

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	Thomas Tallis School				
Academic Year	2017-2018	Total PP budget	£548,5100	Date of most recent PP Review	09/2017
Total number of pupils	1363	Number of pupils eligible for PP	586	Date for next internal review of this strategy	04/2018
2. Current attainment					
			Pupils eligible for PP ()	Pupils not eligible for PP (2016-2017)	
% achieving 5A* - C incl. EM (approximated from 1-9 for comparison)			44% (46%)	67% (66%)	
% achieving Better than national average P8 in English and Maths			34%/27% (53%/32%)	42%/33% (54%/51%)	
Progress 8 score average			-0.37 (-0.23)	-0.16 (+0.08)	
Attainment 8 score average			41.79	49.09	
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.	Literacy and Numeracy continue to be a barrier to students at KS4				
B.	Progress of more able learners needs to develop as PP students from the more able band (KS2 >lv4) had the largest performance gap when compared to national average				
C.	Lower uptake of Ebac subjects within the PP cohort				
D.	The fixed mindset of some PP students limits both aspiration and achievement.				
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
E.	Persistent Absence is at 20% for the PP cohort and Absence is 6.6%				
F.	A number of families have experianced significant social upheaval and are disengaged from education entirely.				

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 and English	The gap in the percentage of students meeting P8 national average for English and Maths to be reduced from 6% to 0% for Maths and to improve to be in line with the National average. The Gap in progress for English is to reduce from 8% to 0% and students are to achieve in line with the national average.
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 continued reduction from 12.2% 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.

5. Planned expenditure					
Academic year		2017-2018			
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?

<p>Reduction of the gap demonstrated at KS4 in English from 8% to 0% and achieve progress in line with the National Average.</p>	<p>There is a whole school literacy plan which is headed up by the <u>literacy coordinator</u> with a drive on reading for pleasure.</p> <p>Maintaining <u>DCL for English, literacy coordinator and additional staffing</u> such as English specific cover supervisors and LSA's Additional teaching hours for KS3 English and maths have been provided.</p> <p><u>Additional teaching hours</u> have been put into the curriculum for English in years 7,10 and 11.</p> <p><u>Improved access to the Library</u> and new Library team has made the environment more positive and will encourage reading.</p> <p><u>A Pupil Premium specific teaching group</u> has been set up with a strong member of staff to address under achievement demonstrated by the year 11 cohort in 2017</p> <p>The English Faculty plan identifies <u>strategies to support high ability students</u> in English.</p>	<p>Students who read for pleasure experience a significant advantage over students who don't as a result of improved literacy. According to the IOE Reading books more than once a week at age 16, and reading newspapers more than once a week at 16, the total is equivalent to a 14.4 percentage point advantage in vocabulary, 9.9 percentage points in maths, and 8.6 percentage points in spelling.</p> <p>The EEF suggests that successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities. This is emulated across the department and with specific literacy interventions in conjunction with the catch up funding.</p> <p>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.</p> <p>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.</p>	<p>Data analysis based on progress from KS2 reading tests, reading tests undertaken at KS3 and KS4 data.</p> <p>The schools internal RAP procedure alongside performance management targets and reviews through PLL meetings</p> <p>Walkabout drop ins for the library and measuring usage statistics.</p>	<p>DH curriculum Head of English, DCLs</p>	<p>January and September 2018 Reviewing mock data and GCSE results</p>
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<p>Improved progress to the national average P8 score for GCSE Maths</p>	<p>Maintaining <u>additional DCL for maths, numeracy coordinator and additional staffing</u> such as maths specific cover supervisors and LSA's</p> <p>An <u>additional hour of mathematics</u> has been put in to the Year 7 10 & 11 curriculum and will be maintained.</p> <p>The introduction of a <u>mastery curriculum</u> at KS3 will hopefully provide long term gains for students.</p> <p><u>Leadership support</u> for the Maths department will be put in place for the 2017-2018 academic year.</p> <p><u>Targeted tutoring</u> will be made available for some of the PP students in year 11 and 10.</p> <p><u>GLL assessments</u> for maths will enhance in year progress analysis for Pupil Premium students and inform effective intervention.</p>	<p>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.</p> <p>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.</p> <p>Additional hours of subject specialist Maths teaching have been provided from KS3 to KS4 to give students greater learning opportunities and better feedback</p>	<p>Data analysis based on progress from KS2/year 7 testing and KS4 data.</p> <p>The schools internal RAP procedure alongside performance management targets and reviews through PLL meetings</p> <p>Walkabout drop ins for the library and measuring usage statistics.</p>	<p>DH curriculum Head of Maths, DCLs AH community and engagement</p>	
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<p>Develop whole school teaching and learning</p>	<p>Whole school focus on academic writing delivered by AHT T&L</p> <p>A specific focus on evidence informed pedagogy with a focus on revision techniques for Disadvantaged students.</p> <p>Providing staff with opportunities for effective CPD.</p> <p>Developing peer to peer exchanges and <u>collaborative research opportunities</u> for staff.</p> <p>Maintaining the <u>action research program</u> as an integral aspect of our performance management program. There will be a PP specific working group.</p> <p>Whole school work on developing feedback such as assessment stickers and targets.</p>	<p>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 back grounds.</p>	<p>Review of courses</p> <p>Distribution of course material amongst faculties</p> <p>Peer review of Action Research projects</p>	<p>AHT T&L DHT Curriculum</p>	<p>July 2018</p>
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?

<p>Raise aspiration and support through staff-student and peer to peer mentoring</p>	<p>Employment of a <u>mentoring coordinator</u> to work directly with NCOP and Aim Higher and to feed this best practice with a funded cohort back into a wider cohort within the school.</p> <p><u>KS4 Raising standards Coordinator</u> has been appointed to focus on under achievement and ensure bespoke support is provided.</p>	<p>Although the EEF demonstrates only a low impact for mentoring strategies having gained external funding for the project this is well justified and will be reviewed as action research to ensure it is thoroughly analysed.</p>	<p>Action research review. PLL meetings Evaluation of student progress.</p>	<p>AHT C&E Director of Guidance Mentoring Lead</p>	<p>January 2018</p>
<p>Improved KS4 progress of Underperforming groups within the PP cohort (WBRI Boys/MAL)</p>	<p><u>Whole School RAP process</u> identifying groups and prescribing support and potentially curriculum adaptations for students at risk of not achieving in basics. This will be restructured in 2017 to incorporate a ‘team around the child approach.</p> <p><u>Year 11 Mentoring program</u> to be delivered by tutors with support from ELG this year.</p> <p><u>AST with role for MAL</u> has a specific target for PP cohort in the more able band and this is across year groups.</p>	<p>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</p> <p>Strategies to raise aspiration amongst students from the PP cohort who arrive as high ability band but fail to make good progress.</p>	<p>Student exit interviews. Data analysis of mock results and GCSEs.</p>	<p>LG Head of Mentoring HOY 11</p>	<p>January 2018 (review of mocks and student meetings)</p>

<p>Improvement of the Average progress 8 score for the PP cohort from -0.37 to 0.01</p>	<p>Weekend and holiday <u>intervention sessions</u></p>	<p>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.</p> <p>A refocussing of the intervention sessions to have a maximum number and it to be more representative</p>	<p>Tracking of attendance to intervention sessions using PARS system.</p>	<p>AHT C&E KS4 coordinator Maths</p>	<p>January 2017 August 2017</p>
<p>Improve parental and student engagement of our most challenging students with regards to behaviour and attendance.</p>	<p>The creation of a <u>Family Liaison role</u> to work directly with challenging families who are generally disaffected with school/society. This role improves engagement and ensure that external and internal support is well coordinated.</p>	<p>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</p>	<p>Case study examples of students from the cohort. Measuring gains in attendance and progress of the specific cohort. continued reduction in FTE's for the PP Cohort from 12.2% towards national average.</p>	<p>AHT Wellbieng DHT Inclusion FLO</p>	<p>July 2018</p>
<p>Develop parental numeracy and engagement</p>	<p>This project focused on basic numeracy and how to support students with home learning. It will be aimed at PP students who have been identified as underperforming according to cats testing.</p>	<p>The EEF demonstrates that parental engagement can have a moderate impact on student learning and the long term aspirational gains if students are targeted early could be of significant benefit.</p>	<p>Exit interviews Review of attendance Tracking of student progress.</p>	<p>Numeracy Coordinators AHT C&E</p>	<p>January 2018</p>
Total budgeted cost					£88,000
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?
Reduced absence amongst the pupil premium cohort	Attendance rewards prizes such as trips and visits, tutor group meals and certificates.	Rewards based on community building trips and visits which are communally rewarded as tutor groups. Last year when the strategy was implemented in response to declining attendance there was a significant upturn in the data.	Review of attendance progress Student voice feedback	DHT Inc	April 2018
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	Fortnightly PLLs with HoYs September 2018 July 2018
Improve referral pathways to Tallis Therapy	Development of the Pastoral welfare team's links with specific year groups and improve training on how to spot wellbeing issues and put in referrals to the Learning Support Unit . (suicide, Bulimia and conflict management were undertaken this year)	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 2018
Reduction of Fixed Term Exclusions of PP students	Maintaining a withdrawal room and Internal Exclusion room requiring 5 staff in the Pastoral Welfare team as direct support for the Heads of Year	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.	Report to Governors Inclusion Monitoring of withdrawal room by senior staff. Reviews of behaviour logs.	PWT Lead AHT C&E DHT Inc	September 2018

Outdoor adventure learning	Students at KS3 & KS4 are targeted to engage with outdoor activities through residential and the <u>Duke of Edinburgh award program.</u>	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 2018
Developing the cultural Capital of PP students at Tallis	Increasing the access to the <u>hardship fund</u> which can be accessed by staff to support PP students on cultural enrichment activities. Maintaining the <u>Creative learning fund</u> to support trips and school based cultural activities. Development of registration and analysis of student access to cultural aspects of school life through the use of Pars.	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 2018
Investment in Digital learning strategies	Maintaining whole school learning applications such as <u>GCSE Pod, My Maths and the PiXL app. Tassomai learning platform for science.</u>	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 2018
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	Lessons learned	Cost
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		success criteria? Include impact on pupils not eligible for PP, if appropriate.	(and whether you will continue with this approach)	
Reduction of the gap demonstrated at KS4 in English from 12.3%	Maintaining additional DCL for English, literacy coordinator (separate outcome below) and additional staffing such as English specific cover supervisors and LSA's Additional teaching hours for KS3 English and maths have been provided.	The Gap in English has widened significantly	PP students who may be less motivated to attend interventions suffered without the support of controlled assessment which is more instantaneous in it's gratification. Mixed ability groupings has worked well, however some of the PP cohort need more support and a smaller group size to ensure they don't fall through the gaps.	£45,000
Reduction of the gap demonstrated at KS4 in Maths from 28%	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.	GLL assessments of the first cohort through the mastery curriculum suggests 75% of the cohort would achieve 9-4 which shows progress for the curriculum. The Gap was reduced in Maths, However this is as a result of poorer performance of the non PP cohort as overall progress was worse.	Action research needs to be more specifically focussed on progress and targeting, the drive for quality teaching and learning which disproportionally benefits PP students who are moderately under achieving is well justified. However, we need to ensure that further support is given to those students who significantly under achieve in a more targeted manor. A new member of staff has taken the lead on KS4 intervention who is also a member of the year team and should deliver a more personalised program of support.	£49,000
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 program. 4) Whole school work on developing	Uptake of CPD was good and there were effective inter departmental and school to school support mechanisms put in place. Action research was undertaken by all staff and is available via the schools website.	The working group aspect of the Action Research Project had several staff deploying specific strategies to tackle under achievement within the PP cohort and these have informed practice for next year specifically with regards to alternative curriculums, parental engagement, and intervention. This provision will be maintained.	23,000

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.	£6,000
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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
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. This was delivered and evaluated as part of the staff members action research.	SF produced an action research project on this issue which can be viewed via the schools website. The findings were very positive of the approach towards parental impact based on in school AFL. Progress was demonstrated from the start of the year despite not meeting national average targets.	Direct contact with parents and carers significantly boosts student engagement within a subject. This work has influenced the structure for parents evening within year 11 and also the development of year group parental contact evenings in addition to the typical academic review parents evening.	CPD time

<p>Improved KS4 progress of Underperforming groups within the PP cohort (WBRI Boys/MAL)</p>	<p>Targeted Mentoring of WBRI PP Boys in Year 11 Whole School RAP process identifying groups and prescribing support. AST with role for MAL has a specific targets for PP cohort.</p>	<p>WBRI boys who were from the PP cohort did not close the gap as much as necessary.. There was a -0.18 grade gap between Non PP and PP Students against National Average. For students who arrived with KS2 data greater than Lv 5 +</p>	<p>More effective targeting and using staff who already have longstanding relationships with these students is needed for this to be a really effective strategy. This will feed into next years program when tutors will receive cover to allow them to use daily tutorial sessions to mentor their underperforming students from the PP cohort.</p>	<p>Time cost only as hours are absorbed by SLT</p>
<p>Improvement of the Average progress 8 score for the PP cohort from -0.06 to 0.01</p>	<p>Delivery of after school, weekend and holiday intervention sessions targeting PP students specifically.</p>	<p>Exit interviews of students highlighted some areas of weakness in intervention programs particularly in the Maths faculty. In English and science there was no reduction in the PP gap, however the interventions were more highly regarded by students. It is not possible to predict the losses avoided as a result of these interventions.</p>	<p>More effective tracking of attendance and engagement in these sessions is needed to ensure that more students make greater progress and uptake amongst the WBRI PP Boys cohort has better representation. AHT for engagement will monitor attendance registers for 2017-2018 cohort.</p>	<p>£32,000</p>
<p>Improve parental and student engagement of our most challenging students with regards to behaviour and attendance.</p>	<p>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.</p>	<p>Persistent absence Attendance and progress across the school is disproportionately affected by students with extreme persistent absence and/or catastrophic failure to make progress. The persistent absence of the PP cohort was 14.7 in 2016 and rose to 20.1% in 2017 which does not demonstrate the success of this strategy as the Family Liason only works with the most extreme cases. PA at <70% has decreased in 2017.</p>	<p>Maintaining an in school element for students who are at the stage of being placed in alternative provision and ensuring effective one to one tutoring enabled greater progress against a broader range of subjects and this will be maintained for 2017-2018. There were significant gains for the PP cohort</p>	<p>£34,000</p>

<p>Improved alternative provision for students at risk of exclusion.</p>	<p>In school support with additional individual tutoring for at risk students.</p>	<p>Students for whom the school decides alternative provision is the best option for their progress and that of others were delivered a new strategy in 2017. The new alternative provision for students at risk of exclusion has been successful with an average of 3.5 passes per student on the new school based alternative provision as opposed to 0 passes on average for those in external alternative provision.</p>	<p>Maintaining an in school element for students who are at the stage of being placed in alternative provision and ensuring effective one to one tutoring enabled greater progress against a broader range of subjects and this will be maintained for 2017-2018. There were significant gains for the PP cohort</p>	<p>£ 46,000</p>

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
<p>Better parental engagement and tracking of progress amongst the PP cohort</p>	<p>Implementation of PARS behaviour tracking system</p>	<p>There has been strong engagement with both staff and parent/carers. There have been a good reviews by staff and households and it has made the delivery of rewards and recognition much more widespread and effective.</p>	<p>Data for the use of Pars was skewed as a result of multiple logins being produced per household (both parents got a login) for 2017 we sent one login unless otherwise requested which has allowed for better data analysis. By September 20th 42% of Households had logged in and follow up has begun to engage more. Over 8000 reports had been logged by the 20th of September and all staff have utilised the reporting function.</p>	<p>£7,000</p>

<p>Maintain positive behaviour around the school</p> <p>Improve referral pathways to Tallis Therapy</p> <p>Reduction of Fixed Term Exclusions of PP students</p>	<p>Development of the Pastoral welfare team's links with specific year groups.</p> <p>Creating a withdrawal room (separate to IER) requiring 2 additional staff in the Pastoral Welfare team</p>	<p>The reduced number of fixed term exclusions and increased numbers of referral incidents compared with refusals demonstrated that there was an improved student response to the schools behaviour system.</p> <p>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.</p>	<p>Developing relationships and trust with both students and parent/carers has been far more effective with a single point of contact so by ensuring staff know and understand students allowed them to better identify and meet their needs.</p> <p>Whole school Fixed Term Exclusions reduced from 8.3 to 7.2 with students in receipt of free school meals experiencing a reduction from 12.7 to 12.2. This is a significant success considering the extremely high level of behavioural need experienced with the year 7 cohort of 2016 which has now settled.</p>	<p>£75,000</p>
<p>Outdoor adventure learning</p>	<p>Students at KS3 & KS4 are targeted to engage with outdoor activities through residentials and the Duke of Edinburgh award program.</p>	<p>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.</p>	<p>A new targeting strategy is to be implemented next year and subsidised places will be provided to ensure that the PP cohort is better represented on the DofE qualification.</p>	<p>£1800</p>

<p>Developing the cultural Capital of PP students at Tallis</p>	<p>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.</p>	<p>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.</p>	<p>The strategies have been successful for several years, as budgets have been reduced there is more pressure on using the funding effectively.</p>	<p>£30,000</p>
<p>Investment in Digital learning strategies</p>	<p>Maintaining whole school learning applications such as GCSE Pod, My Maths and the PiXL app.</p>	<p>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.</p>	<p>My Maths is fully incorporated within the Maths curriculum and is reinforced through the use of PARS as the main vehicle for home learning. GCSE Pod was used</p>	<p>£9,000</p>
<p>Off-site provision for key students:</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>£45,400</p>
<p>Enhanced Curriculum delivered through the Learning Support Unit (LSU):</p>	<p>The <u>Learning Support Unit</u> 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.</p>	<p>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. There has been improved attendance of those engaging with the LSU programs and more students Return to lessons following a program of sup</p>	<p>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.</p>	<p>£98,000</p>

<p>Develop literacy and maximise achievement for low ability students</p>	<p>Small Group Tuition for subjects such as Geography and History and small class sizes in applied subjects such as Health and Social Care. Maintaining vocational based courses to support the aspirations of students from all back grounds. Extensive use of subject specialists to provide underperforming students across Key Stage 4 with intensive focused extra tuition in small groups.</p>	<p>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. PP students who arrive with KS2 levels less than 4 have demonstrated the greatest progress compared to national average at 0.28 greater than Lv 4.</p>	<p>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.</p>	<p>£31,281</p>
<p>Improve attendance figure across the whole school to above 95% from 93.4%</p>	<p>Development of the Attendance Officer role. Increasing PWT capacity to ensure good follow up on attendance issues.</p>	<p>The schools attendance has been maintained at approximately 95%. 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. The PP cohorts Attendance has not increased as much as we had hoped for and is dragged down by the persistent absence rate at 20%.</p>	<p>This strategy will be maintained and has been enhanced by new attendance structures and rewards which have been developed across the school. The PP cohorts Attendance reduced slightly at 93.4% The aim will be to further improve this to 95% this year. 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 **behavior, 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 led 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

Progress 8

The gap for overall P8 scores for has reduced from -0.31 to 0.21 (PP -0.37 (P8) 40% on or above National Average) Non PP -0.16 (P8) with 43% on or above National Average for progress)

In English the gap is now -0.56 according to Progress 8 with PP students achieving – 0.76 compared with the national average

In Maths the gap is now 0.17 according to progress 8 with PP students achieving – 0.67 compared to the national average

This reduction in the overall progress gap between PP students and none PP students masks a significant underperformance of the PP cohort in this year group as a result of a weaker than normal progress across the cohort. There has been a significant widening of the PP gap in English with the most able being the poorest performing group.

