

PUPIL PREMIUM STRATEGY & IMPACT REPORT

2017/18

UPDATED: JUNE 2018

Introduction for Parents & Carers

What is Pupil Premium funding?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students and close the gap between them and their peers. Secondary Schools receive £935 for each student registered as eligible for free school meals at any point in the last 6 years. Schools also receive £1,900 for each student who has left local-authority care because of adoption, a special guardianship order, a child arrangements order, or a residence order. If a student has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate. Children who have been in local authority care for one day or more also attract £1,900 of pupil premium funding but this is delegated to the local authority virtual school. Funding is allocated per financial years and payments are received quarterly: June, September, December and March.

What are the main barriers faced by eligible students?

A range of barriers exist in supporting these students towards high academic achievement. High-quality inclusive teaching within the classroom is regarded as the most effective way to secure sustained improvements in student outcomes. Alongside this, meticulous pastoral care is necessary to assist students in overcoming social, emotional and behavioural barriers to success. Family guidance and a welfare assistance fund can help to overcome socio-economic barriers to high achievement.

How will the impact be measured and how are schools held accountable for the use of funding?

Schools must publish details of how its pupil premium is spent and the effect this has had on the attainment of the students who attract the funding. We intend to evaluate the measures chosen through a review of student achievement data and these are published in the Disadvantaged SEF which is updated at least on a termly basis. Ofsted school inspections report on the attainment and progress of disadvantaged students who attract the pupil premium. School and college performance tables also report specifically on the performance of disadvantaged students. The performance of disadvantaged students and the impact of our strategy are reviewed with the link governor for these students (December 2017 and May 2018)

When will the school leadership team review of the school's pupil premium strategy?

The school leadership monitor the pupil premium strategy on an ongoing basis but formally review the approach twice yearly: prior to the new financial year in February and in planning for the new academic year each July.

Pupil Premium Demographics 2017/18					
	Year 7	Year 8	Year 9	Year 10	Year 11
PP Eligible	78	92	97	69	78
YG Total	205	221	225	211	198
% of YG	38%	42%	43%	33%	39%
As of March 2018, 414 out of 1055 students attract Pupil Premium (Years 8-11). This is 39% of the student body.					
LAST UPDATED: MARCH 2018					

Where can I get further information?

<https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#pupil-premium>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/458866/School_inspection_handbook_section_5_from_September_2015.pdf

Pupil Premium Funding Received

Crestwood Community School has received £184,373 pupil premium funding for the first part (September to March) and £135,906 (April to August) of the 2017/18 academic year, making a total of **£320,279** for the academic year.

As schools don't know how much funding will be allocated for the latter part of the school year (April to August), we report - initially - on the funding up to the end of March. This report is updated each April when all information is available.

Funding for previous academic years was as follows:

2016/17	£308,616 (significant increase due to the two-site expansion of the school)
2015/16	£166,032
2014/15	£168,909
2013/14	£167,144

Pupil Premium Spending Intentions for the 2017/18 School Year

Enhanced academic staffing	
x5 Lead Practitioner roles (enhanced salaries above UPR)	£75,000
Additional Senior Leadership time available for supporting T&L	£40,000
Enhanced pastoral support staffing	
Second attendance support officer(s)	£15,000
x2 additional Pastoral Support workers	£36,000
Parent support advisor	£30,000
Enhanced learning and inclusion support staffing	
Senior Inclusion Tutor	£25,000
School Counsellor	£35,000
Dedicated Vulnerable Student administrative assistant	£11,000
External services	
Enhanced level of Educational Psychology Service SLA	£2,000
Additional academic resources	
Enhanced academic screening assessments upon entry	£3,200
Intervention fund for the Maths Department	£2,500
Intervention fund for the English Department	£2,500
Intervention fund for the Science Department	£2,000
Intervention fund for the Humanities Department	£1,500
Intervention fund for the MFL Department	£1,000
Shared Intervention fund for non-Ebacc subjects	£7,500
Positively Mad Student and Parent workshops across Years 9 - 11	£3,600
Student Tutor Scheme	£1,000
Welfare assistance	
Trip funding support for disadvantaged students	£15,000
Uniform support for disadvantaged students	
Music tuition support for disadvantaged students	
Food for breakfast club and afterschool revision sessions	
Transport support for disadvantaged students	
TOTAL PLANNED SPENDING INTENTIONS	£308,800

Spending Rationale

Enhanced academic staffing

We follow the approach - based upon educational research - that supporting whole-school high-quality inclusive teaching within the classroom is the most effective way to secure sustained improvements in student outcomes. For this reason, we have invested a significant amount of the Pupil Premium budget in the funding of senior staff who can support the continual improvement of the school's teaching practice and staff expertise. Initiatives such as Parrot on the Shoulder (live feedback coaching in the classroom) are regularly used to accelerate the progress of students. Research from the Education Endowment Fund suggests that these strategies can have a very positive impact on the progress of disadvantaged students.

Fortnightly afterschool development time is dedicated to improving the quality of feedback across the school, this time is split between CPD, department book scrutiny, work sampling and developing different methods of delivering effective feedback. Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation. This feedback can be verbal, written, or can be given through tests or via digital technology.

Extending the school day through Enhancement sessions manned by specialist staff

The evidence indicates that, on average, students make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged students benefit disproportionately, making approximately two and a half months' additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers. After-school programmes that support and encourage children academically while providing stimulating environments and activities are more likely to have an impact on attainment.

Enhanced pastoral support staffing

The school has invested resources in the development of enhanced pastoral support systems in response to the recognition of the significant barriers to learning faced by a sizeable number of disadvantaged students. We now have pastoral staff running breakfast clubs on both campuses so that they can intervene early with concerns.

Enhanced learning and inclusion support staffing

In September 2014 we created an Inclusion Support team, distinct from the school's pastoral and learning support services, to intervene with those students with complex case histories who are at risk of significant under attainment.

This team has expanded in September 2016 to include an accredited School Counsellor to ensure that students can receive early intervention without relying on the referral processes of stretched external services.

Our Senior Inclusion Tutor has a wide-ranging remit, with particular focus on Children in Care, Young Carers and those students who require personal planning to improve school-attendance after experience social, emotional or mental health difficulties.

External services

The school has secured extended time from the Hampshire Educational Psychology Service to allow for increased specialist guidance in complex cases.

Additional intervention and academic resources

The school ring fences funding for targeted intervention and additional academic resources over the course of the year by individual subject areas. These are then evaluated through an analysis of student progress data to determine whether initiatives should be continued, adapted or expanded in the future.

Family financial assistance

The school remains committed to be above to provide - from a welfare fund, subsidies for trip funding, uniform, music tuition, food, and transport. Criteria for assessing the welfare fund is available from the school admin team.

Actual Pupil Premium Spend 2016/17

Enhanced academic staffing	
x5 Lead Practitioner roles (enhanced salaries above UPR)	£75,000
Additional Senior Leadership time available for supporting T&L	£40,000
Enhanced pastoral support staffing	
Second attendance support officer(s)	£15,000
x2 additional Pastoral Support workers	£36,000
Parent support advisor	£27,000
Enhanced learning and inclusion support staffing	
Senior Inclusion Tutor	£23,000
x3 additional learning support assistants	£36,000
School Counsellor	£29,000
Dedicated Vulnerable Student administrative assistant	£11,000
External services	
Enhanced level of Educational Psychology Service SLA	£2,000
External tutoring	£4,000
Additional academic resources	
Enhanced academic screening assessments upon entry	£2,300
Revision Materials	£1250.00
Equipment	£400.00
Science Revision Camp	£1100.00
Maths Ambassadors	£500.00
ICT resources	£450.00
External Tutors	£350.00
Reward materials	£120.00
Welfare assistance	
Trip funding support for disadvantaged students	£15,000
Uniform support for disadvantaged students	
Music tuition support for disadvantaged students	
Food for breakfast club and afterschool revision sessions	
Transport support for disadvantaged students	
TOTAL SPENDING	£305,300

Pupil Premium Impact on the Achievement of Disadvantaged Students

Achievement Trends Over Time

Progress 8 outcomes for disadvantaged students (pre Sept 2016 school expansion)

2015	2016	2017*
-0.65	-0.56	-0.43*

*2017 LEAVER DATA NOT DIRECTLY COMPARABLE WITH PREVIOUS TREND DUE TO THE SEPTEMBER 2016 SCHOOL EXPANSION FOLLOWING THE CLOSURE OF A NEARBY SCHOOL, WITH STUDENT POPULATION GROWING FROM 700 TO 1,000, INCLUDING AN INCREASED PROPORTION OF STUDENTS ELIGIBLE FOR PUPIL PREMIUM SUPPORT. EXCLUDES SEVERE OUTLIERS.

Strategies used in the previous academic year and assessment of their effectiveness

Weekly SLT Outcomes Review. Each Monday, the SLT meet with a specific year leader to review the most recent assessment information, identify key student groups, subjects and individuals requiring focus. Actions are agreed and plans are revisited to assess progress and amend provision. Year 9 and 7 reviews have secured higher confidence amongst SLT that teams are using assessment data more effectively to address the needs of disadvantaged students.

Plan First. Staff within departments refer to their disadvantaged target students when planning. Clear objectives and success criteria identified by local authority inspection. Positive feedback from students about GPoP effect on learning.

Mark First. Our class teachers mark the books of disadvantaged students in each class first in order to ensure that written feedback is of the highest quality for the students who require it most. In addition this allows staff to identify their misconceptions and modify their planning to address this. Middle leader feedback that class teachers have demonstrated a greater clarity to plan responsively to marking/misconceptions.

1:1 Tuition. The school uses 1:1 tutoring, using both internal and external staff, to deliver finely focused tuition for specific KS4 students and specific subjects in order to address agreed areas. The effectiveness of tutoring is monitored through subject assessment tasks. Positive feedback from external tutors. Student feedback also positive about sessions and can communicate improved sub-topics (specifically Maths, Science). Controlled assessments achieved higher standards through tutoring.

Intervention Manager. The school recruited for an additional role - that of Intervention Manager - during Autumn 2016. The remit of the post was to specifically address issues arising from the 2016 exam results, namely the performance of disadvantaged students with high and middle prior attainment. Actions included team-teaching, small-group and 1:1 tutoring and curriculum-wide mentoring.

SLT Mentoring. Disadvantaged students are mentored by SLT. Regular meetings to identify blocks to learning and plan action to support including how to revise and interventions with subject staff. SLT mentors will liaise with all classroom staff in weekly timetabled reviews to ensure that issues raised and acted upon across the curriculum. The mentoring is also used to ensure that post-16 education is sufficiently planned for and that any out-of-school barriers to learning are confronted. Feedback from students is that the mentoring has raised their self-efficacy and they feel more empowered to confront worries and find suitable ways to manage competing priorities. Attendance has improved for some. Changes for next time: reduce formality of process for those students would we assess as being resistant to current system. Being trialled (April 2017) in Year 10.

KS4 Enhancement. During year 11 all students attend enhancement lessons at the end of the day - 3pm to 4pm. In the autumn term these are focussed on core subjects but broaden in the spring term to include other curriculum areas. High attendance at enhancement demonstrates student commitment to additional learning time each week. Group work has allowed disadvantaged students to access good role models by changing grouping arrangements.

Before School Breakfast Sessions. Subject areas are able to deliver - to year eleven students - 7am breakfast sessions on examination days so that students are able to access an intensive ninety minute review

immediately before formal assessments. Some subjects - such as Science - deliver Sunday morning breakfast sessions at local eateries. Student feedback highlights impact on reducing anxieties.

Peer Mentoring. The Maths department - following a successful trial in 2015/16 - have cascaded to other subject areas the process for organising and delivering peer mentoring interventions. Student feedback is positive.

Online software packages: Tassomai. In science all our disadvantaged students in year 10 and 11 have been signed up to this curriculum package. Usage statistics is tracked by subject leader. Currently averaging at 4h32 minutes a week per student.

Residential trips. The Science department organise an annual revision camping trip for disadvantaged students where intensive revision is mixed with fun to significant effect. The maths department is organising a residential revision opportunity this year. Initial student feedback from May 2017 was extremely positive. All felt a clear improvement had been made.

Targeted parents evenings. Year 11 now have two parents evenings to improve communication . Pastoral teams prioritise the parents of disadvantaged students in ensuring appointments for students. In addition to this a specific evening to support parents and students in English and Mathematics has been introduced. 92% of parents attended at least one of the two evenings offered. Decisions on how to adjust the environment of the second parents evening (increased flexibility more spread out, greater opportunities for personalised conversations for families). Parents strongly preferred the personalised English and Maths Summit that allowed for more practical and informal dialogue with class teachers.

Revision Material Goodie Bags. Disadvantaged students who are mentored by SLT have received a range of resources and stationary to support them during their revision, they include: revision cards, highlighters, calculators, folders, pens, pencils and post-its. Student feedback from goodie bags suggest that the provision of them reduced barriers to starting and organising themselves for more independent revision time. For 2017/18: Explore a wider study skills approach that develop better habits toward self-organisation, metacognition and retention of knowledge.

Quality Assurance Focus Groups. As routine the students chosen for SLT quality assurance reviews are disadvantaged students . Their books are reviewed and they discuss progress and engagement with SLT. SLT self-evaluation has improved precision as a result of undertaking this student-level / book-level analysis. This has cascaded to middle leaders and informed school priorities for the next academic year.

Late night study rooms Three nights each week across the two campuses. Students have supervised revision opportunities where a variety of staff support them. Attendance has been high. Feedback has been positive although greater structure from staff next time may help students use their time more effectively.

KS3 Intervention Core departments have introduced after school KS3 catch up sessions for disadvantaged students who may have fallen behind. Student Tutors from Year 10 support students in need of additional booster opportunities that support enhanced academic progress.

KS4 Intervention Significant before and after school intervention support Year 11. The Disadvantaged SEF captures these. X-Year 11 students return post-16 to work with identified key Year 10 students providing booster opportunities. Intensive revision and study skills sessions have been provided for students across Years 9 -11. Key students have attended all sessions.

Attendance Support. Year Leaders build internal TAFs (Team Around the Family) around our most disadvantaged students who are PAs or have poor attendance.

Breakfast Club. The school funds a free breakfast club for targeted students to address basic needs for a small group of students. It is staffed by pastoral staff so that the initiative can identify and address wider concerns. Student engagement is good. Students are observably seen as taking responsibilities in its delivery in ways not previously seen. Marked decline in lesson one incidents with students accessing food/pastoral support offered by the initiative.

Financial assistance for trips, uniform, food and transport. The school ring fences £8,000 each year to help alleviate the consequences of financial hardship for student by discounting school trips, uniform and school transport when required. The school also offers catering discounts for a small number of families where they don't meet the criteria for free school meals by evidence of hardship is clearly demonstrated. Students feel they have the opportunity to take part in any event without financial barriers.

Enhanced learning and Inclusion staffing. Identifying family dysfunction and mental health difficulties as a key priority for the community, the school has invested in an on-site inclusion provision with a Counsellor employed directly by the school.

Enhanced Academic Staffing Five Lead Practitioners have been appointed across the school to develop the quality of teaching and learning. Departments have been overstaffed to allow for smaller teaching groups and additional intervention classes especially in the core. Quality Assurance activities by the Lead Practitioners is beginning to show its impact on teaching staff developed through the process.

Enhanced Pastoral Support. Year Leaders and Pastoral Support Workers focus on the well-being of our most disadvantaged students. Enhanced Pastoral Support Plans encapsulate the individual's barriers to learning, the strategies implemented and impact measures to date. Student Services records document the breadth of needs that the team address in the absence of external support in many cases. Further work to be done in measuring academic impact of such support.

External Services: Educational Psychology. The school has bought a higher level of educational psychology service outreach in order to assist in the accurate assessment of student needs where there is a psychological barrier to learning. Boosted parental confidence.

Additional academic resources. The school has ring-fenced £17,000 to support departments in accessing additional funding to support student-level academic intervention. Case studies from specific actions evaluate effectiveness. CPD Constant drive to improve the classroom teaching of all staff. Specific focus for this year feedback and challenge. School calendar demonstrates weekly focus. Proven effectiveness in last three years on the Shakespeare campus. Would need to see improving trends on the Cherbourg campus in years ahead.

Subject-level disadvantaged gap analysis. The school has revised the way it communicates achievement data with subject leaders so that attention is drawn to the differential performance of disadvantaged and non-disadvantaged students. Greater subject team awareness of disadvantaged group. More evidence needed on actions by teams as a result of gap analysis.

4 Matrix. Purchase of an assessment data analysis tool to support departments in improving their analysis of where underachievement is a concern and to develop more sophisticated identification of areas requiring improvement. Recently introduced with 2017 exam results for the first school-wide analysis activity.

Department Research Groups. Each subject area have identified a group of key disadvantaged students who were underperforming again their target in Autumn 2016. With attention drawn to targeted students, team have keenly monitored the students on a fortnightly basis in order to reduce their individual achievement gaps.

Data Scrutiny Panels. Subject leaders are held to account for the patterns of achievement in their curriculum areas at three individual review meetings with the SLT each year. Clear actions are set to continue closing achievement gaps. Proven impact where underperformance has been highlighted and improvements monitored over multiple years. Case study: Geography team.

Disadvantaged Pupils' Self Evaluation

(Update June 2018)

Disadvantaged Cohort

The profile of our disadvantaged cohort is as below:

	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11	TOTAL
Cherbourg	39	37	33	30	33	172
	41%	44%	49%	41%	45%	44%
Shakespeare	40	55	64	39	45	243
	34%	40%	41%	28%	35%	36%
Total	79	92	97	69	78	415
	37%	41%	43%	33%	39%	39%

Key students are identified based on data analysis and are a priority for bespoke packages of intervention tailored to their needs.

- Of the 25 key Year 11 students identified at Cherbourg, 56% of them are disadvantaged students.
- Of the 33 key Year 11 students identified at Shakespeare, 42% of them are disadvantaged students.
- Of the 14 key Year 10 students identified at Cherbourg, 50% of them are disadvantaged students.
- Of the 12 key Year 10 students identified at Shakespeare, 36% of them are disadvantaged students.
- Of the 9 key Year 9 students identified at Cherbourg, 44% of them are disadvantaged students.
- Of the 17 key Year 9 students identified at Shakespeare, 53% of them are disadvantaged students.
- Of the 16 key Year 8 students identified at Cherbourg, 44% of them are disadvantaged students.
- Of the 14 key Year 8 students identified at Shakespeare, 57% of them are disadvantaged students.
- Of the 14 key Year 7 students identified at Cherbourg, 71% of them are disadvantaged students.
- Of the 19 key Year 7 students identified at Shakespeare, 53% of them are disadvantaged students.

This identifies that across the majority of year groups, a higher percentage of disadvantaged students are accessing bespoke packages of intervention when compared with the overall disadvantaged profiles of all year groups.

Briefly Describe Your Disadvantaged Strategy

Our Strategic Plan 2018 - 2021 focuses on the two key areas of securing strong progress for all and further developing a learning culture. Enhancing the performance for students, particularly those from disadvantaged backgrounds, is at its core. The priorities are delivered through three key strands:

1. Quality first teaching.
 1. All Schemes of Learning have been reviewed to identify required prior knowledge. They are focused on building key vocabulary and metacognitive processes.
 2. Self-reflection is embedded across all curriculum areas. Students are prompted to reflect on how to improve their work and given time and support in a variety of ways to redraft and improve. This develops their capacity to plan, monitor and evaluate their own learning.
 3. Schemes of Learning are structured to ensure guided practice in each learning episode.

4. Teacher feedback is directly linked to clearly shared learning objectives and their differentiated success criteria. The development of criterion based assessment using AWL and PLCs allows students to more clearly map next steps contributing to enhanced progress.
 5. SLT QA of disadvantaged students has identified good use of teacher questioning to extend higher level thinking skills. However, the active engagement of all disadvantaged students in questioning sessions is still a work in progress.
 6. Staff have developed a wider range of pedagogical approaches to ensure more effective learning and increased engagement. Best practice is cascaded through a range of CPD opportunities.
1. Targeted and bespoke support for disadvantaged students, both in class and beyond, through bespoke intervention packages. Student perspectives are sought on their perception of the impact of these packages and their impact is monitored throughout the year.
1. In-depth performance analysis and QA prioritising performance of disadvantaged students, with key students identified for targeted classroom support and intervention beyond the classroom as appropriate. Performance is monitored regularly throughout the year to refine intervention and support.

**How well embedded is your Disadvantaged strategy? Is it understood by all staff and governors?
How do you know?**

Whole school intervention priority students are identified to staff following each round of performance analysis. This is reinforced through all classroom based staff clearly identifying and prioritising disadvantaged students. SLT Intervention Lead coordinates bespoke packages of intervention across all year groups with prioritised support for disadvantaged students. All levels of middle leadership are held to account for the performance and monitoring of disadvantaged students across the school and within their teams. Performance analysis is reviewed by the governors through the Achievement and Learning Committee. Teaching staff performance management objectives are focussed on student performance including key groups.

To what extent is your disadvantaged strategy and activity evidence based?

Our work with Marc Rowland (Hampshire Disadvantaged Project 2017-18) confirms the strength and the evidence available, identifying the impact of our strategy. Data analysis confirms a trend of a narrowing gap between the performance of our disadvantaged and non-disadvantaged students.

Subject Leaders are required to provide evidence of the impact of intervention through scrutiny panels ongoing throughout the academic year. Year Leaders are required to review performance of their cohort, including key groups, on at least a termly basis. SLT undertake regular performance analysis to evaluate key student performance and identify further students in need of intervention. Student voice activities provide evidence of their perceptions and help us gauge how students are benefiting from intervention.

A key strand of our intervention is rooted in the Education Endowment Foundation (EEF) research where they identify peer tutoring as the strategy with the third largest impact on diminishing the gap and enhancing the progress of disadvantaged students.

The research undertaken by the EEF identifies feedback as having the second largest impact on student performance. In response to this, the school is developing its approach to feedback through refining our assessment and approach to Assessment Without Levels (AWL).

The developments in our Schemes of Learning stem from research into Cognitive Psychological Concept Development for young people and are now focussed on ensuring that opportunities for this and pedagogical approaches are adapted to maximise students' potential to develop skills and knowledge and apply these within and to a range of concepts.

The deployment of our CSAs is informed by the findings from the Deployment and Impact of Support Staff (DISS) Project.

Is the disadvantaged strategy integrated into senior and middle leader roles? Is there sufficient leadership capacity to monitor, evaluate and quality assure PP funded activity?

Disadvantaged students and discussion is ongoing throughout all QA and monitoring activity between SLT and MLT. Governors scrutinise student performance. Middle leaders are held to account for student performance including key groups and consequently monitor performance of their teams. Termly evaluation of key intervention activity undertaken by the SLT AHT responsible for intervention.

Have you identified barriers to learning for disadvantaged learners at pupil, school and community level?

- Our research and careers programme identify a pattern of low aspiration amongst students and parents for key cohorts of students, particularly those from disadvantaged backgrounds (Eastleigh is identified as an area of significant social deprivation and is within the second quintile of the most deprived areas in Hampshire)
- Student attendance
- Lack of physical space to undertake study outside of school
- Parental engagement for key disadvantaged students continues to be a focus for the school.

How is the disadvantaged strategy used to help overcome these barriers?

1) Intervention packages are no longer a blanket approach but are tailored to student need. The Intervention Database captures all intervention accessed by our students, for example 1:1 Maths tutoring. Key students have mentors identified from SLT, MLT and teaching staff. The school has accessed the Southern University funding specifically aimed at raising aspirations. All student performance targets are highly aspirational. Key year 11 students are interviewed through the English and Maths summit process to raise aspirations. RAP meetings provide ongoing monitoring and scrutiny of key and underperforming students to target intervention to enhance performance. All disadvantaged students receive prioritised careers interviews from Hampshire Careers Service. Based on the current destination data available from our Post 16 providers, 89% of our disadvantaged cohort last year have secured places in Post 16 education/apprenticeships. One further student has left the area and three students were educated through the Bridge Education Centre. Data is being sought for our remaining disadvantaged students.

2) There is a significant team targeting the attendance of students. Attendance has improved across all groups of students and the number of persistent absentees has decreased over the last year.

3) All year 11 students have the opportunity to access school resources and facilities through 'Place to Learn'. This operates from 4.00–7.00pm on Monday and Tuesday on the Cherbourg campus and between 5.00–9.00pm on Wednesday and Thursday on the Shakespeare campus. It is staffed by

teachers. See case study below. Examples of overcoming barriers within Key Stage 3 include our Student Tutoring Scheme and Maths Ambassadors.

4) Bespoke evenings organised to target key students and parents within year 10 and 11. Used to review performance and identify key actions and intervention. The school has a designated Parental Support Officer who liaises and engages with our hardest to reach parents.

5) Every year when organising careers interviews with Hampshire Futures, we prioritise disadvantaged students - starting with those eligible for pupil premium, LAC and those with an EHCP in year 11 and, after Easter, those in year 10 are put forward for an early interview. Any students with an EHCP review in years 9, 10 and 11 will be given a careers appointment in the run up to the review. Follow-up interviews for the year 10s are organised for early in year 11. Any students who are at risk of becoming NEETs are given a STEP referral to give them a structured programme to get them to the next stage of their education or training.

Some of our students need extra support in the application process for colleges and apprenticeships and the Learning Support Department / ASPIRE staff will often take them to the colleges for individual tours and interviews to raise aspirations and instil the belief that they can access post 16 study.

We are working with the Southern Universities Network to enable disadvantaged students to access careers advice and to help to raise aspirations of those students by funding visits, transport, outside speakers and cover for staff to accompany these students on visits to employers, careers fairs (such as the Barton Peveril HE fair this year) and universities. The SUN network fund students based on the ward in which they live and many of our students (specifically KS4) do come from the target areas. The aim is to increase the cultural capital of these students and to ensure that they are fully informed of the different pathways available to them while simultaneously raising their aspirations.

How does the school's curriculum build cultural literacy for disadvantaged students?

Fundamental British Values are embedded into PDL and EP lessons and our assembly programme. Disadvantaged students are subsidised to support attendance of trips to broaden their horizons. Disadvantaged students are prioritised for participation in the Learn With Us programme. Staff enhancement/enrichment opportunities are utilised to build cultural literacy. An example of this is the Poetry Club at Cherbourg hosted by students across KS3 and 4. Seven of the twelve students are disadvantaged students.

Briefly describe the outcomes for disadvantaged pupils at each stage. Are there any strengths of weaknesses to be aware of?

- The gap between disadvantaged and non-disadvantaged students' progress at KS3 is not significant and at KS4 it is diminishing.
- The Intervention Provision Map tracks student performance and identifies classroom intervention and tailored packages of intervention to enhance student progress.
- This SEF identifies impact of key intervention programmes and strategies.
- The gap in headline performance (EM Basics) between disadvantaged students and their peers at Crestwood has generally been much smaller than local and national averages over the last three years, with the gap diminishing.
- **The newly expanded school has an enlarged proportion of disadvantaged students now accounting for nearly 40% of the school population.** Despite this the key threshold headline measure shows an improving trend for both disadvantaged students and other students *and* with the gap between them diminishing.

Basics A*-C/4+ EM	2015 OUTCOMES (Pre-amalgamation)	2016 OUTCOMES (Pre-amalgamation)	2017 OUTCOMES (Post-Amalgamation)	2018 PREDICTIONS (Post-Amalgamation)
% of cohort who are Disadvantaged	24%	27%	28%	39%
Disadvantaged	44	39	30	52
Other	57	68	65	70
Gap	-13	-29	-25	-18

- The Progress 8 score for disadvantaged students shows an improving trend and has moved from -1.01 in 2014 (estimated) to -0.65 in 2015 and -0.56 in 2016. In 2017 in the newly expanded school, with the outliers removed the progress score for disadvantaged students is -0.43.
- Progress in Maths for disadvantaged students has improved, with a gap less than one quarter of a grade. In Core Science, intervention for disadvantaged students saw progress rates higher than their non-disadvantaged peers.
- Overall, the achievement of middle prior attaining disadvantaged boys has been identified as a specific area requiring further attention, addressed in the current School Improvement Plan.
- Comparative current data for other year groups in the school is as follows:

SUMMER 2018 ASSESSMENT	All Students	Disadvantaged	Other	Summer 2018 Gap	Spring 2017 Gap
Year 10	85% on target	79% on target	88% on target	-09%	-14%
Year 09	81% on target	80% on target	82% on target	-02%	-12%
Year 08	91% on target	90% on target	92% on target	-02%	-03%
Year 07	98% on target	99% on target	98% on target	+01%	-00%

- The gap between disadvantaged and non-disadvantaged students for Spring and Summer 2018 has diminished for Years 8-10 since the same time in 2017. The gaps in Years 7 and 8 are not significant.
- Key students are identified between SLT and MLT with ongoing monitoring of student performance and intervention put in place.
- This SEF captures case studies identifying the impact of intervention strategies and programmes beyond our classroom based intervention. In 2017-18 academic year, the school introduced a peer tutoring programme across Year 7 -10. The Education Endowment Foundation identify peer tutoring as the third biggest impacting strategy on disadvantaged students progress. This SEF also identifies students making enhanced rates of progress as a result of this mentoring.

What evidence do you have that all staff have high expectations of all students, regardless of background or barrier to learning.

During lesson observations, work scrutiny, student interviews and other QA, disadvantaged are a priority focus. Student performance targets are highly aspirational and staff are held to account for students' performance against these. QA and student voice activities confirm this.

In our student voice survey (December 2017) of disadvantaged students across all years students felt that staff had high expectations of them, with English and Maths coming out as particularly strong for positive challenge. The core also came out most favourably in the quality of feedback that students receive.

How well do disadvantaged students take part in wider school life? How do you know?

93% of disadvantaged students in Year 11 regularly access additional support from English, Maths and Science each week. A third of students that attend enhancement sessions for option subjects on Wednesday and Friday are disadvantaged.

See Place to Learn case study for disadvantaged students' participation of this additional opportunity.

Student participation in after school activities is a positive feature of Crestwood life. Our disadvantaged students' participation is also positive. In a snapshot analysis (December 2017) participation rates for our disadvantaged students were:

- Trampoline – 37% of 61 students – both sites (years 7-10)
- Football – 32% of 59 students (years 7-10)
- Art – 67% of 9 students (year 9)
- Basketball – Cherbourg – 36% of 33 students (years 7-10)
- Science Club - Both Sites 22.5% of 31 students (years 7-10)

In response to the student voice survey (December 2017) over 85% of the disadvantaged students surveyed confirmed attendance at after school/enrichment activities. Analysis of participation rates (April 2018) identifies continuing levels of positive participation.

How does disadvantaged funded activity work towards achieving the school's overarching school improvement aims?

The overarching priority of our 2017-18 SIP is diminishing differences. Improving the performance of key groups of students including disadvantaged is embedded into priority 1 of our current SIP. Identifying key students and developing bespoke intervention packages to enhance their performance is embedded into the current SIP.

Impact of intervention is undertaken on a termly basis and following each data drop for each year group.

Case Studies:

Maths Ambassadors (KS3 Case Study)

Maths Ambassadors is a programme of peer tutoring and support for Year 7 and 8 students identified as at risk of numeracy difficulties and/or underperforming in maths. It provides an additional opportunity for students to work on their maths.

2016 - 17: Eleven Year 8 students took part of which three were disadvantaged. Seven Year 7 students took part of which four were disadvantaged. A control group of ten students was established of those not involved in the scheme and was used to monitor and evaluate the impact of the scheme.

Average level of progress for all students was $1\frac{1}{3}$ grades of progress. Average level of progress for disadvantaged students matched this at $1\frac{1}{3}$ grades of progress. The average level of progress for the control group for all students was 0.83 grades of progress, with the average level of progress for disadvantaged students in the control group of 0.66 grades of progress.

The current cohort in year 7 is fifteen students of which six are disadvantaged. Analysis of data (April 2018) identifies Student DA moving from +0.34 to +1.34 following regular attendance of Maths Ambassadors. Student CS has mirrored this improvement and student AE has progressed from +0.34 to +1.34. Analysis of all other disadvantaged students identifies a consolidation at least at expected progress.

Science Residential and 1:1 External Tuition (KS4 Case Study)

19 disadvantaged students took part in a Science revision weekend prior to their exams. They were identified as students at risk of not achieving their target or predicted grades without additional intervention. Based on analysis of the cohort who attended the residential and the rest of the year group students achieving 1 Science at A*- C was 20% higher for those that attended the booster weekend. It was 15% higher for students achieving 2 sciences at A*- C. The progress 8 score for the students that attended the weekend averaged to -0.07 compared with -0.53 for Science and -0.41 for Additional Science.

Student BB who attended the weekend secured his target grade of C in Additional Science and had previously been predicted a grade D prior to the residential. Student CG a triple science student secured his targets of grade B following attendance of the residential.

Student CG also undertook an 8 week programme of additional science boosters with an external tutor. Student CR undertook the same bespoke package of intervention including attendance at the residential and secured her target grades in triple science.

20 disadvantaged students have attended the same experience this year.

Maths Residential (KS 4 Case Study)

16 students attended the maths residential with 85% of the students attending securing an A* - C in maths (4+) compared with a cohort achievement of 62%. 46% of the students attending achieved or exceeded their P8 target having been at risk of not achieving this.

Student BB also attended the maths residential and a follow up day and secured his target of a grade 5 having been at risk of not achieving this earlier in the year.

Student feedback identified all students as feeling more positive in the approach to their exams as a result of attending the booster sessions.

The Maths and English teams have refined their residential taking best practice into intensive revision days at Marwell. This year 14 disadvantaged students attended both Maths days.

7 disadvantaged students attended the English intensive booster days at Marwell. All students' predictions have increased in the final predictions with an average grade increase of 1.7 grades from their Autumn data.

Student DQ Individual KS4 Case Study

Student DQ had an EHCP for speech, language and communication needs and he was also part of the dyslexia provision. A bespoke package of intervention was developed providing:

- One to one 75m booster intervention ipo Ethics x1 fortnightly.
- One to one 75m Maths booster intervention ipo ICT x1 fortnightly.
- One to one Academic Mentoring ipo ICT x1 fortnightly.
- After-school provision (taxi picking him up 3:50pm Monday-Wednesday, rather than 2:50pm).
- Enhanced parental contact between learning support and parents
- Visual timetable.
- Oversight of Local Authority Communication and Language Team.
- Access Arrangements for reader, scribe, extra time and prompt.
- Withdrawn from one option block (Business Studies) for additional time to work on Core subjects in Learning Support
- Increased CSA support in lessons
- Use of a school bought iPad for in school and at home

He exceeded P8 targets in 6 out of 8 subjects including English (Language and Literature) and met target in 1 out of 8 subjects. His English Language and Science were a grade above expected progress and his English Literature result was 3 grade above. His overall P8 score was +1.23 securing the greatest progress of any boy on our Shakespeare campus.

Extensive intervention saw his attainment 8 average increase from A8 (Autumn) of +2.09 to (Spring) +4.09 and actual results of +12.09. His progress 8 score increased from P8 (Autumn) +0.21 to (Spring) +0.41 and actual results of +1.23.

Student PS Individual KS4 Case Study

This student undertook significant work with the Intervention Manager. A programme including a 1:1 mentor, parental reviews, oversight of English and Maths progress, additional revision guides in Maths and Science and 1:1 tuition at Place to Learn. Performance in English Language and Literature exceeded P8 targets. A further 6 subjects were passed in line with P8 targets. Of the 4 subjects that student PS was identified of at risk of not meeting target, 3 were secured in line with expected progress having been at risk of not being earlier in the year and prior to the work undertaken by the Intervention Manager.

The impact of intervention was evident as her attainment 8 average increased from A8 (Autumn) of -15.27 to (Spring) +3.23 and actual results of +15.23. Her progress 8 score increased from P8 (Autumn) -1.53 to (Spring) +0.32 and actual results of +1.52.

PS secured the greatest progress of any female student on our Cherbourg campus securing an overall P8 score of +1.52.

Student Tutors (KS3 Case Study)

Key students in Year 7 - 9 are targeted for intervention in English and/or Maths and/or Science through a peer tutoring scheme with Year 10 students. Year 10 students are matched to students based on analysis of their performance data to identify subject strengths. 11 of the 12 disadvantaged key students in Year 8 take part in this scheme. 7 of the 12 disadvantaged students in Year 9 take part in this scheme.

Initial feedback (LLP visit November 2017) confirmed students' positive evaluation of this experience/scheme.

Student evaluations (December 2017) identify positive perceptions on how the scheme has been helpful, boosted confidence and supported progress in the targeted subjects amongst year 8 and 9 key students. Student evaluations identify that they feel the scheme is helping them within and beyond their target subjects. Confirmed in follow up April 2018.

Analysis of performance data (Jan 2018) identifies 7 of the 11 disadvantaged students within Year 8 as making at least $\frac{1}{2}$ a grades progress within their target subjects across the first term. E.g. Student EP has made $\frac{1}{2}$ a grades progress in Science (her target subject). Student LW has made 1 grades progress in English and 0.5 grades progress in Science. Student JH has made 1 grades progress in English and 0.5 in Science thus confirming the impact of the scheme. Student NS had been below expected progress in Maths but tutoring has supported him enhancing performance to expected progress. Student AE has moved to at least expected progress in his target subjects and has moved off of the programme.

Data analysis in April 2018 identifies continued impact of the scheme on a range of students. Student DJ has moved from Science of -0.32 P8 to +0.35 and in Maths has progressed from +0.01 to +0.35. Student EP has moved from a P8 of -0.32 in Maths and Science in the Autumn to +0.35 in both following being mentored through the tutoring scheme.

Student Tutors (KS4 Case Study)

Key students in Year 10 are targeted for intervention in English and/or Maths and/or Science through a peer tutoring scheme with x-Year 11 students. Students are matched to their strongest subjects. Year 10 students also include HPA students to target higher level skills and knowledge.

Data analysis (April 2018) identifies impact on students:

- Student ML overall P8 score moving closer to target from -1.36 in February to -0.86 in April.
- Student CT overall P8 score moving from -0.6 to -0.43.
- Student DA showing a closing proximity to target in Maths and Science following mentoring.

Year 10 Morning Enhancement (KS4 Case Study)

Following data analysis in February a key cohort of Year 10 students including disadvantaged students was identified as at risk of underachieving in the core subjects. In response to this, a programme of morning enhancement has been implemented once a week whereby these students obtain access to core teaching staff for intensive intervention.

Data analysis (April 2018) identifies impact on students:

Student RP English P8 score has moved closer to target from -1.31 in February to -0.31 in April and also has seen progression in their overall P8 score from -0.57 to -0.46 showing a closing of the gap towards at least expected progress.

Student SO English Lit P8 score has moved from -0.86 to +0.14 and Student ML has moved from -1.18 to -0.18.

Students DA and WT have seen a diminishing gap to expected progress in Science and Maths respectively.

Place to Learn (KS4 Case Study)

One of the major barriers to learning we have identified for disadvantaged students is the lack of a physical space to actually study in relative peace and quiet. To combat this we have offered 'Place to Learn' - the Library is open on both sites (Cherbourg Mon and Tues 4-7pm and Shakespeare Weds and Thurs 5-9pm) with a teacher on hand at all time and the full use of IT facilities. Food and drink is provided free of charge and advice is on offer from other staff on a drop in basis. As you can see, a significant proportion of those attending Place to Learn are from our disadvantaged cohort in year 11. On average, from the sample of registers collected, on selected days, 31% of pupils who attended PTL on the days selected were from a disadvantaged background - this compares favourably with the overall % of disadvantaged students in the year group.

Data analysis confirms students closing the P8 gap. Cherbourg: Student MS (+0.4), Student LH (+0.3) closer to their P8 target score and Shakespeare: Student AE (+0.26) Student TH (+0.2) and BC (+0.3). These students have regularly used Place to Learn and this is helping enhance P8 scores. Student LL now at expected progress in English through regular work with English staff at Place to Learn improving attainment by moving up a grade in April 2018 data review.

KS4 PE Case Study (2017-18)

Data analysis in December 2017 identified a potential issue for KS4 GCSE PE disadvantaged students. Many of them did not undertake an individual sport and hence their competency was affecting their performance at GCSE.

Disadvantaged funding was used in a pilot for a rock climbing course that allowed these students to undertake an individual sport to use towards their final assessment at GCSE. 12 of the 24 students that took part were from a disadvantaged background and all final predictions for these students identify an improvement in their final grade. The average improvement was one GCSE grade. Analysis of final GCSE performance will be undertaken in August 2018 to evaluate the overall impact of this pilot.

Evidence:

Intervention Database SIP 2017-18 Scrutiny Panel Minutes

Whole School, SL & YL SEFs Governors Minutes Pupil Premium Annual Report

Case Studies Student Voice Evaluation Attendance data and trends

M. Rowland Reports SLT QA

Student Data at cohort and individual level to support case studies including 4Matrix Analysis