

Part A: Pupil Premium Strategy Statement Thomas Tallis School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	2147
Proportion (%) of pupil premium eligible pupils	39.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	<i>Steve Parsons,</i> Headteacher
Pupil premium lead	<i>Daniel Talbot,</i> Assistant Headteacher
Governor / Trustee lead	Richard Graham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£501,765
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£501,765

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 the following headings:

- A powerful curriculum
- The best teachers
- Great learning and progress
- Excellent personal development
- Behaviour to build a strong community
- 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 2024-25. The progress we have made on these challenges is detailed below and further in part B.

Challenge number	Detail of challenge
1	Low attendance of PP students In 2024-25 the attendance of our PP students was 85.2%, some 8% below the whole school figure. The PA figure for our PP students was 42.6% a slight improvement from 42.7% last year. Non-pp students was 26.9%
2	Low attainment in maths and English of PP students The gap between the attainment of PP students and non-pp remains notable. Last year PP students achieved a APD of 3.90 and non-PP students 5.11, However, this is an improvement from 3.09 last year. The overall percentage of students achieving grade 4+ and 5+ in maths and English increased in 2025 from 2024, to 43% and 30% respectively. At the 5+ mark this is a near doubling from the previous year.
3	Low achievement of high prior attaining PP students GCSE results for high prior attainment students across Tallis improved in 2025. The APS of higher tier PP students increased from 4.48 to 5.66. In English higher tier students achieving a 7+ increased from 22% to 33%. In Maths this increased from 11% to 33%. However, PP students in the higher tier continue to have significantly lower attainment than their higher tier peers.
4	Poor independent learning environment. We work hard to ensure that PP students had the equipment they need and issued laptops to those who didn't have them. The homework completion rate is not at the 90% that we are aiming for, either with our PP students or more widely. This remains an ongoing piece of work.
5	Limited parent engagement

	We make sure that every household is known to us and we have contact with all parents and carers. The average parents and carers' attendance at parents' evenings is 22% lower for pupil premium students, roughly stable from the previous year.
6	Disproportionately high number of suspensions The proportion of suspensions for our PP students remains significantly above the overall suspension rate. In 2024-25 111 of our 156 suspensions were for PP students, making them account for 71% of our suspensions, whilst only making up 39% of our cohort.
7	Lower uptake of Co-curriculum among PP students Pupil premium engagement in trips increased from 13% to 21% last year. However, it remains below the cohort average.

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	Closing the attendance gap between PP students and their peers	PP to attend in line with non-PP: 96% attendance 2.5% lateness PA to below national average of 22%
2	Improved attainment in KS4 maths and English for PP students and reduce the gap with non-pp peers	Continue progress towards closing the attainment gap
3	Improved achievement of high prior attaining students at KS4	Continue to aim for an APS close to non-pp students
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	Suspension of PP students	Suspensions = close to the suspensions of non-PP students
7	Close the gap in uptake of the co-curriculum between PP and non-pp students	PP uptake close to the cohort average

Activity in this academic year

This details how we intend to spend our pupil premium **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: **£ 73,473 En teacher (M6), £ 73,473 Ma teacher (M6)**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Added capacity in English and Maths	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	2

The Best Teaching and Learning

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic Tutoring	Working with the EEF to introduce a pilot tutoring programme with high PP representation.	2
Mentoring programme	Introduce a systematic academic and pastoral mentoring programme for students across all year groups. Peer tutoring EEF	4, 2, 3
Adaptive Teaching training	Ensure all teachers receive training on evidence-based approaches to ensuring pp engagement in the classroom Using social psychology to create inclusive education - Easterbrook - 2025 - British Journal of Social Psychology - Wiley Online Library	4, 2, 3

Great Achievement and Progress

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

Budgeted cost:

AAHT KS4 and Transition post - £117,208

Activity	Evidence that supports this approach	Challenge number(s) addressed
Associate Assistant Headteacher KS4 and Transition (leadership of mentoring, progress and independent learning provision <i>KS4</i>) 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://d2tic4wvo1iusb.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</p>	2,3,4,5

Excellent Personal Development

Wider Strategies (linked to engagement)

Budgeted cost:

AHT Co-Curriculum - £119,999

The development of the Co-Curriculum to ensure the 'Tallis Experience' linked to five key areas of personal and academic development	<p>Tracking and monitoring uptake leading to teachers engaging in conversations designed to get PP students involved in different areas of the school community. This will encourage a sense of belonging, desire to be in school and feelings of success, leading to increased engagement.</p> <p>Social Mobility Commission An Unequal Playing Field report.pdf (publishing.service.gov.uk) "Findings from</p>	1,2,3,5,6,7
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	<p>previous research suggest extra-curricular 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>Developing our monitoring systems in order to track the engagement of key cohorts of students, EL PP students’ engagement with the Co-curriculum will be specifically monitored with Heads of Year/Deputy Head KS3 also playing a central role. Tallis Challenge awards will target more able PP students providing a bespoke programme of enrichment with mentoring and monitoring throughout.</p>	
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Behaviour to build a strong community

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

Budgeted cost: **£117,612**

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><i>To ensure that behaviour strategies work fairly and</i></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</p>	2,6,7

<i>productively for all students, especially PP.</i>	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. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	
Introduction of Tallis Learning Centre to support students struggling to engage with the full mainstream curriculum	A bespoke programme of support for our most vulnerable students, allowing them to reintegrate into the school community.	1, 4, 6,
Introduction of IER manager to ensure consistency for students struggling to engage with classroom expectations	A fixed member of staff to support students returning to the classroom who have struggled to meet expectations.	5, 1, 2
Home visit training for pastoral staff	All pastoral staff to receive bespoke training on how to engage parents off-site to support students back into the classroom. EEF blog: Harnessing the power of the home learning environment EEF	5, 6, 1
Attendance Officer to ensure all students make the most of educational opportunities, especially PP	National average for secondary attendance is very low compared to pre-e 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 <ul style="list-style-type: none"> ● Average predicted grade: 5.76 ● +0.6 of a GCSE grade above target in each subject, on average ● 81% of these students are on or above target 90-95% attendance (24% of the year group) <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 Below 90% attendance (19% of the year group) <ul style="list-style-type: none"> ● Average predicted grade: 3.74 	1,5

	<ul style="list-style-type: none"> -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. (<i>Social Finance 2021</i>). Encouraging attendance needs a discrete, personal approach. (This postholder is also the Deputy Safeguarding Lead)	1,4,5

Total expenditure £501,765

PP income 2025-26 £501,765

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

See above in 'challenges' section for further details on our progress towards

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Basics (English and Maths) 9-7 – Pupil Premium	2.4%	2.9%	2.3%
Basics (English and Maths) 9-5 – Pupil Premium	20%	16.9%	30%
Basics (English and Maths) 9-4 – Pupil Premium	35.3%	31%	43%

Avg point score up: 2025 - **3.89** 2024 – **3.09**

Higher tier PP: 2025 – **5.66** 2024 – **4.48**

Middle tier PP: 2025 – **4.17** 2024 – **3.64**

Co-curriculum PP students on trips: 2025 - **21%** 2024 – **13%**

Our attendance is the national average is 90.5%. The national average gap in attendance is –6%.

Greenwich attainment 8 is 50.5 for Non-PP students and 39 for PP students. England is 50.3 and 34.9 respectively. At Tallis PP A8 is 36, in between the Greenwich and England average.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Debatemate programme	Debatemate
Positively You revision sessions	Positively You
EEF tutoring pilot	EEF

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils