 37% of this is outside of school.</p> <p>Final overall impact will be shown in GCSE results – current data predictions are positive compared with previous year.</p> <p>GCSE Pod has been re-launched a number of times with KS4 students but the take-up has not been as successful as last year – greater emphasis, training and re-launch required with staff to increase the impact.</p>

		<p>GCSEPod content is linked to specifically to the exam courses we follow at school so completely relevant to the students.</p> <p>SAM Learning is customisable to the school (teachers can also change or create their own content).</p>			
Total budgeted cost					£34,000