Pupil Premium Strategic Plan 2019-20

At Park Community School we are committed to providing ALL students with a great education; securing strong academic outcomes alongside experiences of the curriculum and the world around us which broaden horizons and encourage a love of learning. We encourage students to discover what they love and therefore invest heavily in securing high quality teaching and enabling all students to access a broad and balanced curriculum, which includes a wealth of experiences outside of the classroom.

Our Pupil Premium Strategy is focussed on 4 broad areas:
- ❶ High quality teaching which develops independence
- ❷ Parental engagement and attendance
- ❸ Curriculum: developing Cultural Capital and Student Leadership
- ❹ Behaviour for Learning

> ❶ **High Quality Teaching which develops Independence**
> **a) CPD and subsequent coaching and monitoring focussed on:**
> -Memory and recall
> -Assessment and feedback
> -Collaborative Learning
> **b) Academic Intervention:** Students in Years 10 and 11 not making expected progress are identified at each assessment point and intervention used to boost progress and attainment.
> **C) Reading and Vocabulary:** AHT leading on whole school reading and AHT/ SENCO on reading intervention for students significantly below chronological age. HLTA overseeing reading interventions. Reading ages on entry to school are 53% ARE
> Many students do need read for pleasure and do not read at all at home, as a consequence of this, writing, particularly creative writing, is a weakness for many students. In addition, reading comprehension has been identified as limiting factor in English language GCSE outcomes 2018

Desired outcome	Actions	Milestones	Success criteria
a) CPD and subsequent coaching and monitoring focussed on: -Memory and recall -Assessment and feedback -Collaborative Learning	Whole staff training throughout the year re INSET and twilights Learning Scientist strategies in student and teacher planners from sept 2018	Twilight Sept 2019: memory and recall including launch of Learning scientists strategies Twilight October 2019: collaborative learning twilight delivered	Student voice demonstrates improved understanding of memory and revision Testing outcomes including final GCSEs

Desired outcome	Actions	Milestones	Success criteria
Students understanding of memory and how to revise improved as demonstrated in exam outcomes and student survey responses

Teaching and curriculum explicitly teaches memory and recall.

Collaborative learning is a regular feature of Great Teaching at PCS, thus supporting memory and thinking

Assessment opportunities within lessons are exploited fully to ensure students receive regular feedback with a clear impact on progress and reduce teacher workload re marking

Lessons explicitly teach students how to revise | Redraft of school lesson observation proforma from Oct 2018

Triangulated feedback used for all learning walks focussed on exploring key questions linked to these foci

Year 11 revision strategy launch October 2018

Whole school revision strategies launched from October 2018 via detailed programme.

Review of strategies undertaken Dec 2018

Strategies explicitly reviewed in Year group assemblies prior to each of 6 testing weeks

Models of strategies used published in Park Post every half term and on school website and Facebook page

Walking Talking Mocks implemented across all subjects | INSET November 2018: assessment policy review and strategies agreed.
Challenge Day 19th October for Year 11: Launch of Learning Scientist strategies

Parent Evenings Years 9,10,11 in Sept and October 2018 introduce parents to strategies

Discounted revision guides available to all Years 9-11 from November 1st 2018

Programme of revision strategies launched across all years via assembly and mentor programme on 2 weekly cycle from 5th November 2018 | demonstrate at least 10% improvement when compared to previous year

Learning Walks evidence regular opportunities for collaborative learning and live assessment by teacher. Evidence through termly reviews and external validation via LA subject advisors

Half termly book sampling demonstrates impact of feedback and clear progress |

Desired outcome	Actions	Milestones	Success criteria
b) Academic Intervention			
English GCSE Year 11. 58 students attained grade 4+ in English Literature at the end of Year 10. A further 49 are targeted for intervention to secure minimum of grade 5	1 to 1 tuition X 10 weeks for 30 students delivered by qualified English specialist in batches of 10 students Period 6 (small group intervention delivered in small groups by subject specialist) delivered weekly to all students not yet achieving grade 4+ English	English GCSE Year 11: 10 students completed mid January 2019. Mock data shows clear progress in no .marks compared to control group. Further 20 students completed by April 2019	Minimum of 60% English Language grade 4+, 50% Grade 5+ in Summer GCSEs
Maths GCSE	1 to 1 tuition X 10 weeks delivered to at least 15 year 11 targeted students across the year	To begin mid November 2018	Minimum 60% students achieving 4+ basics and 35% achieving 5+ basics
Other subjects 3 hours per week allocated within directed time to delivery of Period 6 outside of the school day to small groups in need of subject intervention	Half termly programme of period 6s running across Years 10 and 11 in all subjects to targeted groups of students	75% attendance at period 6 students after each half termly round Student voice demonstrates positive impact on confidence and perceived progress and ability to revise independently.	
Academic Mentor	6 X weekly 1 hour writing intervention and coaching delivered to 20 Year 10 most able students on entry.	Round 1 completed end Nov 2018. Round completed Jan 2019 Mentoring launch Sept 2018	

Desired outcome	Actions	Milestones	Success criteria
SLT mentoring of 25 more able Year 11 students	Students mentored demonstrate at least 0 progress 8 measure in GCSEs	Parents attend Year 11 launch event and meet with SLT mentor Leadership lead meet girls, engage in programme and coordinate from sept 2018	MA mentees = improved attendance, measurable improvement re marks achieved in each mock exam.
Girls Network Mentoring Programme for 23 Year 11 girls .	23 most able on entry Year 11 girls in receipt of monthly mentoring from professional business women Girls identified via intervention group. Continues into academic year 2019/20	Students identified July 2018 Launch Sept 2018 Mentors established Oct 2018 Monthly meetings	100% attendance at mentoring sessions OATL and progress grades show improvement at each assessment point
c) Reading and Vocabulary Average reading age SS for students increase from___ to ___ Increase student enjoyment of reading and reading for pleasure as measured by student survey Oct 2018 and July 2019 Develop consistent modelling of great reading strategies by all teachers Reading interventions demonstrate at least double ratio gains	Relaunch of whole school reading to all staff and students Sept 2018 Mentor group reading 4X per week, modelled by mentors Reading ambassadors monitor and model reading Year 11 students complete reading comprehension rehearsal weekly in mentor groups Year 7 and 8 students receive free books each year- independent reading challenges	Relaunch completed Sept 2019 Student surveys Oct 2019 Monitoring Oct 2019 demonstrates improved consistency in practice Termly review of reading interventions demonstrates double ratio gains	Average reading age SS for students increase from___ to ___ Student voice demonstrates measurable improvement in attitude to reading Accelerated Reader in Years 7-8 demonstrates

Desired outcome	Actions	Milestones	Success criteria
• To engage disadvantaged boys in reading to begin to improve their reading age whilst instilling a love of reading. • To begin to improve attendance in boys focused on in the project.	Reading interventions for students with use of reading mentors and academic coaches. Students at thresholds identified for and complete reading intervention programme Step into reading programme for group of 1 Year 7 students in partnership with University of Portsmouth **Week 1- Riddle Finder (Introduction)** Students to go on hunt around the school following riddles that they will need to read. Final riddle will take them to library where they will be introduced to the sessions. Get students to think about why we are in the library and the importance of reading. As a group pick a book that they are all interested in and would like to group read together over the next four weeks. Each student will also pick a comic book from the library they would like to focus on next week. **Week 2- Comic book**	All students in Amber and Re sections of year 7 and 11 to receive intervention between October 2019 and Easter 2020. Then rolled out to other year groups after this. • Collect baseline reading age from DGR at the start of the project. • Collect attitude to learning scores in English lessons from their previous reports and then compare this to their report at the end of the term. • Each pupil will be placed on a subject report in English which will be monitored by myself and their English teacher on a	• The selected pupils to become more engaged with English lessons. • Pupils to willingly read books that they enjoy and have a different opinion on the subject of English as a whole. • Attendance to improve compared to last year bringing them closer to the

Desired outcome	Actions	Milestones	Success criteria
	Each student will pick their own comic book they would like to focus on the week before. During the session the students will be tasked with reading the first part of the comic. For the reminder of the session the students will need to design and predicted the ending to the comic. At the end of the session should will then read the end of the comic and compare it to threes. **Week 3- Bake off!** Students will work in pairs to bake cupcakes by reading and following a recipe. Students to then taste each other's cakes and rate the best one. I will also see if a food tech teacher is around to assist, this session might be needed to move to another day dependant on staff and room availability. This session will focus on following basics instructions and incorporating them into a practical session. **Week 4- Staunton Quiz** Students to go around the farm in pairs with a quiz on clipboard. Students to answer questions on the quiz sheet by reading the signs	daily basis and reviewed throughout the four weeks with targets set for each induvial. • At the end of the four weeks each pupil will complete a reading test so I can compare the data.	school's aim for good attendance. • Begin to improve the reading age of the pupil, the focus of which will depend on the need of the pupil.

Desired outcome	Actions	Milestones	Success criteria
	around the farm. First team to complete win prize. **Week 5- Shared Reading** Students will go to a local primary school and read to younger children. Students to pick the book they want to read to the younger children. If we are unable to go into a primary school, I will organise for the students to do reading with some year 7 pupils. During the final week I will also pick up each student induvial to review the project and their progress including doing a reading test. **At the end of every session we will do 15 minutes of group reading.**		

❷ **Parental engagement and attendance**

There is a significant gap in attendance between disadvantaged and no- disadvantaged students.
In addition, analysis of previous year's data demonstrates that students whose parents engaged with school learning events made more progress than those that did not.
Attendance team strategy focussed on 4 layers of attendance and subsequent intervention
Heads of Year prioritising the engagement of parents in learning events with their children.

Desired outcome	Actions	Milestones	Success criteria
Reduce gap in attendance between disadvantaged and non disadvantaged so that both groups average at least 93%	Launch of renewed attendance strategy to staff, students and parents Weekly assembly focus Weekly 1 to 1 / small group mentoring from sept 2018 Appointment of new attendance officer. Attendance panel meetings	Launch to staff September 2019 Launch to students Sept 2019 Parent texting programme launched Oct 2019 50% of PP students met with by December 2019. 75% by Easter 2020. 100% by Summer 2020	Increase percentage of students achieving good attendance (96-100%) by 5% PA numbers decrease. Attendance of PA students increase
Reduce number of Persistent absentees by at least 5%	Attendance clinics/ coffee mornings launched for PA parents Oct 2018 run by attendance team	Half termly mentoring review demonstrates targeting of threshold attendance students Nov 2019 Termly Hoy reports demonstrate impact on attendance as a result	Reduction in no. of PA by at least 1 student per year group in comparison to 2018-19

Desired outcome	Actions	Milestones	Success criteria
		of mentoring targeting: case studies used as evidence.	Increase attendance at events by at least 15% in comparison to 2017
Improve parents' ability to support with independent revision and learning at home.	Learning events calendared and delivered through the year for all year group, targeting PP parents by mentors- minimum 3 per event	Year 11 parent revision event Sept 2019 (minimum 40% attendance) Year 10 parent info evening and revision event Sept 2019 (targets 30 families) Dec 2019: All years accessed parent and student revision/ learning event End Jan 2020: 70% Year 11 parents and students attended at least 1 revision event End March 2020 60% Year 10 parents attended at least 1 revision event	Improved outcomes in MCT in Years 7-9 when compared to previous year.
Inspired Learning: Re-engage most vulnerable learners at Key Stage 4, including those with significant SEMH or at risk of exclusion, focussed ons ecurign at least 5 GCSEs at expected grade or above and securing future oathways	Up to 14 students in Years 9,10 and 11 accessing Inspired provision from Sept 2019	Half termly reports demonstrate improved attendance, OATL and progress towards targets for subjects	Attendance GCSE outcomes Securing of clear pathway beyond Year 11 by Jan 2020
FSM for all eligible students 90% all eligible students take up FSM lunches	School menus pre-published, school food ambassadors	Weekly report demonstrates 90% students take up FSM at least 3 times per week	90% regularly take up FSM allowance

Desired outcome	Actions	Milestones	Success criteria
Re engagement of families in need			
INCLUDE provision	INCLUDE provision funded from Sept 2019 Used to identify students and families in need of support through AHT SENCO	SENco seconded to INCLUDE team 2 days per week from Sept 2018 5 families per half term identified, engaged with and complete programme	Successful support in place between home and family for targeted students as evidenced by improved attendance, OATL and/ or progress. Evidenced by case studies.

❸ **Curriculum developing Cultural Capital and Student Leadership**

Cultural Capital at PCS is defined as:
- Knowledge of the world around us, past and present including literary influences
- Experiences beyond the classroom to add to cultural capital including visits
- Student leadership opportunities which build social capital and confidence

Student Leadership lead teacher and AHT behaviour lead development of programme to increase student engagement with and confidence in wider life experiences

Desired outcome	Actions	Milestones	Success criteria
Improve the cultural literacy of students through focus on story telling	Cultural capital SMSC programme Mapping of cultural capital and vocabulary including etymology into sows across all subjects	Assembly programme at each half term clearly maps development of Cultural Literacy Mapped into all sows and evidenced in student books and learning walks from Jan 2019	Delivery of programme each half term Student and teacher voice demonstrates improved awareness of cultural literacy topics explored e.g. Greek myths

Desired outcome	Actions	Milestones	Success criteria
Develop leadership skills and opportunities for at least 100 students every year.	Sports ambassador and subject ambassador programme run through Years 7-11, meeting weekly, acting as school representatives at whole school events, leading primary events minimum 1 per year per student.	New cohort of Sports ambassadors identified by end Sept 2019 Initial primary events begin Sept 2019 30% ambassadors lead event by Dec 2019 100% ambassadors lead event by July 2019	Sports ambassadors all lead event in primary school through the year
Re engage disaffected PP boys through programme focussed on cultural experiences and confidence building, including attributes of respect.	Yes, project targeting PP boys from October 2018.	Yes, project additional funding secured Sept 2019	Yes, project students demonstrate improved attendance/ reduced behaviour incidents/ positive confidence increase re questionnaire
Ensure experience of learning in at least 2 non classroom-based environments for all Year 7 students.	All Year 7 students spend time working on school farm All Year 7 groups spend time at Park Enterprises as part of enterprise focus.	Yes, project action plan agreed Oct 2019	
Develop students' experiences of the world of work and employability skills. Approx. 75 students per year including skills of job application, interview and maintaining a long-term job.	Recruitment of students for regular paid work opportunities promoted to PCS students throughout the year, securing experience of opening bank account, job application and interview and employability.	Yes, project launches Sept 2019 First visit October 2019 30% year group attended by end Dec 2019 60% attended by April 2020	Attendance, annual review of performance and student voice demonstrate measureable impact on self-confidence, skills including

Desired outcome	Actions	Milestones	Success criteria
		95% year group by July 2020 Posts advertised termly Recruitment process mirrors that of external job applications	managing finance and work life skills

❹ **Behaviour for learning**
AHT and seconded SLT member as Behaviour Leaders leading on behaviours for learning in school:
- Consistency of expectation and use of school consequence system
- Restorative practice
Alternative programmes and intervention for small group of disadvantaged KS3 boys

Desired outcome	Actions	Milestones	Success criteria
Reduction in amount of low level disruption in classrooms	Behaviour leaders overseeing daily walking of learning and corridors Hot spots used to prioritise walking and reduce potential disruption	Weekly behaviour data used to prioritise 'hot spots' for behaviour leader walking Termly behaviour summary demonstrates improvement in comparison to same point previous year	Termly behaviour data demonstrates reduction of 10% in number of C5s in comparison to previous year.
Reduction in number of classroom based C5s (internal isolation) for KS3 PP boys	Staff CPD delivered throughout year to new staff and experienced staff generating most numbers of C5s	Fortnightly referral meetings focus on most frequent 'offenders' in terms of C5s and put clear actions in place to support and reduce	Number of exclusions reduced by 10% compared to previous year
Average OATL at least 6			OATL average of at least 6