

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	Thomas Tallis School				
Academic Year	2017	Total PP budget	£535,000	Date of most recent PP Review	09/2017
Total number of pupils	1353	Number of pupils eligible for PP	593	Date for next internal review of this strategy	04/2017
2. Current attainment					
			Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)	
% achieving 5A* - C incl. EM (2015-16 only)			45%	66% (64.7%)	
% achieving expected progress in English / maths (2015-16 only)			65.9%/44.4%	78.2%/72.5% (75.8% /73.4%)	
Progress 8 score average			-0.06	0.09 (0.12)	
Attainment 8 score average			4.4	5.3 (52)	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Progress of students in mathematics across KS3&4 is significantly further behind English (28.1% gap)				
B.	Engagement of Pupil Premium students with intervention sessions and home learning is lower especially amongst the WBRI cohort				
C.	Fixed Term Exclusions are 7% higher amongst the Pupil Premium cohort				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					
D.	A disproportionate number of students who have persistently low attendance are from the Pupil Premium Cohort				
4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>				Success criteria	
A.	Improved progress to be made by Pupil Premium students in maths.			Gap to be reduced from 28.1%.	
B.	Reduce persistent absence amongst the pupil premium cohort. Improve attendance of the Pupil premium cohort.			A 50% reduction in PA in the PP cohort. Increase from 93% to 95% attendance for PP.	
C.	Reduce the number of Pupil Premium students receiving fixed term exclusions.			A reduction towards the national average of 4%.	

D.	Improvement in aspiration and reduction of progress inhibiting behaviours amongst the Pupil Premium cohort.	Positive trends in behaviour and achievement.
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5. Planned expenditure					
Academic year		2016-2017			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Reduction of the gap demonstrated at KS4 in English from 12.3%	Maintaining additional DCL for English, literacy coordinator and additional staffing such as English specific cover supervisors and LSA’s Additional teaching hours for KS3 English and maths have been provided.	The ability of staff to provide personalised learning which can target individuals effectively is one of the core strategies supported by Ofsted, nfer and the Sutton Trust. The quality of teaching and learning is improved with greater retention, shared best practice and an effective work life balance and high quality teaching disproportionately benefits disadvantaged students.	The schools internal RAP procedure alongside performance management targets and reviews through PLL meetings	DH curriculum Head of English, DCLs	January 2017 Reviewing mock data.
Reduction of the gap demonstrated at KS4 in Maths from 28.1%	1) Whole school action research group has 2 members of the maths department who will be looking specifically at engagement of PP students 2) Maintaining additional DCL for maths, numeracy coordinator and additional staffing such as maths specific cover supervisors and LSA’s 3) An additional hour of mathematics has been put in to the Year 10 & 11 curriculum. 4) The introduction of a mastery curriculum and work with other schools on curriculum development.	1) Engagement of students covers barriers impacting on progress both internally and externally and will develop strategies that can be shared amongst the maths department. The introduction of a mastery curriculum and work with other schools on curriculum development. 2) The ability of staff to provide personalised learning which can target individuals effectively is one of the core strategies supported by Ofsted, nfer and the Sutton Trust. The quality of teaching and learning is improved with greater retention, shared best practice and an effective work life balance and high quality teaching disproportionately benefits disadvantaged students. 3) Additional hours of subject specialist maths teaching have been provided from KS3 to KS4 to give students greater learning opportunities and better feedback	Peer review of research projects The schools internal RAP procedure alongside performance management targets and reviews through PLL meetings	DH curriculum Head of Maths, DCLs AH community and engagement	January 2017 Reviewing mock data.

Develop whole school teaching and learning	1) Providing staff with opportunities for effective CPD 2) Developing peer to peer exchanges and collaborative research opportunities for staff. 3) Maintaining the action research program as an integral aspect of our performance management programme. 4) Whole school work on developing feedback such as assessment stickers and targets.	The Ofsted report on the Pupil Premium identified high quality teaching and learning to be the key driver in closing the gap between PP and non PP students. This is based on Dunford's research which demonstrated that high quality teaching and learning disproportionately benefits students from disadvantaged backgrounds.	Review of courses Distribution of course material amongst faculties Peer review of Action Research projects	AHT T&L DHT Curriculum	July 2017
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Total budgeted cost £ 112,000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved KS4 progress amongst low ability students in Maths	Targeted work with the Year 11 low ability PP cohort in maths through parental engagement and personalised learning strategies.	Parental involvement represents a three month gain according to the EEF. There is evidence of underperformance in low ability maths classes as a result of low aspiration. Strong staff will be leading on the initiative and teaching the groups as a result.	Reviews of student data and staff evaluation.	AHT Data	January and Year 11 parent carers evening
Improved KS4 progress of Underperforming groups within the PP cohort (WBRI Boys/MAL)	Targeted Mentoring of WBRI PP Boys in Year 11 Whole School RAP process identifying groups and prescribing support. AST with role for MAL with specific targets for PP cohort.	This is the group of PP students at highest risk of under achieving. Mentoring and individual instruction both hold value in student progress according the EEF Strategies to raise aspiration amongst students from the PP cohort who arrive as high ability band but fail to make good progress.	Student exit interviews. Data analysis of mock results and GCSEs.	AHT C&E HOY 11	January 2017 (review of mocks and student meetings)

Improvement of the Average progress 8 score for the PP cohort from -0.06 to 0.01	Weekend and holiday intervention sessions	One of the issues raised during student interviews of the Year 11 PP cohort was that they struggled to revise in their home environment. A course of maths clinics and English interventions will be delivered to students to support in their core subjects.	Tracking of attendance to intervention sessions using PARS system.	AHT C&E KS4 coordinator Maths	January 2017 August 2017
Improve parental and student engagement of our most challenging students with regards to behaviour and attendance.	The creation of a Family Liaison role to work directly with challenging families who are generally disaffected with school/society. This role will improve engagement and ensure that external and internal support is well coordinated.	Attendance and progress across the school is disproportionately affected by students with extreme persistent absence and/or catastrophic failure to make progress. This is especially true of students for whom the school decides alternative provision is the best option	Case study examples of students from the cohort. Measuring gains in attendance and progress of the specific cohort. Effective line management from AHT.	AHT Wellbeing DHT Inclusion FLO	July 2017
Total budgeted cost					£83,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Better parental engagement and tracking of progress inhibiting behaviour amongst the PP cohort	Implementation of PARS behaviour tracking system	A representative 5 month gain can be made through the effective use of home learning activities according to the EEF and there is evidence from in school behaviour tracking that PP students are more likely to not complete exercises set at home.	Monitoring of PARS behaviour reports	AHT C&E DHT Wellbeing HOYs	December 2016
Improve referral pathways to Tallis Therapy	Development of the Pastoral welfare team's links with specific year groups	Developing relationships and trust with both students and parent/carers is far more effective when there is a single point of contact so by ensuring time is available for PWT staff to know and understand students allows them to better identify and meet their needs.	Student surveys and the tracking of referrals.	PWT Lead, Head of LSU HOYs Inclusion officer	December 2017

Reduction of Fixed Term Exclusions of PP students	Creating a withdrawal room (separate to IER) requiring 2 additional staff in the Pastoral Welfare team	Students respond better to deferred sanctions which can be better explained once away from any aggravating factors. Having a calm space for students to be received to reflect whilst sanctions are explained means less loss of learning time and a better chance of maintaining good routine. This also adds another layer to the escalation procedure for sanctions which makes Internal exclusions, where students are still supervised and learning, a more effective sanction.	Monitoring of withdrawal room by senior staff. Reviews of behaviour logs.	PWT Lead AHT C&E DHT Inc	December 2016
Outdoor adventure learning	Students at KS3 & KS4 are targeted to engage with outdoor activities through residentials and the Duke of Edinburgh award program.	Evidence from the EEF suggests that the collaborative aspect of OAL can provide a representative 3 month gain in student progress. By targeting PP students with funding support for the program there should be an improved buy in to the school community and it adds to students' cultural capital.	Student feedback. Views of Heads of Year.	Head of PE AHT C&E	Reviewed from last year Re visit in April 2017
Developing the cultural Capital of PP students at Tallis	Increasing the hardship fund which can be accessed by staff to support PP students on cultural enrichment activities. Maintaining the Creative learning fund to support trips and school based cultural activities.	There was over £5000 of funding provided to directly support PP students from across year groups from GCSE PE to Year 7 primary school mentoring. Students and parent carers responded well to the support and it aligns with the schools ethos of education to understand the world and change it for the better.	Review of applications at the end of budgetary year.	AHT C&E All Staff	April 2017
Investment in Digital learning strategies	Maintaining whole school learning applications such as GCSE Pod, My Maths and the PiXL app.	There was significant use of online learning programs within Year 11 last year and when combined with whole school metacognitive approaches and revision strategies which are deployed students can make significant gains in progress.	Review of usage by the budget holder through analysing the usage numbers. (32,000 pods accessed last year)	DHT Curriculum CLs	April 2017
Total budgeted cost					£94,000

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Reduce incidence of high level negative behaviours	Enhancing provision of the Internal Exclusion Suite with the employment of 2 additional staff.	Reducing the number of Fixed Term Exclusions which were higher amongst the Pupil premium cohort.	The percentage of students receiving fixed term exclusions is reduced in comparison to 2015/2016 for the PP cohort diminishing the difference between the two cohorts and bringing it in line with the national average of 4%. This provision will be maintained.	£75000
Develop literacy across the school	Whole school literacy strategy (literacy coordinator and interventions)	There are significant developments in student literacy here at Tallis and beyond as a result of the work undertaken by the literacy coordinator. All students now read for at least one 20 minute session per week and the provision of books for this allows peer collaboration and mentoring opportunities. There are multiple interventions such as reading booster sessions and small group provision for the least able students.	This will be continued as it was a significant success. This can be reviewed in the Tallis Literacy report or through discussion with the literacy coordinator. This provision will be maintained.	£6000
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improve engagement, literacy and Numeracy within Year 7 aiding transition.	An Enhanced Arts Numeracy and Literacy curriculum was deployed with a specific Year 7 cohort identified as underperforming in literacy or numeracy based on CATs testing	For the bulk of the cohort good progress was made and the group out performed. Most students engaged well with the project and students developed strong relationships with staff to the benefit of the school community. This was based on the evidence from the EEF that Arts interventions can have significant gains for student progress. The evaluative report can be accessed through the CL for Visual Arts who lead the project.	As the time slot was taken from an additional PE hour our worst performing group within the PP cohort (WBRI boys) demonstrated a lesser degree of buy in to the project. As an arts intervention the project was beneficial to most of the cohort but without subject specialists the Literacy and Numeracy elements could be better delivered elsewhere. The additional hour will now be put into English and maths. This provision will not be maintained.	£500
Improved outcomes for the PP cohort in Year 11	Online maths tuition program aimed at supporting 24 PP students to move from a D prediction to a C grade at GCSE PetXI revision program for all students	Out of a cohort of 24 students exactly 50% did achieve their C Grade and 50% didn't. There was an impact on students who engaged with the project. However there were also additional provisions in place which these students were attending such as Saturday schools. Those who were particularly disaffected struggled to manage the program at all. The PetXI program showed significant gains.	The program helps certain student types which are generally those who are already making good progress. As a program this would need to be dovetailed into work on aspiration or mentoring if it is to be successful. Parts of this provision will be maintained.	£20,400
iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase access of PP cohort to cultural enrichment activities.	Pupil Premium and Hardship fund	This enabled 19 students to attend the outward bounds residential who had otherwise not been able to afford the trip which supported the community development of year groups alongside the individual benefits for PP students. The fund also supported numerous applications for supporting PP students on trips through curriculum areas.	This is a good method for ensuring students from less advantaged backgrounds develop cultural capital and staff are more aware of and better know how funds can be accessed. This provision will be maintained.	£5000

Enhanced Curriculum delivered through the Learning Support Unit (LSU):	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 has a whole school benefit as students receive a more personalised curriculum and have needs met which previously would have led to significant behaviour issues and a lack of progress in mainstream lessons.	We had a change of staffing and structure within the LSU as it was felt that there was not enough progress being made by the cohort placed within the unit. A significant increase in the role of counselling and a reduction in the numbers accessing the unit is now in place and we look forward to seeing improved progress of the cohort involved. This provision will be maintained.	£98,000
Off-site provision for key students:	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.	In extreme cases such as with school refusers alternative provision is put in place. This gives a significant improvement for issues such as attendance and reduces risk of exclusion.	The progress of students in alternative provision is often well below that of students whom we manage to keep in school until the end of KS4. We aim to keep better contact and monitoring of off-site provision through visits and paired work between the school and providers such as the links between Moatbridge and Tallis in key subject areas. This provision will be maintained and adapted.	£55,400
Small Group Tuition for subjects such as Geography and History and small class sizes in applied subjects such as Health and Social Care.	Extensive use of subject specialists to provide underperforming students across Key Stage 3 and Key Stage 4 with intensive focused extra tuition in small groups.	Lower ability students have performed well in these classes demonstrated by the high number who move from inclusion groups into mainstream over the three year period as intensive literacy support kicks in.	Budgetary cuts mean that this provision has been reduced at KS3 however inclusion provision at KS4 has been maintained as has a breadth of subjects such as Health and Social care which are in some cases more appropriate and engaging for students. This provision will be maintained at a reduced scale.	£31,281

<p>Improve attendance figure across the whole school to above 95% from 93.4%</p>	<p>Development of the Attendance Officer role.</p> <p>Increasing PWT capacity to ensure good follow up on attendance issues.</p>	<p>The schools attendance has now risen to the 95% target. Our schools attendance officer has played a significant role in this achievement by chasing up parents with unauthorised absences informing them of the consequences and informing the borough to support court action.</p> <p>The PP cohorts Attendance increased by 1.5% to 93.5% with the aim of further.</p>	<p>This strategy will be maintained and greater links developed with the PWT.</p> <p>The PP cohorts Attendance increased by 1.5% to 93.5% The aim will be to further improve this to 95% this year.</p> <p>This provision will be maintained</p>	<p>£28,000</p>
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7. Additional detail

Since the 2015/2016 Pupil Premium plan was written the pupil premium policy has been revised and informed by research undertaken by Ofsted (www.gov.uk/government/publications/the-pupil-premium-an-update), nfer (<https://www.nfer.ac.uk/publications/PUPP01>), EEF and the Sutton trust (<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>).

The suggested pathway to success identified by this body of work was to begin with addressing **behaviour**, **attendance** and the **quality of teaching and learning** which is where our main focus is here at Tallis. Successful schools have been identified as using fewer strategies and with teaching and learning to be lead by **metacognitive** and **collaborative** approaches which have been fully supported by our [Tallis Habits](#) and [Tallis Character](#).

Alongside these whole school strategies aimed at raising outcomes for all students is our policy and support which has been put in place to ensure high quality feedback is given based around research suggesting that this is one of the most effective ways to engender progress. All relevant policies can be found on our [policies and guidelines](#) webpage. The previous Pupil Premium reports can be found on our website on the [Pupil Premium page](#).

Progress from last year

5A*-C The Gap between PP and non PP students has decreased from 32% to 21%

Progress 8 The progress 8 score for disadvantaged students was -0.24 compared to an overall P8 score of -0.06 (0.18 gap)

- The Main goal of the PP plan was to reduce the attainment gap between PP and non PP students to bring it in line with the national average of 23% and this was achieved.

Predictions for this year

Non PP students are predicted to achieve 72% A*-C compared to 55% A*-C (EM Att8) demonstrating a 17% Attainment Gap this year according to current predictions as a comparative measure.

There is a 0.2 grade gap in progress from the national average between PP and non PP students.

