

# Coombe Dean School – Pupil Premium Raising Achievement Plan (2019-20)

Success built around positive relationships



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### Our Vision

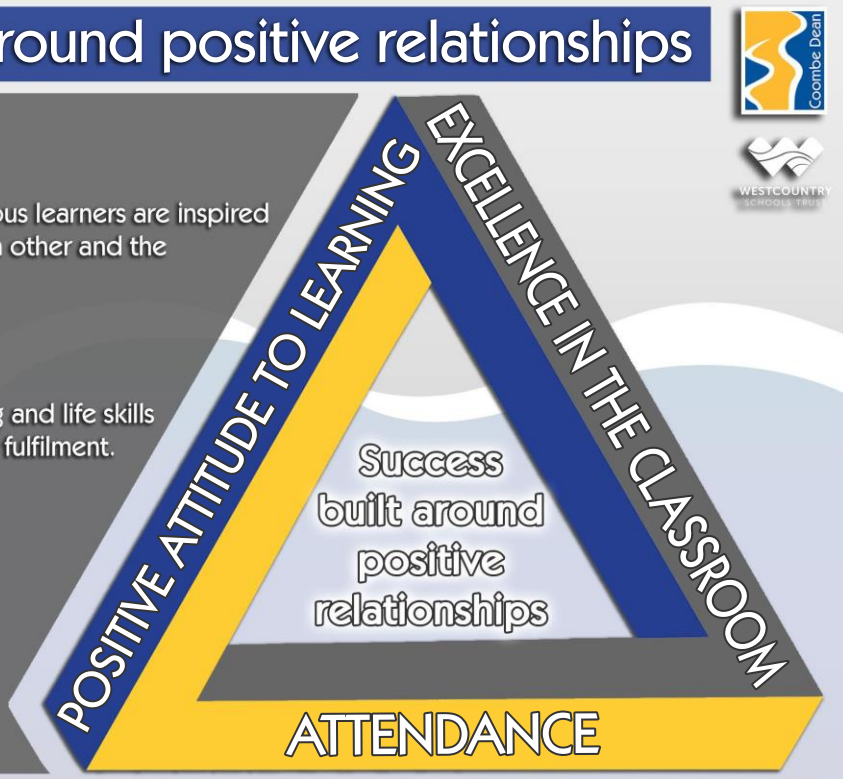
A school where confident, curious learners are inspired to learn about themselves, each other and the world at large.

### Our Mission

To equip everyone with learning and life skills needed to achieve success and fulfilment.

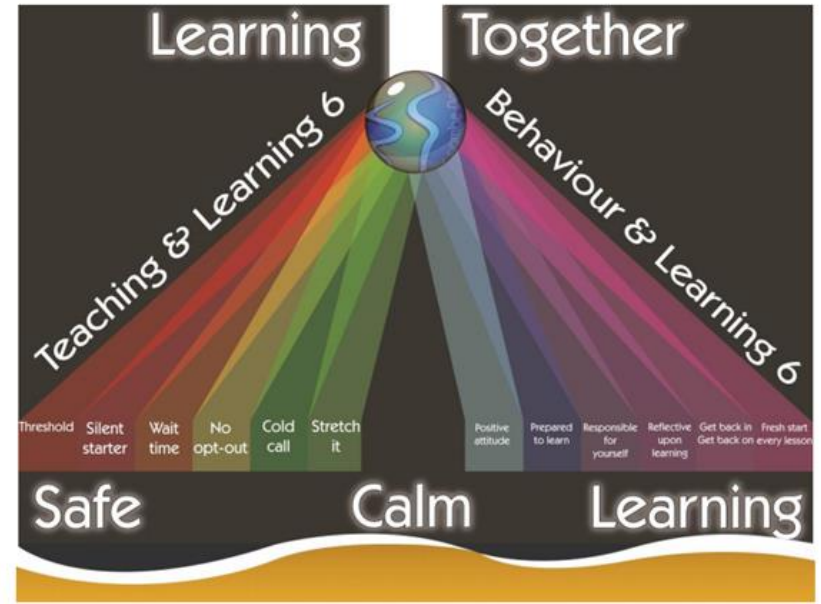
### Our Values

To promote trust and personal responsibility, empowering individuals who co-operate voluntarily for the good of our community.



At Coombe Dean, we believe that relationship-led learning is the key to success, which means:

- we respect ourselves, each other and the environment;
- we seek to understand and value ourselves, and recognise and value differences in others;
- we are ambitious for personal achievement, growth and well-being and we celebrate achievement;
- we want everyone to progress from compliant, dependent learning to committed independent learning.



5

We promote ideas, action, relationships and effectiveness in all forms:

- we are **full of ideas** and love using our imagination; we **value independence** and we are lifelong learners
- we like asking and **answering difficult questions**; we are thoughtful and **conscientious** and we enjoy facts
- we are resilient, **energetic and ambitious**; we enjoy challenges and we **thrive on adversity**
- we are **hard-working and tenacious**; we like variety and **getting things done**
- we are **caring and considerate**; we support those in difficulty and we **encourage each other** to be successful
- we are **sociable and outgoing**; we like to communicate and spot **new opportunities**
- we are **trustworthy and honest**; we are ethical and we **strive to be fair** in all our actions
- we are **disciplined and focused** and we like to be in control; we like being **organised**

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Planning in this Raising Achievement Plan 'RAP' takes into account feedback from a Pupil Premium Review in June 2019, national research, most notably the July 2016 Education Policy Institute report; Divergent pathways: the disadvantage gap, accountability and the pupil premium by Jo Hutchinson and Sir John Dunford as well as analysis of our own data and context as a school. This document has been reviewed in the light of 2019 summer outcomes.

This action plan incorporates the 3 specific PP areas of focus central to the School Improvement Plan and in addition focuses on 5 broad strands that have been identified as areas that the school is seeking to address as analysis of outcomes and records from previous cohorts of pupils show that these contribute to the progress made by pupils identified by the Pupil Premium (FSM Ever6) indicator. The identified strands are: Attendance, *Excellence in the Classroom*, *Supporting Staff Awareness*, *Curriculum Enrichment and Curriculum Entitlement – Positive Attitude to Learning*, *Parental Engagement*. In the cost column, 'nil' serves as an indication that there is no specific additional cost for this provision, however this work is undertaken by the staff identified in addition to their responsibilities. Key members of staff and their roles in the school identified by initials in the RAP are:

SKL	Stuart Koehler-Lewis	Deputy Headteacher – Curriculum – PP Lead
SH	Sue Hodges	Transition Champion (TC), Subject Leader, ICT
BM	Bradie Mee	Parent Support Adviser (PSA) – replaces SAC SPSA from 11/3 2019
DW	Dave Wainwright	Governor – PP Lead on the Governing Body
MJD	Melissa Dennis	Deputy Headteacher - Inclusion
PFB	Paul Fox-Brewer	Attendance Lead
GT	Gill Trim	Assessment Manager
CG	Caroline Granville	Assistant Headteacher – Teaching and Learning
LCS	Lara Sutherland	Assistant Headteacher - Sport Subject Leader, PE
JF	Jenny French	Deputy Subject Leader, English
NT	Neil Thomas	Subject Leader, English
HLR	Beth Kellham	Subject Leader, Maths
BK	Victoria Wainwright	Deputy Subject Leader, Maths
RNW	Richard Woodland	Headteacher
NJM	Nicola Macrae	Inclusion Manager
AB	Amy Barker	Office Manager
EC/CTB	Emma Channing / Coral Truen-Bell	Attendance Officer
AH	Angela Hughes	School Business Manager
SL/ML		Subject Leader(s) / Middle Leader(s)
YL		Year Leader(s)
NG	Nikki Gould	Work Experience Coordinator
DC	Dave Crocker	Maths teacher
SD	Sam Davey	Librarian

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A – Attendance				
Action Point	Staff	How?	Success Criteria	Source(s) of evidence
A.1 Overall attendance rate for PP pupils will increase further so as to further reduce the gap in attendance between PP and ‘other’ as well as to the national average figure.	MJD PRB	PP funding allocated to identified areas of most need Development of PP profiles for most challenging cases - <90% in first instance	Attendance of PP will be higher in 2020 than in 2019 and at least in line with PP national average.	PP action plan update. Attendance Action Group minutes Termly data-analysis headline sheets identifying key priorities for PP pupils. 2-day Babcock PP spending review (spring term 2020) will report positively.
A.2 Rates of Persistent Absence will reduce from 2017-18 and 2018-19 figures and compare favourably with national average for disadvantaged pupils.	MJD PRB		In school gap of PP and non-PP attendance will reduce in 2020.	PP action plan updates. Attendance Action Group minutes. Termly data-analysis headlines sheets identifying key priorities. PP spending review.
A.3 Allocate PP funding to support initiatives to raise the attendance of pupils to school to levels that reduce the extent to which they are disadvantaged.	SKL PRB DW		Attendance of PP will be higher in 2020 than in 2019 and at least in line with PP national average. In school gap of PP and non-PP attendance will reduce in 2020 for all pupils and specifically concerning persistent absentees.	PP spending reviews involving PP panel (SKL, DW, BM, AH)
Review 1				
Review 2				

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<b>B – Excellence in the classroom</b>				
<b>Action Point</b>	<b>Staff</b>	<b>How?</b>	<b>Success Criteria</b>	<b>Source(s) of evidence</b>
B.1 Teacher planning prioritises the needs of PP pupils, such that barriers to learning are addressed.	CG	The whole school focus on embedding specific T&L approaches based on Rosenshine’s principles is aimed at securing the best possible progress for all learners consistently across the school	PP outcomes in GCSE cohort for 2020 show improved figure on 2019, with a reduced in-school gap and progress that is better than the national PP cohort. Teachers can evidence how lessons are planned to meet particular needs of PP pupils. PP pupil voice evidences that lessons delivered in a manner that supports their learning. Staff access T&L bursaries and the impact of these is recorded and shared.	GCSE outcomes 2020 Leading Learning folders will evidence awareness of PP specific strategies in every classroom. Conversations with teaching staff will highlight planning for needs of PP pupils Staff CPL logs in BlueSky. PP Pupil voice. Records of PP Bursaries linked to classroom and learning support.
B.2 Use of the T&L6 and B&L6 where the rationale for use with PP pupils is made clear by the classroom teacher.	All staff SLT			
B.3 Allocate PP funding to support initiatives to further develop the quality and consistency of T&L and the monitoring and accountability framework across the school.	SKL DW	ML training opportunity to explore accountability and curriculum in January 2019 Access to and allocation of funding for development of curriculum planning and teaching and learning	ML training enhanced and taking place Monitoring and accountability makes specific reference to the progress of PP learners	PP spending reviews involving PP panel (SKL, DW, BM, AH)
			Review 1	
			Review 2	

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<b>C Supporting Staff Awareness</b>				
<b>Action Point</b>	<b>Staff</b>	<b>How?</b>	<b>Success Criteria</b>	<b>Source(s) of evidence</b>
C.1 Provide enhanced understanding of the needs of pupils that are disadvantaged or at risk of disadvantage	SKL SLT	Training for staff Revisiting the moral purpose and disadvantage agenda	Staff will easily identify pupils that are disadvantaged or at risk of disadvantage	Information shared with staff for training and development purposes. Documentation supporting monitoring and reviewing of provision.
C.2 Provide funding where areas of underperformance are identified	SKL DW	Target funding at specific projects aimed at tackling barriers and disadvantage	Impact will be evident in the outcomes and engagement of pupils – the disadvantage gap will reduce compared to 2018 and 2019 outcomes	Internal data analysis
C.3 Engage the support of an 'Alternative Curriculum Support Worker' to manage and support students that have alternative timetables, making sure the impact of time out of school is managed and monitored so gaps don't develop to disadvantage	SKL	Target funding at managing the progress of pupils not on a full-time timetable	Clear matrix of pupils and the curriculum arrangements and provision for these. Successful liaison with teaching staff, curriculum leaders, alternative provision and families such that progress made is in line with expectations	Matrix Provision Map Individual Learning Plans and personalised planning and target-setting
Review 1				
Review 2				

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<b>D Curriculum Enrichment and Curriculum Entitlement – Positive Attitude to Learning</b>				
<b>Action Point</b>	<b>Staff</b>	<b>How?</b>	<b>Success Criteria</b>	<b>Source(s) of evidence</b>
D.1 Target funding to meet the needs of PP pupils who are not making expected progress.	SKL BM	PP bursary fund to continue to support access to curriculum enrichment and entitlement targeted based upon the specific needs of particular Year Groups and individuals	Continued focus evidencing improvements in pupil: 1) access to enrichment opportunities (as recorded in tracking documentation) 2) attendance (to become at least in line with national averages) 3) outcomes (PP outcomes to be above 'like for like' nationally with a reducing gap to national 'others').	Annual enrichment survey. Provision Mapping. SISRA data drops. SIMS attendance data.
D.2 Introduce a regular impact analysis of behaviour and exclusion data and use this to inform direct funding to meet individual pupil need.	MJD	Target funding to support progression and engagement and opportunities to sustain engagement beyond the classroom where appropriate	Pupils on a high level of intervention for behaviour stay engaged in education and achieve GCSE outcomes. Attendance for pupils on high levels of intervention improves to at least national average.	Termly report showing how pupils have been identified for additional funding, the intervention implemented and the impact of this.
D.3 Development of personal support for pupils at risk of disadvantage	SKL CG MJD	Development of work in support of children who have experienced bereavement, children with serving parents and children who are young carers	Evidence of all 3 areas receiving enhanced and targeted support	PP spending Provision mapping Enhanced record-keeping and triangulation with personal development and academic development.
Review 1				
Review 2				

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<b>E Parental Engagement</b>				
<b>Action Point</b>	<b>Staff</b>	<b>How?</b>	<b>Success Criteria</b>	<b>Source(s) of evidence</b>
E.1 Engagement with parents' evenings and other school events	BM	Capture, collate and analyse information and data about parental access of opportunities to engage with the school – specifically parents' evenings and other planned events	Continued positive relationship building with parents through formal and informal events. Utilising media to inform parents/carers of opportunities and events	Attendance at parents' evenings. Planning and delivery of informal events and opportunities.
E.2 Parent and pupil voice	BM DW	Canvas the views of parents in a structured manner so that provision and responses can be considered in the light of this feedback	Continued parental and student feedback following events planned to raise parental engagement and analysis of impact.	Student feedback panels. Parent feedback information.
E.3 Messaging associated with PPRAP point D1	BM DW	Direct mail, messaging and other tailored contact	Targeted mailings, phone calls and messaging to engage 'hard to reach' families.	Letters to parents regarding upcoming events and activities. Phone calls and messages to parents/carers for whom this is a requirement.
Review 1				
Review 2				