

# Pupil Premium Report 2014/15 and Action Plan 2015/16

## 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.

For students to 'Understand the World and Change it for the Better' they need to be involved with, and influential within society. To achieve this there are two prerequisites, qualification and character.

Our strategy for ensuring disadvantaged students are enabled to compete on equal terms when they leave us is divided into two mutually supporting strands, Raising Attainment and Developing Character.

## Impact of Pupil Premium Funding 2015/2016

The PP gap has already begun to develop for students arriving at secondary school so addressing it begins with outreach work to primary schools and transitional initiatives such as summer schools, mentoring and school visits.

KS3 progress is measured against KS2 attainment in English and Maths and there is currently a 3% gap between the number of PP students making expected progress and non PP students across year 7. This is supported by the inclusion and intervention work (such as the summer school) undertaken in year seven.

KS4 progress is measured as the number of students achieving 5 A\*-C grades at GCSE. The gap between PP and Non PP students widened in 2015 with Maths results having a significant impact on the number of students achieving this measure.

Predictions suggest the gap will be closed by 8% with the 2016 results and further reduce in 2017 as a result of both pastoral and teaching and learning strategies put in place by the school and supported by the PP funding.

## Pupil Premium Student Profile and Allocation

Pupil Premium Student Profile	2013/14			2014/15			2015/2016		
	No. on Roll	PP on Roll	PP %	No. on Roll	PP on Roll	PP %	No. on Roll	PP on Roll	PP %
Year 7	267	124	46.4	270	123	45.6	296	126	42.6
Year 8	266	135	50.8	265	122	46.0	270	122	45.2
Year 9	241	110	45.6	268	133	49.6	272	117	43.0
Year 10	232	114	49.1	235	109	46.4	268	124	46.3
Year 11	230	92	40.0	224	106	47.3	237	99	41.8
Whole School	1236	575	46.5	1262	593	47.0	1343	588	43.8

Allocation and Budget	
Amount Allocated 2012/13	£344,571
Amount Allocated 2013/14	£513,900
Amount Allocated 2014/15	£534,873
Amount Allocated 2015/16	£560,198 514,456
Breakdown of Pupil Premium Spend 2013-14	

Actions, Strategies and Interventions 2015-16	
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.	£30,000
<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.	£55,400
<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>Parental Engagement Strategy:</b> A designated member of staff is undertaking work to engage hard to reach parents and support them with parenting sessions.	£3,300
<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	£30,700*

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.	
<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 2015-16	
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>Pupil Premium Fund:</b> This fund is accessible to ensure that student from PP backgrounds develop cultural capital through such activities as music tuition and outdoor activities. It has also been utilised to provide opportunities for online tutoring to students.	£5,000
<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 2014/15

### Key Stage 2 to 4 Transition Matrices - English and Maths - 2015 Results

Transition Matrix - KS2 to KS4 English - 105 PP Students										
	KS4 RESULT									
KS2	U	G	F	E	D	C	B	A	A+	Tot
5A								1%		1%
5B					2%	1%	3%	2%		8%
5C					1%	3%	5%			9%
4A					2%	2%	2%	2%		8%
4B		1%		1%	7%	12%	4%			25%
4C				3%	11%	4%	1%			19%
3A				2%	2%	3%				7%
3B				4%	1%	2%				7%
3C			1%			1%				2%
2		1%		1%	1%					3%
N					1%					1%
B		1%	4%	1%	1%					7%
				2%	1%					3%
Tot		3%	5%	13%	30%	28%	14%	5%		

Transition Matrix - KS2 to KS4 Maths - 105 PP Students										
	KS4 RESULT									
KS2	U	G	F	E	D	C	B	A	A+	Tot
5A						1%	1%	2%		4%
5B				1%	1%	3%		3%		8%
5C				1%	1%	3%	2%	1%		8%
4A					4%	7%	3%	1%		14%
4B	1%	2%	1%	1%	9%	2%	3%	1%		19%
4C	2%	1%	1%	5%	7%	3%	1%			19%
3A					2%					2%
3B	1%	1%	1%	4%	2%					9%
3C		3%		1%	2%					6%
2	1%	2%								3%
N										
B		4%								4%
	1%	1%			1%					3%
Tot	6%	13%	3%	12%	28%	18%	10%	8%		

Transition Matrix - KS2 to KS4 English - 117 Non-PP Students										
	KS4 RESULT									
KS2	U	G	F	E	D	C	B	A	A+	Tot
5A							1%	1%	2%	3%
5B					1%		3%	7%	1%	11%
5C					1%	8%	8%	5%	1%	22%
4A					2%	6%	9%	1%		17%
4B			1%		2%	8%	3%	2%		15%
4C			1%	1%	4%	9%	3%			17%
3A					1%	1%				2%
3B					3%					3%
3C					1%	1%				2%
2										
N										
B										
				1%	2%	1%	1%			4%
Tot			2%	2%	16%	32%	26%	15%	3%	

Transition Matrix - KS2 to KS4 Maths - 117 Non-PP Students										
	KS4 RESULT									
KS2	U	G	F	E	D	C	B	A	A+	Tot
5A						1%	6%	1%	5%	13%
5B						3%	5%	4%	1%	13%
5C				1%	2%	5%	4%	2%		14%
4A					3%	7%	6%	2%		18%
4B				1%	4%	9%				15%
4C	1%	1%		4%	3%	4%	1%			14%
3A		2%	2%		1%					4%
3B		1%	1%							2%
3C	1%									1%
2										
N										
B		1%	1%							2%
	2%			1%		2%			1%	5%
Tot	3%	4%	3%	7%	13%	31%	22%	9%	7%	

Closing the "In-School" Gaps: Thomas Tallis Key Stage 4 Results Summary						
Measure	Cohort	2011	2012	2013	2014*	2015
Percentage of Students Achieving at Least 5 GCSEs at Grades A*-C Including English and Maths	All	63	66	66	53	48.2
	PP	56	56	55	44	30
	Non-PP	68	74	73	60	65.0
	Gap	-12	-18	-18	-16	-35
Percentage of Students Making Expected Progress in English	All	81	83	83	81	67
	PP	79	72	76	76	54
	Non-PP	82	90	89	84	80
	Gap	-3	-18	-13	-8	-26
Percentage of Students Making Better than Expected Progress in English	All	34	43	35	36	50
	PP	33	31	30	38	21
	Non-PP	34	43	39	35	39
	Gap	-1	-12	-9	+3	-19
Percentage of Students Making Expected Progress in Maths	All	63	75	74	53	50
	PP	53	66	69	48	36
	Non-PP	69	82	78	56	62
	Gap	-16	-16	-9	-8	-26
Percentage of Students Making Better than Expected Progress in Maths	All	30	40	35	15	20
	PP	33	33	23	20	15
	Non-PP	30	40	43	11	24
	Gap	+3	-7	-20	+9	-9
Percentage of Students Achieving the English Baccalaureate	All			18	20	22
	PP			10	19	13
	Non-PP			23	21	29
	Gap			-13	-2	-16
Average Points Score in English	All	-	40.2	41.1	40.3	39.8
	PP	-	37.8	38.6	38.2	36.4

	Non-PP	-	41.9	42.9	41.7	40.3
	Gap		-4.1	-4.3	-3.5	-3.9
Average Points Score in Maths	All	-	39.6	39.6	35.8	35.9
	PP	-	37.3	37.5	33.7	32.2
	Non-PP	-	41.2	41	37.3	39.1
	Gap		-3.9	-3.5	-3.6	-6.9

\* 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 increased significantly in 2015. Predictions suggest this is an anomalous result in context of a generally steady trend.

#### Positive Areas

Pupil Premium Student Progress in many creative subjects is exceptional with nearly 50% of students in Art, music and photography Making 4 levels of progress. Biology Chemistry and Physics demonstrate 4 or more levels of progress for more than 50% of students.

Year 7 progress. The pupil premium cohort in year seven has a much smaller gap at only 3% which demonstrates the impact of early intervention and support which will provide long term progress to addressing the PP gap.

**EBACC:** The percentage of Pupil Premium students achieving the English Baccalaureate is above the national average high (13% 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:

The attainment and progress of students in Maths needs to improve. With only 36 % of pupil premium students making expected progress there is a significant gap in outcomes which are to be implemented across a range of year groups.

##### Pupil Premium Student Progress in English:

The change in grade boundaries for students studying the IGCSE had a significant impact on the PP cohort which only 54% of students made 3 levels of progress compared with previous years where the department has performed extremely well.

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 2015-16 - Cost TBC

#### Item

#### Academic Support

**Outreach work:** An intensification of outreach work driven forward by the Numeracy and Literacy coordinators alongside a team of primary school liaison staff enables a better understanding of how to support a smooth transition and this involves the early identification of PP students to inform this support.

**Online learning support and tutoring:** This is delivered through an online tutoring platform and a program called GCSE Pod which provides AV revision segments via mobile devices and tablets.

**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 Creative Curriculum:** This is a program which aims to boost literacy and numeracy for PP students identified by their CATS performance. Art and Design provide a framework for the learning.

#### Pastoral Care

**Enhancement of Rewards System:** This aims to further support positive behaviour trends and attendance across all

cohorts.
<b>TootToot:</b> this is an online system for students to report any issues which they may be having at home or school as a way to provide additional pathway to support safeguarding of our most vulnerable students.
<b>Discover Me:</b> An external agency intervention to build confidence, self-esteem and empower vulnerable students.
<b>Clinical Psychologist:</b> 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.
<b>Wider Initiatives to Improve the Overall Wellbeing of Students in the Pupil Premium Cohort</b>
<b>Peripatetic Music Lessons in Key Stage 3:</b> Every Pupil Premium student in Key Stage 3 will be given the opportunity to have peripatetic Music lessons, funded by the School.
<b>Franklin Scholars:</b> This program aims to support and nurture students through effective peer to peer mentoring.
<b>Outdoor Learning Initiative:</b> A program of Outdoor learning developed for the students in KS3 ensuring that those from disadvantaged backgrounds have the ability develop resilience and character through outdoor pursuits.
<b>Family therapy:</b> Offers treatment for those young people where family factors are a significant cause of their emotional and behaviour difficulties.