



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)			-0.3
% achieving Basics 9-5/9-4	17%/34%	??/70 (2016)			30%/55%
Progress 8 English/Maths	-1.09/-0.67	0.09/0.11 (2016)			-0.3/-0.25
Progress 8 Ebacc/Open	-0.64/-0.94	0.15/0.11			-0.3/-0.3
End of Year 9 % Expected Progress English	46%	85.2% (Non PP Park School 2017)			55%
End of Year 9 % Expected Progress Maths	56%	85.1% (Non PP Park School 2017)			55%
Attendance %	90.89% (To Half Term 5)	94.95% (All to Half Term 5 Park School 2017)			95% (To Half Term 5)

Number of Days Lost to Fixed Term Exclusions	77 Days	50 (Non PP Park School 2017)			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

2. Planned expenditure

Academic year	2018/19
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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. 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.	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 ○ 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. 	DHT (CN)	

		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.	<ul style="list-style-type: none"> 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. 		
A (Improved outcomes through improved teaching and learning and high quality leadership)	CPD	<p>Improving the quality of teaching and learning “What Makes Great Teaching”– Sutton Trust 2014: Strong and moderate evidence of impact on students.</p> <p>A range of planned CPD opportunities to allow staff (teachers and TAs) to develop their skills to improve the quality of Teaching and Learning. Opportunities include learning walks, coaching, collaborative planning, action research and external CPD opportunities to develop support curriculum development.</p> <p>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>	<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. 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”). 	DHT (CN)	
A (Improved outcomes through improved teaching and learning and high quality leadership)	Intervention Teacher	<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</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. 	SENDCO	

		well as others) with the most gaps in their learning.			
A (Improved outcomes through improved teaching and learning and high quality leadership)	Class Charts and Provision Maps Software	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. Increase engagement of hard to reach parents through parental access to Class Charts to view homework set, achievements and behaviour.	Improved progress of all students including disadvantaged: <ul style="list-style-type: none"> Evidenced through P8 scores and in-year progress measures. Increased parental engagement through monitoring and increasing the use of Class Charts by parents. <ul style="list-style-type: none"> Evidenced through increased percentage of parental users of Class Charts. 	DHT - CN	
A (Improved outcomes through improved teaching and learning and high quality leadership)	Data Manager and associated specialist software (4Matrix)	Data manager provides timely information clearly to staff at all levels to identify underperforming students after each monitoring period. Students who are underachieving are highlighted quickly and clearly to allow intervention to take place at the appropriate level.	Evidenced through: <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	
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
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.) E (Parental engagement and support)	Academic Mentor Positions	Mentoring (+1 month) but linked with improving meta-cognition for students (+8months) – EEF. Last year, Academic Mentoring had significant impact with those students who were identified. Two academic mentors working directly with the AHT Progress Leaders to work with disadvantaged pupils who have barriers to	Evidence: <ul style="list-style-type: none"> Monitoring data including progress and Attitude to Learning grades will be collected and monitored for impact. Individual case studies of students. Changes to selection and mentoring processes will be evaluated and modified based on progress during the year. 	AHT - RL	

		<p>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>	<ul style="list-style-type: none"> 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. 		
<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. Regular carer contact and engagement leading to attendance at parents' evenings and other key events. 	DSL	
<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>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</p>	English and Maths Tutor Groups	<p>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>	<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. 	Heads of Maths and English	

better to challenge and high expectations.)			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.		
B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations.)	Purchasing of Revision Guides and Texts for all subjects for KS4 students.	Provide revision guides and texts to give disadvantaged students easy access to the supportive materials that other students from more privileged backgrounds receive.	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. Evidence through: <ul style="list-style-type: none"> ● Improved progress from PP students. ● Assemblies and lessons on using revision guides and other revision resources. 	PL for year 10 and 11.	
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 for transition	
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?PN	
C (Reduced instances of fixed term exclusions of disadvantaged students)	Mulberry and LINC Centre Support	Social and emotional learning (+4 months) – EEF. 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	Evidence through: <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>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>			
D (Improved attendance of disadvantaged students.)	Improving Attendance Strategies	<p><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>	<p>Evidence through:</p> <ul style="list-style-type: none"> ● Increased attendance rates (data) ● Individual case studies. <p>Thorough briefing of EWO about existing absence issues on a 2 weekly basis.</p> <p>AHT, HoH and EWO will collaborate to ensure new provision and standard school processes work smoothly together.</p> <p>Daily "chase" of highlighted vulnerable students to account for attendance via Attendance Officer, other providers and AHT.</p> <p>Attendance and progress discussed at least termly with SLT.</p> <p>Letters about attendance and EWO to visit at home to discuss attendance with parents / carer and explore barriers</p>	AHT – GS	
B (Disadvantaged students are more resilient in their learning and respond better to challenge and high expectations.)	Careers, Information, Advice and Guidance	<p>Partial payment of Careers South West contact and school Careers and Work Experience Staff. Provision of high quality independent careers advice through Careers South West giving priority to disadvantaged students.</p> <p>To ensure students are able to effectively make their next steps in Education or Employment. Aim to have a minimum of 95% of disadvantaged students in Education or Employment when they leave The Park Community School.</p>	<p>Evidence through:</p> <ul style="list-style-type: none"> ● Attendance records of disadvantaged students attending CIAG meetings with careers advisor. ● Individual case studies. 	AHT – FS	
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
A (Improved outcomes through improved teaching and learning and high quality leadership)	Finance for specific projects that arise during the year including bids from departments	To provide funding for agreed curriculum projects which are specifically aimed at improving the progress and attainment of disadvantaged students in curriculum areas. Improved progress and attainment for disadvantaged students who are part of any project within a curriculum area.	Projects and funding to be approved by DHT to ensure appropriate spending based on improving outcomes and progress of disadvantaged students. Evidence though: <ul style="list-style-type: none"> • Outcomes • Case studies/report of impact 	DHT – CN	
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	
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	
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 completing all of their homework to support progress in lessons. Evidence through:	SENDCo - LO	

		students to carry out their homework on two nights per week.	<ul style="list-style-type: none"> Completion rate of homework for students who regularly attend homework club. 		
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	
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	
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	
A (Improved outcomes through improved teaching and learning and high quality leadership)	GCSEPod/SAM Learning online learning/revision platforms.	Both GCSEPod and SAM Learning have significant evidence of improved performance linked to usage of their content. GCSE and KS3 revision and assessment online learning software to be used in school, at home and GCSE Pod is able to be downloaded and listened to/watched on mobile devices. GCSEPod content is linked to specifically to the exam courses we follow at school so completely relevant to the students.	Ensure SAMLearning and GCSEPod are well advertise d to students and parents in school (transition evenings, assemblies and in lessons/tutor time) and through the website and weekly newsletters. Follow up phone calls to parents and conversations with students through academic mentoring. Evidence through: <ul style="list-style-type: none"> Usage reports (focussing on disadvantaged students). Overall outcomes (P8). 	AHT – AM	

		SAM Learning is customisable to the school (teachers can also change or create their own content).			
				Total budgeted cost	£36,000