



Pupil Premium Strategy Statement

This statement uses the Department for Education's recommended template to show Thomas Tallis School's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils. It also includes the 'Recovery Premium' for the 2021 to 2022 academic year.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect of last year's spending.

School overview

Detail	Data
School name	Thomas Tallis School
Number of pupils in school	2115 (1356 y7-11)
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Carolyn Roberts
Pupil premium lead	Tom Williams
Governor / Trustee lead	Gavin Williamson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 485 303
Recovery premium funding allocation this academic year	£ 79 629
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£ 564 932

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. A model for a better world

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low attendance
2	Low progress in maths and English
3	Low progress of high attaining students
4	Poor independent learning environment
5	Limited parent engagement
6	Disproportionate negative: positive points ratio
7	Disproportionately high number of suspensions

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	96% attendance 2.5% lateness PA to below national average (13%)
2	Improved progress in maths and English	P8 0
3	Improved progress of high attaining students	P8 0+
4	Improved completion of independent learning, including access to technology and study areas	100% PP students have own laptops PP independent learning completion 90%+
5	Parents' evening attendance	90%+ PP parents and carers
6	Negative: positive points	1:7 whole school aim achieved for PP

7	Suspension of PP students	Suspensions = suspensions of non-PP students
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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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

£ 141 964

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
Uplift for reinstated post of AHT Teaching and Learning	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	2,3,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

£ 205 314

Activity	Evidence that supports this approach	Challenge number(s) addressed
Director of KS4 and Transition (leadership of mentoring, progress and independent learning provision <i>KS4</i>) <i>to improve our achievement at KS4 and transition for all students, especially PP.</i>	The core function of the RSL is to ensure the best possible outcomes and progress for students in every year group. PiXL advocate a single line of accountability from the Head, through the RSL, for achievement and standards. This consistent approach still works as part of our distributed leadership models: the RSL's responsibility is related specifically to outcomes. https://www.pixl.org.uk/	2,3,4,5
Director of Inclusion (teaching quality for SEN + SENK) <i>to improve the</i>	Guidance in the EEF <i>Evidence Review for Special Educational Needs in Mainstream Schools</i> cites evidence on effective school leadership of SEND	2,3,4,6

<i>teaching offered to children with any kind of SEND, especially PP.</i>	<p>where there is a 'visionary' leader who can 'model positive attitudes and beliefs about inclusion and equity; communicate clear expectations about inclusive teaching practices and a supportive, collaborative working environment.' Our SEN numbers are so high that one person cannot complete the role on top of statutory processes. Director of Inclusion will lead the staff team to understand why and how to deliver inclusive education, create a shared vision of inclusion and offer constructive feedback and mentoring:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/special-educational-needs-and-disabilities-send</p>	
<i>SENK Coordinator (not the SENDCo) to improve the attendance and progress of children whose needs are identified as SENK, especially PP</i>	<p>OFSTED 2021 observed that gaps in understanding pupils' needs and starting points resulted in worse experiences and poorer learning during lockdown. For us, this seemed more likely to be the case for children without EHC plans.</p> <p>According to the Early Career Framework, adapting teaching in a responsive way, including providing targeted support to struggling pupils, is likely to increase pupil success. Five high-quality, impactful teaching strategies are identified in the EEF's guidance for special educational needs in mainstream schools:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	2,3,4,6
<i>Contribution to MAL Coordinator post to ensure the good progress of the most able students, especially PP</i>	<p>Many of our PP students are also More Able Learners (DfE Higher Tier on prior attainment). In June 2013, Ofsted published 'The most able students: are they doing as well as they should in our non-selective secondary schools?' The report made it clear that many more able learners in non-selective schools fail to achieve their potential compared with students who attend selective and independent schools. In particular, the report singled out the difference in outcomes between disadvantaged most able students and their better-off peers. We have a designated Lead Teacher for More Able Learners who champions the needs of disadvantaged most able students and devises whole school strategy to raise achievement, embedding an ethos in which academic excellence is championed and providing training for teachers so that their teaching routinely challenges the most able students:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/408909/The_most_able_students_an_update_on_progress_since_June_2013.pdf</p>	2,3

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

Budgeted cost:

£ 251 926 (includes £34 131 of main budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Director of Behaviour for Learning, extra Pastoral Welfare Team lead post and p-t administrative post.</p> <p><i>To ensure that behaviour strategies work fairly and productively for all students, especially PP.</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 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 <i>to ensure all students make the most of educational opportunities, especially PP</i></p>	<p>In state-funded secondary schools, COVID-related absence was 3.2% on 30 September 21. The proportion of students attending was 89.5%. down from 91.9% on 16 Sept 21.</p> <p>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 • +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>	1,5
<p>Family Liaison Officer <i>to help students who find school attendance most difficult, especially PP</i></p>	<p>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</p>	1,4,5

	needs. <i>(Social Finance 2021)</i> . Encouraging attendance needs a discrete, personal approach.	
Learning Support Unit <i>to support students for whom life presents a daily struggle, so that they may feel safe in school and achieve well.</i>	Children experiencing poor mental health are three times more likely not to pass five GCSEs including maths and English compared to their peers. Researchers warn of a “double hit” to their educational prospects as Covid-19 disrupted learning and affected mental health. <i>(The National Centre for Social Research 2021)</i> . Our LSU offers intensive therapeutic support and was part of an ‘outstanding’ OFSTED judgement for personal development and welfare in 2018.	1,2,3,5,6,7

Total budgeted cost: £ 599 204

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

1. Improved progress at GCSE in maths and English

Based on Teacher-assessed grades, our estimated Progress 8 score is -0.09, better than the last 4 years, and our overall VA score is 0 against projected National Average grades. English estimated P8 is +0.16 and maths is -0.36, an improvement of +0.2 from the previous year.

2. Attendance of Pupil Premium Students

Hard to assess because of Covid-19. Total 93% attendance, PP 90%

3. Progress of higher tier students

Higher tier progress has improved to 0 in 2020 and 2021 (-0.7 in 2019)

4. Progress of students with SEND and at TOFFS (Tallis Offers a Fresh Start (Sutcliffe Park))

SEN K progress in 2021 was -0.4, an improvement of +0.6 from 2020

5. Completion of Independent Learning

The average independent learning grade for the whole school was 1.8 ('Good'). It was 2.1 (not quite 'good') for PP students. In 2020 the equivalent score was 2.0 for all students, and 2.2 for PP students.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NTP	<i>Fleet Tutors</i>
Motivation and engagement (20 PP students in y9 and 10)	<i>Positively Mad</i>
Y11 examination preparation	<i>Action Jackson</i>
Core subjects online revision	<i>Tassomai</i>
All GCSE online revision	<i>GCSE Pod</i>
University aspiration	<i>Uniconnect</i>

We did not receive Service Pupil Premium funding.

Carolyn Roberts

Gavin Williamson

Headteacher

Pupil Premium Governor

19.10.21