



The Park Community School Pupil Premium Strategy 2018/19

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. All developments we make in improving the culture and quality of learning within our school will support the improved progress of all students including those who are disadvantaged.

Approximately 28% 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 three years focussing on the quality of teaching and learning are being seen in external reviews (including Ofsted, May 2017) as having a positive impact in the classroom. Although there were some positive progress trends in Maths and Ebacc subjects, this is not yet showing in the progress outcomes across the school. 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.

The strategy, as a whole and as individual aspects, will be reviewed regularly through the year by the Deputy Headteacher along with the wider Senior Leadership Team and the school's governing board. In addition, the designated governor for Pupil Premium meets termly with the Deputy Headteacher to provide challenge to the school individually and as part of the termly PP/CiC/Safeguarding governor challenge/update visits. These will be reported back to the Teaching and Learning Governor committee.

1. Summary information					
School	The Park Community School, Barnstaple				
Academic Year	2018/19	Total PP budget	£360,910	Date of most recent external PP Review	Feb 2017
Total number of pupils	1364	Number of pupils eligible for PP	386	Date for next internal review of this strategy	Feb 2019

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: Feb 2019 Pupils Eligible for PP</i>		<i>September 2019 Final Review: Pupils Eligible for PP</i>	<i>Target: August 2019</i>
Progress 8 Score	-0.78	0.12 (2016)	Y10: -0.56	Y11: -0.63		-0.3
% achieving Basics 9-5/9-4	17%/34%	??/70 (2016)	30%/66%	23%/33%		30%/55%
Progress 8 English/Maths	-1.09/-0.67	0.09/0.11 (2016)	-0.54/0.42	-0.98/0.64		-0.3/-0.25
Progress 8 Ebacc/Open	-0.64/-0.94	0.15/0.11	-0.74/-0.49	-0.35/-0.67		-0.3/-0.3
End of Year 9 % Expected Progress English	46%	85.2% (Non PP Park School 2017)	36.5%			55%
End of Year 9 % Expected Progress Maths	56%	85.1% (Non PP Park School 2017)	60%			55%
Attendance %	90.89% (To Half Term 5)	94.95% (All to Half Term 5 Park School 2017)	92.62%			95% (To Half Term 5)

Number of Days Lost to Fixed Term Exclusions	77 Days	50 (Non PP Park School 2017)	36		37 Days
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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 are 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 to do 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.	Lack of parental engagement/support including but not exclusive to: Low aspirations for high achievement and further careers from home; Lack of associated high achieving role models; spaces and resources to carry out homework at home; breakfast nutrition.

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, Targeted Interventions, 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 further reduction of 50% would be fantastic progress building on the previous year's 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.	Increased number of parents of PP students attending parents' evenings. An opportunity for PP students to do their homework in school either before and/or after school with nutritious food provided.	Improved % of students/parents attending parents' evenings from previous year (see VEW reports) Homework sessions set up for PP students with food provided with at least 60 attending each week.

1. Review of Impact: Data – Feb 2019						
<p>Overall, there has been some progress towards targets from the August 2018 baseline in the majority of measures. However, there is still some way to go to meet the overall targets</p> <p>Attendance data is significantly up on 2017/18 due to the strategies put in place by intervening earlier and a greater number of phone calls home.</p> <p>The number of days of fixed term exclusions is in line with the previous year. Significant measures have been implemented to support the specific group of students, including the use of the LINC, and this has seen a significant reduction in the number of fixed term exclusions in half term 3. Further development is required to make the decreases we would like. Capacity will become available again at the LINC soon so we can use that to provide greater support alongside our work with parents on appropriate timetables for some students.</p> <p>General feedback from internal cohort reviews and external visits is that the quality of teaching and learning continues to improve and is more consistent across the school. Further development is now required on linking the quality of teaching and learning to progress and further enhancing the quality of behaviour for learning.</p>						
		3. Current attainment				
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2. Planned expenditure					
Academic year		2018/19			
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

<p>A (Improved outcomes through improved teaching and learning and high quality leadership)</p>	<p>Partial Payment of the DHT and AHT Progress Leader roles in charge of Teaching, Learning and Progress</p>	<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>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. ● Evaluations carried out by Middle Leaders after taking part in the Park Leadership and Development Programme (PLDP). ● Impact of small group tuition working with disadvantaged students from both intervention teacher and Teaching Assistants. 	<p>DHT (CN)</p>	<p>Impact on a student level now coming though with the focus of the Horsforth Quadrant. RL been working 1:1 with year 8 and 9 students who are at the bottom of the aspire group in each tutor group. Focusing on basic learning habits and raising awareness of what to do to improve.</p> <p>New school review programme has been developed based on key elements of the teaching and learning aspect of the school development plan (PP, Literacy and general Teaching and Learning). These reviews show that CPD is having impact but consistency across the school continues to need to be developed. Actions identified and continue to be acted on.</p> <p>Small group interventions are being monitored and evaluated and showing to have impact both in terms of academic and confidence levels.</p> <p>Continued impact through 1:1 coaching by AHTs; however, this now needs to move on again to support the development of a wider group of staff and more positively engage teachers.</p> <p>PLDP has had a successful first half of the year with an average of 15 middle leaders, senior leaders and aspiring leaders attending the sessions. Feedback from the sessions (emailed to CN and GE) has been positive – final evaluation will run at the end of the year.</p>
<p>A (Improved outcomes through improved teaching and learning and high quality leadership)</p>	<p>CPD</p>	<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>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 	<p>DHT (CN)</p>	<p>Whole school CPD plan now in action – clear strategy for internal and external CPD to develop the quality of teaching and learning in school (see CPD plan).</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>CPD programme delivered to develop the quality of middle and senior leadership (PLDP) will allow a wide range of leaders to develop the impact they have; all people within an organisation have the requirement to be leaders in their own right.</p> <p>Improved quality of teaching and learning and curriculum specific knowledge leading to improved outcomes and progress for all students including disadvantaged.</p>	<ul style="list-style-type: none"> ● Meeting agendas and minutes showing sharing of practice at appropriate levels. ● Impact reviews of CPD. ● PLDP session resources <ul style="list-style-type: none"> ○ Impact in department meeting forums as well as change within teaching and learning due to more impactful middle leadership. ● “Good to Outstanding” session resources. <ul style="list-style-type: none"> ○ A greater number of “Outstanding” teachers within the school staff. ○ Good practice being shared between staff (peer “coaching”). 		<p>External courses largely limited to exam board/increasing subject knowledge only (unless safeguarding/SEND/pastoral) to keep emphasis on improving outcomes.</p> <p>CPD impact being evaluated through teaching and learning reviews (see above).</p> <p>PLDP – see above.</p> <p>“Good to Outstanding” programme is half way through the year with approximately 10 delegates for each session. Teachers in this group are using research to inform their own practice and feedback to the next PLDP session for impact.</p>
<p>A (Improved outcomes through improved teaching and learning and high quality leadership)</p>	<p>Intervention Teacher</p>	<p>Small group work and literacy (REACH + 6 months) and numeracy intervention (EEF).</p> <p>In a change from previous years, funding for 2 fte teaching assistants will cease due to limited impact with disadvantaged students. This year, funding will be provided for the employment of a primary specialist intervention teacher to work with those disadvantaged students (as well as others) with the most gaps in their learning.</p>	<p>Evidence of impact will be sought through:</p> <ul style="list-style-type: none"> ● Increased progress and attainment with students who are being worked with. Evidence through case studies; pre and post assessment; literacy and numeracy development; access to the wider school curriculum. ● Feedback from staff and students working with those who have had targeted interventions. 	<p>SENDCO</p>	<p>Clear strategy for identification and intervention in place.</p> <p>High quality teaching observed during lessons with students learning well. Students increase in confidence is clear.</p> <p>Further impact evidence of progress to be gathered.</p>

<p>A (Improved outcomes through improved teaching and learning and high quality leadership)</p>	<p>Class Charts and Provision Maps Software</p>	<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. 	<p>DHT - CN</p>	<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>March 2019: 80% parental engagement (71% PP) and 99% of students (98.5% PP – a further 1% off PP have parents that access their accounts if they don't). This is an overall increase of 8% parental engagement and 0.5% increase in student.</p>
<p>A (Improved outcomes through improved teaching and learning and high quality leadership)</p>	<p>Data Manager and associated specialist software (4Matrix)</p>	<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 	<p>DHT - CN</p>	<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> <p>Further developments have been made in using the Horsforth Quadrant to identify key groups for Progress Leaders and HoH.</p> <p>The AtL Wall is fully functioning; HoH are reporting an increase in students talking about their AtL in order to be able to access trips and events.</p>

Total budgeted cost					£180,000
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
<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> <p>E (Parental engagement and support)</p>	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 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>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. Regular parental contact and engagement leading to attendance at parents’ evenings and other key events. Parents able to provide support and challenge to their children. 	AHT - RL	<p>Approximately 60% of students who are being supported are making positive progress between first and second monitoring on the back on specific 1:1 and group interventions.</p> <p>Four groups running this year working through 7, 8 and 9. Weekly sessions working on study skills, barriers, overcoming barriers – all evaluated – NIH has these. Progress plus softer skills evaluated – case studies on file.</p> <p>Impact is being seen through AtL improvements even when progress is lagging behind – this will take some time for all to come through.</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. 	DSL	<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>

			<ul style="list-style-type: none"> Regular carer contact and engagement leading to attendance at parents' evenings and other key events. 		
<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>	SLT Targeted Mentoring, 4As/Horsforth Quadrant	<p>Mentoring/additional support for disadvantaged students has proven to have impact at Park by engaging students in their learning and supporting them through Year 11 leading towards exams.</p> <p>Larger cohort impact is required from Progress Leaders so a more structured approach will be developed using the Horsforth Quadrant.</p>	<p>Evidenced through:</p> <ul style="list-style-type: none"> Case studies of individual students. Mentoring logs 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> <p>Consistent resources produced and delivered by PLs through assemblies and small group discussions.</p>	AHT – Progress Leaders.	<p>SLT have fewer students to mentor this year with the aim of building up better relationships. This has proved effective, as less formal “corridor” conversations have been able to be had as well as meetings that are more formal. It has also led to attendance at parents evenings for the first time in a number of years through parental communication. It has also increased the link between mentor and teachers (for example following up on NEA/coursework issues.</p> <p>Final progress will be measured on GCSE grades.</p> <p>The Horsforth quadrant has been used to identify groups of students with similar requirements for intervention – for example those students who have good AtL are provided learning strategies. Initial indicators from the Spring monitoring shows an improvement in progress for those that previously had good AtL but poor progress.</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>	English and Maths Tutor Groups	English and maths tutor groups focussing on underachieving disadvantaged students in year 11. Not all students in the groups 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 and English	<p>Both maths and English tutor groups were struggling to get good attendance so a number of pushes have happened including SLT going around the school to collect students – this has had recent success in increasing attendance.</p> <p>Student voice has shown that the students feel the sessions are effective at</p> <p>Unfortunately, due to long-term staff absence within the department, the English tutor group has had to stop. However, a PSHEE group has been added instead looking at the</p>

					<p>higher grades – this has had consistently good attendance.</p> <p>Evidence of positive impact is coming through learning walks/drop-ins to the tutor groups. However, overall progress of PP is not showing the improvement required.</p>
<p>B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations.)</p>	<p>Purchasing of Revision Guides and Texts for all subjects for KS4 students.</p>	<p>Provide revision guides and texts to give disadvantaged students easy access to the supportive materials that other students from more privileged backgrounds receive.</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 from PP students. Assemblies and lessons on using revision guides and other revision resources. 	<p>PL for year 10 and 11.</p>	<p>All students in year 10 and 11 have had the correct revision guides purchased for them. Assemblies and lessons have been used to explain to students how to use their revision guides. Additional revision time in tutor sessions has also been created for structured and supported revision using the guides as a resource.</p>
<p>B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations.)</p>	<p>Part funding of transition HLTA</p>	<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 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 focussed students. 	<p>SENDCo and AHT for transition</p>	<p>See individual case studies and monitoring information for outcomes.</p> <p>This on-going project targets students who, from primary liaison, targets students who are vulnerable and a concern for a successful transition. 74 students in total were identified part of the extended transition project. Of which 8 students have been identified as a particular focus for additional support once joining park school.</p> <p>The average percentage attendance for this full group of 12 is 93.5% which is marginally below the whole school figure.</p>
<p>B (Disadvantaged students are more resilient in their learning and respond better</p>	<p>Summer School</p>	<p>Summer Schools: +2months (EEF)</p>	<p>Evidence from:</p> <ul style="list-style-type: none"> Case studies 	<p>AHT – FS/PN</p>	<p>20 students attended Summer School – this was a targeted PP and vulnerable group.</p>

to challenge and high expectations.)		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.	<ul style="list-style-type: none"> ● AtL monitoring grades during year 7 of students who attended summer school. ● Student voice 		The summer school was well received by the students and 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 	AHT - GS	<p>See case studies from the LINC/Mulberry. 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 number of days of exclusion is in line with the significant improvement last year. The BLES team are developing new strategies to improve behaviour such as incremental sanctions as well as support through Thrive etc..</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. The effectiveness of the LINC provision has increased</p>
D (Improved attendance of disadvantaged students.)	Improving Attendance Strategies	<i>"We can't improve attainment for children if they aren't actually attending school."</i> 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>Attendance is showing significant improvement on previous year for PP and the whole school with an increase close to 2%. This is due to a combination of new strategies such as earlier phone calls home and stringent legal processes as appropriate.</p> <p>See GS for case studies.</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 termly with SLT.</p> <p>Letters about attendance and EWO to visit at home to discuss attendance with parents / carer and explore barriers</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 – AM</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 disadvantaged students in curriculum areas.</p> <p>Improved progress and attainment for disadvantaged students who</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 though:</p> <ul style="list-style-type: none"> Outcomes Case studies/report of impact 	<p>DHT – CN</p>	

		are part of any project within a curriculum area.			
B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations.)	Subsidised music tuition	Arts Participation: +2 Months (EEF) 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.	Evidence through: <ul style="list-style-type: none"> Attendance at music lessons Increased attendance at school High ATL grades in monitoring. 	MS – Head of Music	10 students continue to have support for their music lessons. These students have continued their good ATL and have good attendance at school.
D (Improved attendance of disadvantaged students.) B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations.)	Uniform, Residential, 1:1 tuition, Materials and Equipment Bursaries	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.	DHT - CN	All PP students have been offered support with trips, visits and uniform. This is now made clear on letters where the school would support the trip as being of curriculum or significant cultural relevance. The school always supports PP students on curriculum trips and visits such as geography field work or art inspiration visits. Disadvantaged students who require equipment are provided this through one of our Academic Mentors.
A (Improved outcomes through improved teaching and learning and high quality leadership)	Homework Club	Homework (secondary): +5 months (EEF). 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. Evidence through: <ul style="list-style-type: none"> Completion rate of homework for students who regularly attend homework club. 	SENDCo - CH	Homework club has been adapted to split those students with significant needs from the main cohort. This has meant we can offer more bespoke support to some while others are challenged to work with much more independence. An 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) not completing their homework. 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	Accelerated Reader: +5 months (EEF) Use of the research proven (Education Endowment Fund (EEF) Accelerated Reader with year 7 students.	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	Re-launched this year in English lessons – greater impact on reading in lessons; however; still some work to be done on increasing number of students testing themselves.
A (Improved outcomes through improved teaching and learning and high quality leadership)	Diagnostic testing software and programmes	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.	Evidence through: <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	Diagnosis moved to the NGRT – this has proved highly effective in identifying students who require literacy intervention. There are currently issues making the numeracy diagnostic software work effectively on our network. SENDCo is working on this.
E (Lack of parental engagement/support leading to lack of opportunities to engage with homework)	Disadvantaged student breakfast club and/or homework club.	Provide a supportive and safe homework club for disadvantaged students to do their homework to allow the school to set high expectations of all whilst supporting those who need it most. Provide a breakfast club for disadvantaged students to have some nutritious food and prep for the day by completing homework.	<ul style="list-style-type: none"> • Homework club set up. • Breakfast club set up with catering provided. • Regular attendance of 60 disadvantaged students per week either before school or after. 	DHT - CN	After initial testing between Christmas and Easter, the after school homework club will expand to a wider range of disadvantaged students for independent study.

<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 usage 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>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>	<p>Ensure SAMLearning and GCSEPod are well advertised 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). 	<p>AHT – AM</p>	<p>SAMLearning has engaged every year 11 student in online study. 4100 hours of study at an average of nearly 20 hours per student. 50% of this is outside of school across all year groups.</p> <p>GCSE Pod: 3,600 pods have been streamed since September 2018 - final push required leading up to Easter to increase usage and impact – particularly disadvantaged as this has had a low uptake.</p> <p>Final overall impact will be shown in GCSE results – initial predictions are realistic but don't show the improvement we would like.</p>
					<p>£36,000</p>