

# Pupil Premium Report 2013/14 and Action Plan 2014/15

## Overview of Pupil Premium

Pupil Premium funding is additional funding allocated to publicly funded schools by the Government. For each student on roll who has received Free School Meals at any point in the last six years, schools receive an additional £935 of funding. There is also additional funding available for students who have been in the care of the Local Authority, or are children of Service Personnel. The aim of this funding is to address the national disparity in attainment and progress of Pupil Premium students compared to their non-Pupil Premium peers.

## Impact of Pupil Premium Funding 2013/14

The gap between the attainment and progress of Pupil Premium students and non-Pupil Premium students at Thomas Tallis has decreased or remained the same for all of the main Key Stage 4 measures in 2014.

The percentage of Pupil Premium students making at least expected progress in GCSE English at Thomas Tallis in 2014 is greater than the percentage of non-Pupil Premium students making at least expected progress in GCSE English nationally in 2013 (2014 figures are yet to be published.)

The outcomes for all students at Thomas Tallis in GCSE Mathematics in 2014 have worsened, which has had a substantial impact on the percentage of students leaving with at least 5 GCSEs at grades A\*-C including English and Maths. This has affected Pupil Premium and non-Pupil Premium students equally, with the gap between the cohorts decreasing for attainment and progress in Maths, as well as for the percentage of students leaving with at least 5 GCSEs at grades A\*-C including English and Maths.

It is absolutely vital that we see an improvement in the outcomes in GCSE Mathematics for both Pupil Premium and non-Pupil Premium students and, as such, this will form the focus of much of the intervention and support implemented in 2014/15.

## Pupil Premium Student Profile and Allocation

Pupil Premium Student Profile	2013/14			2014/15		
	No. on Roll	PP on Roll	PP %	No. on Roll	PP on Roll	PP %
Year 7	267	124	46.4	270	123	45.6
Year 8	266	135	50.8	265	122	46.0
Year 9	241	110	45.6	268	133	49.6
Year 10	232	114	49.1	235	109	46.4
Year 11	230	92	40.0	224	106	47.3
<b>Whole School</b>	<b>1236</b>	<b>575</b>	<b>46.5</b>	<b>1262</b>	<b>593</b>	<b>47.0</b>

Allocation and Budget	
Amount Allocated 2012/13	£344,571
Amount Allocated 2013/14	£513,900
Amount Allocated 2014/15	£534,873

## Breakdown of Pupil Premium Spend 2013-14

Actions, Strategies and Interventions 2013-14	
Item	Cost/Resource Allocation
<b>Academic Support</b>	
<b>Curriculum Support for Core subjects at Key Stage 3 and Key Stage 4:</b> Additional classes are provided in English, Maths, Science, Humanities and MFL at Key Stage 3, and English, Maths, Science and RE at Key Stage 4, to support the weakest students and allow smaller class sizes for all students.	£117,000
<b>Key Stage 4 Alternative Curriculum:</b> We have continued the development of the alternative curriculum at Key Stage 4, providing some of our weakest students with qualifications which focus on both academic success and key skills. These are taught in small groups, and ensure that all of our young people leave school with a suite of high quality qualifications alongside the Core.	£30,000
<b>Literacy and Reading Boosters:</b> We have appointed a new Language and Literacy coordinator to drive literacy across the curriculum, and implemented reading schemes in KS3 and KS4 to boost students' basic reading skills. This has included the use of leading learners (peer mentors) and early morning readers specifically targeting Pupil Premium students.	£9,800
<b>Enhanced Curriculum delivered through the Learning Support Unit (LSU):</b> The LSU provides a tailored curriculum for students in danger of exclusion or whose attendance is extremely low. We also employ a full-time member of staff to work with students in small groups to improve their English and Maths – this is specifically targeted towards Pupil Premium students.	£98,000*
<b>Small Group Tuition:</b> We have made extensive use of subject specialists in Core subjects to provide underperforming students across Key Stage 3 and Key Stage 4 with intensive, focussed extra tuition in small groups.	£31,281
<b>Saturday and School Holiday Sessions:</b> Teachers and members of Support Staff ran extra study sessions during school holidays, and on Saturdays during term-time.	£29,924
<b>Off-site provision for key students:</b> We make use of off-site provision to engage and train students who are classed as being in danger of NEET at the age of 17 or 18.	£32,220
<b>EAL Coordinator:</b> We have appointed an EAL coordinator and two staff members allowing 20 intervention hours per week for literacy support for EAL students.	£27,000
<b>Pastoral Care</b>	
<b>Counselling service for students:</b> Focussed on one to one support addressing emotional barriers to learning.	£31,000*
<b>Internal Exclusion Room (IER) staffed full-time by pastoral support workers:</b> Students demonstrating unacceptable behaviour may be placed in the IER for a period of time instead of attending their normal lessons. They are given work to complete, and receive advice and support from a full-time member of the Pastoral Support team.	£16,275
<b>Pastoral Support from the LSU for Vulnerable Students:</b> As well as delivering an enhanced curriculum, the LSU also offers advice and support to parents, students and teachers in the areas of emotional, social and behaviour learning difficulties. If appropriate, students can also be guided towards Restorative Justice and Mediation to overcome the challenges they face. Individually tailored anger management sessions help students to manage their behaviour and learn coping skills.	£30,700*
<b>More Consultancy Time from an Educational Psychologist:</b> Purchased to supplement the support available to the school to provide for the needs of students facing more challenging circumstances.	£5,500

**Actions, Strategies and Interventions 2013-14**

Item	Cost/Resource Allocation
<b>Wider Initiatives to Improve the Overall Wellbeing of Students in the Pupil Premium Cohort</b>	
<b>Hardship Fund:</b> The costs of school equipment, trips and uniform are subsidised or paid in full for students from vulnerable families.	£10,000
<b>Speech and Language Therapy:</b> Specialist input to support improved communication skills	£10,000
<b>Residential Immersions:</b> We have conducted residential trips to various external centres	£7,200
<b>Secondary Talk:</b> This is a new project which we are continuing to develop. It is an evidence-based practical programme supporting young people to develop essential communication skills. The training of staff has been undertaken and planning has taken place to ensure success and whole school literacy across the curriculum strategy.	£8,000
<b>Creative Learning Development Fund:</b> This supports a focus on the achievement of disadvantaged students, to raise standards of achievement and the quality of teaching to promote and support innovation, creativity and cultural entitlement.	£20,000*
* Represents the contribution from the PP funding for this item, not the full cost of the item.	

## Outcomes for Pupil Premium Students 2013/14

### Key Stage 2 to 4 Transition Matrices - English and Maths - 2014 Results

KS2	KS4 Result									
	U	G	F	E	D	C	B	A	A+	Total
5B							1%			1%
5C					1%	1%	6%	7%		16%
4A					1%	4%	6%	4%		16%
4B				1%		7%	4%			13%
4C			2%	1%	3%	6%	2%	1%		16%
3A					3%	4%				7%
3B			1%	4%	3%	1%				10%
3C					1%					1%
2A			1%	1%	1%					3%
B			4%	3%	1%	1%				10%
N			1%	2%		1%				4%
2B					1%					1%
0			1%	1%						2%
<b>Total</b>			<b>11%</b>	<b>15%</b>	<b>15%</b>	<b>27%</b>	<b>19%</b>	<b>14%</b>		

KS2	KS4 Result									
	U	G	F	E	D	C	B	A	A+	Total
5A							1%		1%	2%
5B						5%	1%	4%	1%	12%
5C					1%	5%	1%	3%		11%
4A				1%	4%	3%	2%	1%		12%
4B		1%		1%	7%	4%	3%	1%		18%
4C	1%			2%	2%	10%				15%
3A			3%		2%	1%				4%
3B	1%	1%		1%	2%					5%
3C		2%	1%		1%					4%
2A	1%			1%	1%					3%
B	2%	2%	1%	2%						7%
N	3%			1%						4%
0					2%					2%
<b>Total</b>	<b>9%</b>	<b>6%</b>	<b>5%</b>	<b>10%</b>	<b>21%</b>	<b>29%</b>	<b>9%</b>	<b>10%</b>	<b>2%</b>	

KS2	KS4 Result									
	U	G	F	E	D	C	B	A	A+	Total
5B							1%	2%	2%	5%
5C						4%	14%	5%		24%
4A						11%	9%	1%		21%
4B					1%	10%	8%			19%
4C				1%	3%	9%	1%			14%
3A					1%	1%				2%
3B		1%		1%	1%	1%	1%			4%
3C	1%		1%		1%	1%				3%
2A										
B			2%	1%	1%					4%
N			1%							1%
2B										
0						2%	1%	1%		4%
<b>Total</b>	<b>1%</b>	<b>1%</b>	<b>4%</b>	<b>3%</b>	<b>7%</b>	<b>39%</b>	<b>35%</b>	<b>9%</b>	<b>2%</b>	

KS2	KS4 Result									
	U	G	F	E	D	C	B	A	A+	Total
5A						1%	1%			2%
5B						4%	4%	2%	1%	11%
5C					1%	5%	13%	1%		19%
4A					3%	14%	2%			19%
4B			1%	1%	6%	6%	2%			16%
4C	1%		1%	1%	6%	2%				12%
3A	1%		1%	1%	1%	1%				6%
3B	1%			1%	2%					4%
3C		1%								1%
2A			1%							1%
B	1%	1%								2%
N		1%			1%					1%
0	1%						1%	1%		4%
<b>Total</b>	<b>4%</b>	<b>2%</b>	<b>4%</b>	<b>6%</b>	<b>21%</b>	<b>34%</b>	<b>24%</b>	<b>4%</b>	<b>1%</b>	

### Closing the "In-School" Gaps: Thomas Tallis Key Stage 4 Results Summary

Measure	Cohort	2011	2012	2013	2014*
Percentage of Students Achieving at Least 5 GCSEs at Grades A*-C Including English and Maths	All	63	66	66	53
	PP	56	56	55	44
	Non-PP	68	74	73	60
	Gap	-12	-18	-18	-16
Percentage of Students Making Expected Progress in English	All	81	83	83	81
	PP	79	72	76	76
	Non-PP	82	90	89	84
	Gap	-3	-18	-13	-8
Percentage of Students Making Better than Expected Progress in English	All	34	43	35	36
	PP	33	31	30	38
	Non-PP	34	43	39	35
	Gap	-1	-12	-9	+3
Percentage of Students Making Expected Progress in Maths	All	63	75	74	53
	PP	53	66	69	48
	Non-PP	69	82	78	56
	Gap	-16	-16	-9	-8
Percentage of Students Making Better than Expected Progress in Maths	All	30	40	35	15
	PP	33	33	23	20
	Non-PP	30	40	43	11
	Gap	+3	-7	-20	+9
Percentage of Students Achieving the English Bacculaureate	All			18	20
	PP			10	19
	Non-PP			23	21
	Gap			-13	-2
Average Points Score in English	All	-	40.2	41.1	40.3
	PP	-	37.8	38.6	38.2
	Non-PP	-	41.9	42.9	41.7
	Gap		-4.1	-4.3	-3.5
Average Points Score in Maths	All	-	39.6	39.6	35.8
	PP	-	37.3	37.5	33.7
	Non-PP	-	41.2	41	37.3
	Gap		-3.9	-3.5	-3.6

\* From September 2013, only a student's first entry to a qualification is counted, rather than their best of multiple entries

### Analysis of Key Stage 4 Outcomes for Pupil Premium Students

**The gap between the attainment and progress of Pupil Premium students and non-Pupil Premium students at Thomas Tallis School has either decreased or remained the same for all main Key Stage 4 measures in 2014**

#### Positive Areas

**Pupil Premium Student Progress in English:** The percentage of Pupil Premium students making expected progress in English is, once again, very strong, and is likely to be close to or greater than the national figure for non-Pupil Premium students. The percentage of Pupil Premium students making better than expected progress in English has increased.

**EBACC:** The percentage of Pupil Premium students achieving the English Bacculaureate is exceptionally high (19% of the PP cohort compared to the national figure of 9.8% in 2013) which reflects our commitment to ensuring that all of our students have access to a broad and high quality curriculum.

#### Areas for Further Attention

**Student Attainment and Progress in Maths:** Although the attainment and progress gaps between Pupil Premium and non-Pupil Premium students have either decreased or stayed the same, the outcomes for all students in GCSE Maths have dropped dramatically. This has also caused a drop in the percentage of students achieving 5 or more GCSEs at grade A\*-C including English and Maths. It is vital that this is rectified in 2015.

When interpreting the above tables of results, it is important to note that the Year 11 cohort in 2013/14 had significantly lower levels of prior attainment at Key Stage 2 than previous Year 11 cohorts. We would, therefore, expect to see a dip in attainment measures and (to a lesser extent) the threshold progress measures of "expected progress" and "better than expected progress."

## Confirmed Additional Strategies 2014/15

### Additional Actions, Strategies and Interventions 2014-15 - Cost TBC

#### Item

#### Academic Support

**Additional Curriculum Support for Core subjects at Key Stage 3 and Key Stage 4:** Due to the increased student numbers in Key Stage 3, an additional Key Stage 3 Inclusion teacher has been appointed.

**Appointment of Additional Deputy Curriculum Leaders in Maths and Science:** We have appointed an extra Deputy Curriculum Leader with responsibility for Key Stage 4 in both Maths and Science, in an effort to improve Key Stage 4 outcomes for students in those subjects.

**Enhanced Curriculum delivered through the Learning Support Unit (LSU):** This year, in addition to the curriculum support already delivered by the LSU, we will be working with the external agency, StreetVibes Academy, which provides education, training and support to young people who face challenges in mainstream education. StreetVibes works with a more personalised, vocational curriculum, small class sizes and provides high levels of additional teaching support.

#### Pastoral Care

**Extra Pastoral Support Staff:** We have appointed two new key, full-time members of the pastoral support team to enhance responses to student behaviour, and to improve attendance.

**Secondary Talk:** The Maths faculty have been implementing "Talk" from September 2014, and will be making use of the "Planned Use of Talk," in lessons.

**Discover Me:** An external agency intervention to build confidence, self-esteem and empower vulnerable students.

**Clinical Psychologist:** Due to the delays of entry into tier 3 CAMHS (Childhood and Adolescent Mental Health Services) and lack of engagement from students, we are trialling tier 3 CAMHS internally to evaluate engagement, progress and efficiency for mental health.

#### Wider Initiatives to Improve the Overall Wellbeing of Students in the Pupil Premium Cohort

**Peripatetic Music Lessons in Key Stage 3:** Every Pupil Premium student in Key Stage 3 will be given the opportunity to have peripatetic Music lessons, funded by the School.

**Family therapy:** Offers treatment for those young people where family factors are a significant cause of their emotional and behaviour difficulties.