

Planning and Evaluation outline: Pupil Premium April 2014- December 2014 Plans for January 2015 to May 2015

Named Activity	Amount allocated to the intervention	Is this a new/continued activity	Brief summary of the action/timescales/students involved	Specific intended outcomes Anticipated successes	How will this be monitored? How will success be evidenced?	What did the action achieve? Will improvements be needed or changes be made?
CN introduced 4 Matrix	£960	New	A more sophisticated level of tracking than we have ever had before for all Heads of department and SLT. Ability to track research groups and individuals RAG meetings with Heads of Department from Maths and English and Heads of House	GCSE exam results analysis in 2014 more focussed to force HoDs to analyse results <u>of all vulnerable groups</u> More effective targeting.	Monitored by SLT in Line Management meetings and by paired meetings with the Headteacher	Showed weaknesses in fine grading and predictions (over estimates). New fine grading monitoring for KS4 each half term from September 2014
The Leadership team shared discussions regarding staffing, planning, procedures and policy surrounding finance in relation to PP funding including other forums.	One full time Maths teacher £25 000 One full time English teacher asap £25 000 approx Permanent contracts for HLTAs and Mentor Renewed one year contract for Grade C Teaching Assistant (Literacy) till 2016. £10 750 Support staff already in budget until March 2015.	Cont and new for Spring term (see below) Cont through 2015	Discussion at Leadership Team in preparing the new Pupil Premium strategy for 2014-2015. Appeared on agenda every week since September at Teaching and Learning Forum, Pastoral Council and Curriculum Council, INSET Day September training, staff meeting December 15 th . Planning on January 5 th INSET Day in departments for strategy till May 2015.	New Action Plans for Year 11 to enhance departmental focus in English and Maths. New Action Plans for school focus. Staffing contracts renewed and new staff appointed to allow for Sutton Trust interventions Levels of progress/GCSE predictions at Spring Term monitoring for Year 11 to be accurate fine grading in English and Maths for GCSE	All action plans to be completed on January INSET Day to SLT GCSE predictions will be realistic and monitored by HoDs in relation to FFT and school targets Staffing decisions to inform action plans	All Action Plans completed. Action will aim to achieve improved attainment and progress by all students and particularly disadvantaged students with renewed awareness of those children who are disadvantaged as identified by PP criteria. Contracts renewed and staffing decisions made Dec 2014.

				predictions in Summer 2015.		Adverts prepared for additional teaching staff in Maths and English. Jan 2015
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A termly working group meeting chaired by an SLT member tracking Eng and Maths monitoring and SEW (Social and Emotional Well Being) of students plus RAG meetings with Heads of Maths and English	£10 000	Cont through 2015	Next meeting 17.12.2014 9.15 to 10.45 am to discuss targeting of PP students in Year 11.	Prepare planning for INSET day in Departments. Raise awareness of students in English and Maths Departments, SASC, Mentors and LSU Mulberry. Quicker dissemination of information to HoDs.	KS to meet with working group again before February half term to discuss progress of action plans in English, Maths and SEW of students with care referrals as necessary being prepared.	The meeting renewed focus upon closing the gap. The working group will now meet each half term until May 2015 to discuss Year 11 academic progress and also pastoral issues. Half term 5 and beyond will then focus upon Year 10 and KS3
KS gave feedback to Governors every half term on the progress of Children in Care Rating for all PEPs from Devon to be rated as Good or above	As above	Continue As Devon require New	12 students in Care All 12 students offered a Learning Mentor. Solihull, Walsall, Bolton, Coventry, Southend, Wiltshire, Torbay, Devon LAs all working with Designated Officer for Children in Care.	All Children in Care to achieve 95% or better in attendance each half term. Both Children in Care in Year 11 will achieve at least 5 A*-C inc E & M in 2015. All Children in Care will achieve targets at the end of the	All PEPs from other authorities to be successfully in place with Premium Plus allowances paid to school. Levels of progress in Maths and English from KS2 to 3 and 4.	4 PEPs approved by two authorities. Attendance excellent - all Children in Care above 96% with 7 students on 100% attendance by October half term 2014. 11 students taking up the offer of a

				Key Stage or year. No exclusions for Children in Care No Time Out Rooms for Children in Care		mentor. NO EXCLUSIONS after half term 1 NO TIME OUT ROOMS No changes needed.
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Maintained HLTA positions in the Maths Department and English Department	£40 000	Continue to perm contracts	To allow for small group teaching, one to one interventions, in class support in ability setting, targeted Year 10 and 11 support out of class for all students eligible for Pupil Premium from March 2014 to March 2015	Close the gap between attainment of Students eligible for PP and all other students.	RAG meetings Results in the Summer 2014	Achievement Gap 5A*-C inc E&M did not close in 2014- increased to 30% from 22%, although individual department gap was not as high. Change to the way the HLTA works in Maths from Jan 2015.
Maintain the HLTA post and resources for the Transition Project.	£1750	Cont	This included plans to work with Year 5 and 6 children in Primary schools during the Summer Term and following them through into Year 6 and 7 in Autumn and Spring. Year 6 pupils supported by the Bigfoot Company to receive presentation on Transition.	Increased engagement with 9 feeder Primary schools Contribution to increased intake into Year 7 September 2015 Confidence amongst new Year 7 disadvantaged students in Sept 2014.	KS to monitor through Appraisal system of support staff and focus group. Success evidenced by participation of all 9 feeder schools Increased intake from admissions Sept 2015	6 out of 9 feeders participated. Good attendance in Year 7 – above 95% target Changes: Letter to be sent to all feeder Primary Heads to raise profile again of Transition Project. Letter to be sent to Heads of out of catchment schools

						after 1st March
Maintain a Summer School for those children transferring to The Park Community School in September 2014.	£11 200	Cont	30-32 places available. Employ the "Bigfoot" company to lead a two weekly activity programme supported by The Park Community School staff. 2 Park Community School staff involved full time @ HLTA rate	Confidence amongst new Year 7 disadvantaged students in Sept 2014. Anticipated 75% take up rate approx. 23/24 places.	Monitored by KS during the 2 week period – contact maintained. All 30 places to be taken up – by PP students and/or vulnerable students. All students to attend at least one week. All students to finish the Summer School successfully.	Disappointing take up rate of 25 children, with 18 good attenders on average. 3 students did not finish the Summer School due to poor behaviour. Unavoidable Personnel issues with the company. Changes will be made next year's plans: a) review the use of Bigfoot. b) review timescales c) review publicity
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Maintain a teacher on a one year contract (0.6) to work in the English	£22 700	Cont to perm contract	Working with these PP target groups through controlled test resits, individual coaching in	Improved PP results to close gap. Building confidence	Continual feedback and consultation with KS, CM, NB, NY	Successful outcomes with some PP students. % of non-

Department.		2015	class, small group extraction for skills based teaching, teacher/pupil assessment and feedback and one to one tuition for younger pupils in Key stage 3 – Year 7, 8 and 9.	and self-esteem with PP students Raising aspiration for FE opportunities	PP working group	PP students who made at least 3 levels' progress in English 65.5% % of PP students who made at least 3 levels' progress in English 50% (gap 15.5%) Gap also 15.5% for A*-C. <u>CROSSOVER STUDENTS WITH MATHS PROBLEMATIC</u> Enthusiasm for English created through early morning reading groups good attendance. KS4 homework club Changes: Focus on skills (writing section) Targeted in class support
Maintain a teaching post in Maths.	Cont as above	2015 – teacher left July 2014 - readvertisement	Teacher employed to take on department teaching to allow Hods to give intensive support during tutor time, PE extraction, master class initiatives. To include small group extraction in Year 11	Close the gap between attainment of students eligible for Pupil Premium and all others	RAG Meetings 2015 Summer Results	2014: % of non-PP students who made at least 3 levels' progress in maths was 63.8% . % of PP students who made at least 3 levels' progress in maths 43.5% Gap of 20%. In maths the EP gap

						<p>increased from 19 percentage points in 2011 to 24 in 2012 before reducing to 16% in 2013 and then increasing back up to 20% in 2014.</p> <p><u>CROSSOVER STUDENTS WITH ENGLISH PROBLEMATIC</u> Review of Summer 2015 results will inform further interventions.</p>
Grade C Teaching Assistant post.	As above	New Contract 2015	In 2014: To work with Key Stage 3 pupils during Drama lessons and booster reading sessions to improve literacy outcomes (Sp and L and reading). Target the weakest teaching group in Year 7 7A and provide support.	To improve speaking and listening presentation and drama performance participation.	Monitored via working group meetings and Appraisal system for support staff.	<p>More participation in group work from those who are reluctant to perform.</p> <p>Continue into Year 8 to support 8A from September as this group were very needy – now working more independently.</p> <p>Changes: Key Stage 3 literacy targeted groups out of class</p>

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Maintain a Learning Mentor post.	As above	Cont	To work with pupils eligible for Pupil Premium who have barriers to learning. Ensure each Child in Care has access to a mentor. Take referrals via the Care Meeting each week with specific individual input via mentoring. Mentoring to consist of learning coaching, Thrive, Solution Focussed Therapy, significant adult roles, liaison with all agencies.	Improved attendance Gvt target Of 94%+ FFT D targets achieved and at least 3 levels of progress. Anticipated outcomes are difficult to predict with students whose mental health is erratic.	Quality Assurance of plans by deputy Head every term Care Meeting weekly Data on attendance via Asst Head GS	Attendance of Children in Care in 2013-2014 is higher than the best attending school in Devon at 97.38% and 98% in the first half term of 2014-2015 (The Park Community School 95.7% 2013-2014) No changes to be made
Enhance the Learning Support Unit Team by one post.	£22 000	Perm contract now issued after one year	To support the social and emotional development of children and to help diminish barriers to learning and improve personal academic success.	Reduce Time Out room appearances Reduce Supportive Schooling rates Reduce exclusions Success will be anticipated to reflect a smaller number of students in Year 11 who are involved in the above sanctions.	Half termly analysis of all figures by House, Year group, individuals, research groups. Half Termly report to Governors. Success evidenced by comparisons with previous half term.	General reduction in the number of students involved in Time out room Changes from Jan 2015: Identify students in Year 11 with challenging behaviours and provide 1:1 and/or small group in class in English and Maths
Maintain a Grade D Teaching Assistant post in Maths Department in order to release an HLTA	£15 000	Cont	To work with underachieving pupils, via in class support, to allow small group interventions and targeted support.	Close the gap between attainment of Pupil Premium students and all	HOD analysis of half termly test results.	The use of a Grade D TA, allows the Maths HLTA to support with PE

to work with small extracted groups of pupils on targeted topics in Key Stage 3 and 4				other pupils		classes and 1 to 1 interventions
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Provide bursaries for all students eligible for Pupil Premium.	2014: £9 000 2015: £ 6 000	Cont	For the purchase of new school uniform, for the securing of a place on the Year 7 residential to Torquay and Bude in Year 10. Free place for Children in Care without a PEA from the Authority. One third bursary available for all other PP eligible students -application by letter.	All Children in Care to access residential and/or activity days. All other students to access bursaries. Anticipate that residential will be accessed by two Children in Care in Year 10.	Monitoring through PEP meetings for Children in Care. Other monitoring through finance department.	Two students out of three in care attended Bude residential. Less than £500 was given out in bursaries for uniform. Amount of bursary fund to be reduced next year.
Maintain the "Free book for every child" scheme for Year 7 September 2014	£600	Cont	Every child in Year 7 to receive a free book by the end of the school year.	To increase the number of students using the library in Year 7. More borrowing encouraged.	Percentage increase in books taken out in Year 7	Just beginning with the new librarian since the school librarian of many years retired in July 2014.
Maintain the Accelerated Reader (AR) programme for Year 7 September 2014	£1800	Cont	Every child in Year 7 to have access to the Accelerated Reader Scheme via tutor time. Every tutor group to take the Star test to gain a level to guide book choice.	To increase the number of students using the library in Year 7. More borrowing encouraged.	Librarian to liaise with English Department. Percentage increase in books taken out in Year 7. Analysis of gender differences in book borrowing to encourage more	Just beginning with the new librarian since the school librarian of many years retired in July 2014. Extension of AR planned to 2015-16 for Year 7 and 8.

					boys to read.	
Employ a fully qualified specialist teacher to conduct testing for GCSE Access Arrangements in July 2014 for current Year 9 pupils	£3 000	New	All those in Year 9 eligible for Access Arrangements	Online applications to be made by 30.09.2014 for scribes, readers and extra time. Students with SEN able to access all GCSE exams for which they are entered.	SENDCO to monitor by observation in class and preparation of materials and other resources.	This action enabled the school to meet the requirements of new JCQ regulations requiring a specialist qualification from an assessor. Changes: SENDCO will research other specialists for next year to ensure good value for money.

NB: The overarching specified intended outcomes for this plan are:

1. That the gap between attainment of Pupil Premium students and all other pupils will have closed to at least the following levels in Year 11 2015:

English: 3 levels of progress FFT targets PP students English 95.5%

A*-C FFT targets English 68.2%

Maths: 3 levels of progress FFT targets PP students Maths 70.5%

A*-C FFT targets Maths 68.2%

Combined 5A*-C inc English and Maths PP students 59.9% predicted attainment gap 22% (reduced by 8% to return to at least 2013 level)