

Part A: Pupil premium strategy plan

Statement of intent

Our school aim is to provide education to understand the world and change it for the better. Our three-year school plan is under five headings:

1. A powerful curriculum
2. The best teachers
3. Great learning and progress
4. Excellent personal development
5. Behaviour to build a strong community
6. A model for a better world

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. They are carried forward from 2022-23. The level to which we met them is in red below.

Challenge number	Detail of challenge
1	<p>Low attendance of PP students</p> <p>Attendance staffing and intervention is proactive, but the effect of Covid is still very evident in some households.</p> <p><i>In 2022-23 Persistent Absence (90% or lower) among PP students was nearly 17% higher than for other students</i></p>
2	<p>Low progress in maths and English of PP students</p> <p>Both English and maths results improved on 2019 in 2023, supported by the additional groups and smaller class sizes. This model has been continued into 2023/24</p> <p><i>However, at GCSE, progress for PP students was about -1.00 below that of other students (about one GCSE grade). In English this was about the same at -1.06 while in maths it was about -1.11. This remains a significant focus for the school but is narrower than the national average which is -1.17 for English and -1.28 for maths.</i></p>
3	<p>Low progress of high attaining PP students</p> <p>GCSE results for high prior attainment students across Tallis improved in 2023.</p> <p><i>However, higher tier PP students are about three-quarters of a grade below national expectations. This remains a challenge The gap between higher tier PP students and higher tier non-PP students has doubled since 2019 with higher tier non-PP students achieving about -2.13 per grade below those of non-PP higher tier students this year.</i></p>
4	<p>Poor independent learning environment</p> <p>We work hard to ensure that PP students had the equipment they need and issued laptops to those who didn't have them.</p> <p><i>54% of all PP students were issued a laptop since Sept 21 (71% of PP students in year 11). However, the 90%+ homework completion rate has not been met. The supply of donated laptops has reduced significantly as families and companies can't afford to renew frequently</i></p>
5	<p>Limited parent engagement</p> <p>We make sure that every household is known to us and we have contact with all parents and carers. <i>However, the average parents</i></p>

	<i>and carers' attendance at parents' evenings is 27% lower for PP students than for all other students, so this remains a challenge.</i>
6	Disproportionate negative: positive behaviour points ratio <i>We were successful in our aim to encourage PP students.</i> <i>In 2022-23, the overall ratio of negative to positive points was 1:2.6. For PP students it was 1:1.7, compared to non-PP students at 1:3.7.</i>
7	Disproportionately high number of suspensions <i>In 2022-23, due to post-covid behaviour resetting, there were 127 suspensions in total. 72 of these were PP students, 55 were non-PP. Thus, there is still a highly disproportionate number of PP suspensions.</i>

Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

	Intended outcome	Success criteria
1	Improved attendance of PP students (to work towards pre-pandemic levels)	PP to attend in line with non-PP: 96% attendance 2.5% lateness PA to below national average of 22%
2	Improved progress in maths and English (2019 English All PP = -0.85 2023 English All PP = -0.82 2019 Maths All PP = -0.84 2023 Maths All PP = -1.30)	Continue progress towards P8 0
3	Improved progress of high attaining students (2019 Higher All PP = -1.43 2022 Higher All PP = -2.09)	Continue to aim for progress towards P8 0
4	Improved completion of independent learning, including access to technology and study areas	Aim for 100% PP students to have own laptops 90%+ PP independent learning completion
5	Parents' evening attendance	90%+ PP parents and carers
6	Negative: positive points	1:7 whole school aim achieved for PP: overhaul of rationale and effect of both negative and positive points. <i>This aim is under review</i>
7	Suspension of PP students	Suspensions = suspensions of non-PP students

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above. *They are arranged under the headings of the School Plan in the Statement of Intent above*

A Powerful Curriculum

Budgeted cost: £ 64,431 En teacher (M6), £ 64,431 Ma teacher (M6).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Added capacity in English and Maths	<p>Adding an extra class in Year 11 for English and Maths allows more individualised instruction to take place. This improves learning because reduced numbers allow teachers to teach differently, having higher quality interactions with pupils and minimising disruption: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>English results have improved across all grade boundaries in comparison with 2019 with every English class achieving positive residuals with student achieving on average a quarter of a grade higher in English than their other subjects. In maths residuals were higher in 4/13 classes compared to other subjects. However, the gaps between PP students and non-PP students have widened.</p> <p>There are a number of studies pointing to a link between class size and academic achievement, some focusing particularly on gains in reading which is now a whole school priority. For example, Butler, Joan M., and Herbert M. Handley. "Differences in Achievement for First and Second Graders Associated with Reduction in Class Size." (1989) and Wagner, Elizabeth D. "THE EFFECTS OF REDUCED CLASS SIZE UPON THE ACQUISITION OF READING SKILLS IN GRADE TWO." (1982):</p>	2

The Best Teaching and Learning

AHT&L PhD costs £4,130

Shared PhD costs for AHT T&L	<p>Supporting high quality teaching is pivotal in improving children's outcomes. Research shows high quality teaching narrows the disadvantage gap. Following EEF guidance <i>Putting Evidence to Work – A School's Guide to Implementation</i>, we now have capacity to identify and cultivate leaders of implementation and build capacity through implementation teams: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation PhD in Education and Social Justice University of Lancaster: school-based work focusing on the experiences of pupil premium children in this large socially mixed city comprehensive school.</p> <p>Based on recent research in social psychology, we will also be working with the University of Sussex on a range of social belonging interventions that help to ameliorate some of the negative beliefs about education disadvantaged students often display. This is based on the 'identities in context model' - Easterbrook, Matthew J., and Ian R. Hadden. "Tackling educational inequalities with social psychology: Identities, contexts, and interventions." <i>Social Issues and Policy Review</i> 15, no. 1 (2021): 180-236.</p>	1,2,3,4,5
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Great Achievement and Progress

Targeted academic support (including tutoring, one-to-one support and structured interventions)

Budgeted cost:

AAHT KS4 and Transition post - £96,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Associate Assistant Headteacher KS4 and Transition (leadership of mentoring, progress and independent learning provision KS4) to improve our achievement at KS4 and transition for all students, especially PP.	<p>The EEF have provided an evidence based guide to pupil premium. They suggest three tiers within which to address PP achievement. Tier 1 is high quality teaching, tier 2 is targeted intervention and tier 3 wider strategies. This post addresses tier 2 and 3 specifically, ensuring that our provision is in line with the best available evidence.</p> <p>https://d2tic4wv0liusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_Guide_Apr_2022_1.0.pdf</p> <p>We have Deputy Heads of Year in all year groups, whose remit is to run homework clubs and our bespoke XFN with PP students.</p>	2,3,4,5

Excellent Personal Development

Wider Strategies (linked to engagement)

Budgeted cost:

AHT Co-Curriculum - £96,300

The development of the Co-Curriculum under the 'TIO' badge.	<p>Tracking and monitoring uptake and then leading teachers to engage in conversations designed to get PP students involved in different areas that may increase sense of belonging, desire to be in school and feelings of success, leading to better engagement in school</p> <p>Social Mobility Commission An Unequal Playing Field report.pdf (publishing.service.gov.uk) *Findings from previous research suggest extra-curricular</p>	1,2,3,5,6,7
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	<p>activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extra-curricular activities - specifically music classes and playing a wide range of sports - are important in predicting intentions to remain in education after compulsory schooling."</p> <p>Using the Tallis 10 monitoring system, EL PP students' engagement with the Co-curriculum will be specifically monitored with Heads of Year also playing a central role.</p>	
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Behaviour to build a strong community

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £132,908 (£27,677 Behaviour for Learning, £38,585 Attendance Officer, £23,133 Family Liaison Officer (pt), £43,513 PWT Lead, £17,878 contribution towards PWT admin)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Behaviour for Learning staffing, extra Pastoral Welfare Team lead post and p-t administrative post.</p> <p>To ensure that behaviour strategies work fairly and productively for all students, especially PP.</p>	<p>DfE 2021 reports that students from disadvantaged backgrounds are more likely to receive a permanent or fixed period exclusion. The most common reason is persistent disruptive behaviour. Two approaches that will address this are teachers' universal classroom management approaches and, where necessary, more specialist support in self-regulation and social and emotional skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Consistency and coherence at a whole-school level are paramount, led by our Director of Behaviour for Learning and supported by the Pastoral Welfare Team who lead daily behaviour interventions, fulfilling the roles of mentors to children whose behaviour makes them vulnerable to school failure.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	2,6,7
<p>Attendance Officer to ensure all students make the most of educational opportunities, especially PP</p>	<p>National average for secondary attendance is very low compared to pre-Covid and persistent absence very high. Tallis PP 88.5% attendance 2022-23 was with over 40% PA, If a student achieves 96-100% attendance (57% of the year group) the</p> <ul style="list-style-type: none"> ● Average predicted grade: 5.76 	1,5

	<ul style="list-style-type: none"> • +0.6 of a GCSE grade above target in each subject, on average • 81% of these students are on or above target <p>90-95% attendance (24% of the year group)</p> <ul style="list-style-type: none"> • Average predicted grade: 4.83 • +0.1 of a GCSE grade above target in each subject, on average • 74% of these students are on or above target <p>Below 90% attendance (19% of the year group)</p> <ul style="list-style-type: none"> • Average predicted grade: 3.74 • -0.8 of a GCSE grade below target in each subject, on average • 49% of these students are on or above target <p>Poor school attendance is a significant problem in the UK. Research has found that poor attendance is linked to poor academic attainment across all stages as well as anti-social characteristics, delinquent activity and negative behavioural outcomes. Evidence suggests simple improvements in attendance have significant impact on these students.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p>	
Family Liaison Officer to help students who find school attendance most difficult, especially PP	In normal times 1 in 10 children living in the most deprived areas miss one day a week at school or more. 61% of persistently absent pupils were on free school meals, in contact with social services or had special educational needs. (Social Finance 2021) Encouraging attendance needs a discrete, personal approach. (This postholder is also the Deputy Safeguarding Lead)	1,4,5

Total expenditure £476 378

PP income 2023-24 £476 378

RECOVERY PREMIUM

EA Reading Interventions 0.4fte	£12,112
Reading interventions Jan-Aug 2023	£15,964
Reading laptop trolley	£12,000
Core subject resources	£12,000
Carry forward to 23/24	£18,552
Total	£70, 628
Income	£70, 628

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9.10.23