

## Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School					
Academic Year	2018/19	Total PP budget	£556,325	Date of most recent PP Review	10/2018
Total number of pupils	1365	Number of pupils eligible for PP	595	Date for next internal review of this strategy	04/2019

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.43	-0.09
Attainment 8 score average	4.01	4.76

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Progress in Mathematics is -0.62 (v -0.42) representing a significant barrier for progression for PP students at Tallis
B.	Progress of Pupil Premium students from the high ability band (KS2) is an issue with average P8 scores of - 0.66
C.	28% of the PP cohort are opting for the full EBacc compared to 38% of the NonPP cohort
Additional barriers ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
D.	Limited engagement of some parents from within the pupil premium cohort

4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )		Success criteria
A.	Improved progress to be made by Pupil Premium students in Maths and English	Progress in Mathematics improves from -0.62 to 0 or above. Progress in English improves from -0.43 to 0 or above
B.	Reduce persistent absence amongst the pupil premium cohort. Improve attendance of the Pupil premium cohort.	An improvement in overall attendance of the PP cohort from 93.9% to 95%. A reduction in Persistent absence of the PP Cohort from 16.6% to 13% (national average for all st)
<b>C.</b>	Improvement in progress scores for the Higher Ability Band PP cohort across all year groups	Year 11 Progress scores to improve from -0.66 to 0 or above floor; the HAB cohort and in year data

		predictions for other year 10 to be 0 or above. Student progress in years 7,8 &9 to be in line with expected progress.
<b>D.</b>	Reduce the impact of negative behaviours for the PP cohort.	Reducing Fixed Term Exclusions within the PP cohort from 7.5% to 5% bringing it more in line with the NonPP cohort. Reducing the number of PP students who are removed from lessons.

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2018-2019</b>			
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of teaching for all</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<ol style="list-style-type: none"> <li>1. Whole school focus on academic writing delivered by AHT T&amp;L</li> <li>2. A specific focus on evidence informed pedagogy with a focus on revision techniques for disadvantaged students.</li> <li>3. Whole school work on developing feedback such as assessment stickers and targets.</li> <li>4. Maintaining the <u>action research program</u> as an integral aspect of our performance management programme with PP specific working group.</li> <li>5. Developing peer to peer exchanges and <u>collaborative research opportunities</u> for staff working on PP.</li> <li>6. Providing staff with opportunities for effective CPD.</li> <li>7. Creation of a staff development for behaviour post to ensure good practice across all classrooms <u>and cover lessons</u>.</li> </ol>		<p>PP best practice identifies high quality teaching and learning as key to closing the gap, disproportionately benefitting students from disadvantaged backgrounds.</p> <p>Hence focus on staff development.</p> <p>The improvement and tailoring of learning and classroom experience to improve behaviour management, effective differentiation, academic writing stretch and challenge all help address factors beyond the classroom teachers' control and help disadvantaged students achieve. Classroom climate is particular focus of maths 2018-19</p> <p>EEF toolkit identifies feedback as powerful strategy for improving progress with representative 8 month benefit to student progress.</p> <p>Behaviour interventions generate a 3-month improvement for progress. New post supports staff in effective behaviour management alongside specific behaviour interventions</p>	<p>Review of courses attended with staff and cascading of best practice through inset</p> <p>Action Research projects peer reviewed, include impact. (2017-18 26 included disadvantage)</p> <p>Evaluation of behaviour post vs incidents in cover lessons 2017-18</p>	DHT Curriculum	Regularly through PLL structure and in September 2019 post-results analysis
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<p>8. Employment of a new Director of Maths on higher scale, bringing successful maths mastery leadership expertise</p> <p>a. The introduction of a <u>mastery curriculum</u> at KS3 will hopefully provide long term gains for students.</p> <p>b. Implementing mixed ability teaching and silent working practice in Mathematics.</p> <p>c. Maintaining <u>additional DCL for maths and additional staffing</u> such as maths specific cover supervisors and LSA's</p> <p>d. An <u>additional hour of mathematics</u> has been put in to the Year 7 10 &amp; 11 curriculum and will be maintained.</p> <p>e. <u>Leadership support</u> for the Maths department will be maintained.</p> <p>f. <u>Targeted tutoring</u> will be made available for some of the PP students in year 11 and 10.</p> <p>g. <u>GLL assessments</u> for maths will enhance in year progress analysis</p>		<p>The FFT evidence suggests that setting is not an effective strategy for improving student progress. It is specifically detrimental for students within the PP cohort as the gap has already opened by the time they arrive at secondary school and continues to do so.</p> <p>Setting removes aspirational elements of the school cohort and diminishes expectations for others. Engagement of students covers barriers impacting on progress both internally and externally and will develop strategies that can be shared amongst the maths department. This includes 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 staff 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 school's 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>SE (Director of Maths) DHT Curriculum DHT Achievement</p>	<p>January 2019 post Mock analysis</p> <p>Regularly through PLL structure and in September 2019 post results analysis</p>
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<p>9. Restructure of Eng dept staffing</p> <p>a. <u>Maintaining DCL for English, literacy coordinator and additional staffing</u> such as English specific cover supervisors and LSA's</p> <p>b. English Faculty plan identifies <u>strategies to support high ability students</u> in English.</p> <p>c. <u>Additional teaching hours</u> have been put into the curriculum for English in years 7,10 and 11.</p> <p>d. <u>PP specific trips</u> have been organised to ensure that students are inspired by the subject and have access to cultural capital</p> <p>e. <u>A y11 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>f. 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>g. <u>Improved access to the Library</u> and new Library team has made the environment more positive and will encourage reading.</p>		<p>As above.</p> <p>High quality teaching disproportionately benefits disadvantaged students. Quality of teaching and learning is improved with greater retention, shared best practice and an effective work-life balance.</p> <p>There is clear evidence that 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, gives a 14.4 percentage point advantage in vocabulary, 9.9 percentage points in maths, and 8.6 percentage points in spelling.</p> <p>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>Data analysis based on progress from KS2 reading tests, reading tests undertaken at KS3 and KS4 data.</p> <p>The school's 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>January 2019 post Mock analysis</p> <p>Regularly through PLL structure and in September 2019 post results analysis</p>
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10. Investment in Digital learning strategies	Investment in Digital learning strategies as part of a coordinated drive on independent	There was significant use of online learning programs within Year 11 last year. When combined with whole school metacognitive approaches and revision strategies, 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 Achievement	Regularly through PLL structure and in September 2019 post results analysis
11. Maintaining whole school learning applications such as <a href="#">GCSE Pod</a> , <a href="#">My Maths</a> and the <a href="#">PiXL app</a> . <a href="#">Tassomai learning platform for science</a> .					

**Total budgeted cost** £187,000

## ii. Targeted support

Action	Intended outcome	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>1. <a href="#">Whole School SPM process</a> with PP-specific focus (as well as other groups) This informs all group genesis identifying groups and prescribing support and potential curriculum adaptations for students at risk of not achieving. Restructured in 2017-18 to incorporate a 'team around the child' approach.</p> <p>2. <a href="#">KS4 Raising standards Coordinator</a> has been appointed to focus on under achievement and ensure bespoke support is provided.</p> <p>3. <a href="#">AST with role for MAL</a> has a specific target for PP cohort in the more able band and this is across year groups</p>	Improved KS4 progress of Underperforming groups within the PP cohort (WBRI Boys/MAL)	Early intervention from year 7 to year 11 ensures that no students fall through the gaps. The DfE clearly identifies in ' <a href="#">Supporting The Attainment of Disadvantaged Pupils</a> ' that a data driven response to attendance is key for addressing disadvantage. This is due to students from disadvantaged back grounds being more likely to encounter ACEs which can lead to disaffection or impeding progress. The SPM process alongside the Multi-Disciplinary meetings allow for children's progress to be addressed with all staff supporting positive outcomes regardless of the students inclusion tier.	Student exit interviews. Data analysis of mock results and GCSEs	LG Head of Mentoring HOY 11	Regularly through PLL structure and in September 2019 post results analysis

4. 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.	Raise aspiration and support through staff-student and peer to peer mentoring	Although the <a href="#">Educational Endowment Foundation</a> demonstrates only a low impact for mentoring strategies we believe that developing high quality relationships with students from less aspirational backgrounds brings significant benefits for student wellbeing, progress and progression. External funding from the NCOP has allowed for this to be cost neutral having gained external funding for the project this is well justified and will be reviewed as action research to ensure it is thoroughly analysed	Action research review. PLL meetings Evaluation of student progress.	AHT C&E Director of Guidance Mentoring Lead	Regularly through PLL structure and in September 2019 post results analysis
5. Weekend and holiday <u>intervention sessions</u>	Improvement of the Average progress 8 score for the PP cohort from -0.37 to 0.01	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 them in their core subjects.  A refocussing of the intervention sessions to have a maximum number and it to be more representative	Tracking of attendance to intervention sessions using PARS system.	AHT C&E KS4 coordinator Heads of Faculty	January 2019 post Mock analysis  Regularly through PLL structure and in September 2019 post results analysis
6. 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.	Improve parental and student engagement of our most challenging students with regards to behaviour and attendance.	Attendance and progress across the school is disproportionately affected by students with difficult families, 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. continued Reduction in FTE's for the PP Cohort from 7.5% towards national average.	AHT Wellbeing AHT C&E FLO	Assessment of caseload and impact by year group July 2019
<b>Total budgeted cost</b>					£ 87,325
<b>iii. Other approaches</b>					



Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
1. Implementation of an extended Pastoral Welfare Team to enhance recognition lead safeguarding and proactive approach to behaviour management.	To ensure a calm and positive environment across the school where students feel happy, safe and harmful behaviour is rare	A calm, happy environment improves attendance at school and the ability of students to focus on their learning. Student wellbeing is integral to success and developing effective relationships with staff allows students with a more chaotic home life to feel valued and want to engage with the school.	Monitoring of break duty by LG Analysis of behaviour logs by AHT and Governors	AHT C&E	Attendance and behaviour records April 2019
2. Attendance rewards: prizes such as trips and visits, tutor group meals and certificates.	Reduced absence amongst the pupil premium cohort From 6.1% to below 5%	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 contrasting in year data for attendance and the number of referrals made at TAS 4 Student voice feedback	AHT C&E	Attendance and behaviour records April 2019
3. Development of the Pastoral Welfare Team's links with specific year groups, improving	Improve referral pathways to	Developing relationships and trust with both students and parent and carers is far more effective when there is a single point of contact	Student surveys and the tracking of referrals.	PWT Lead, Head of LSU	Attendance and behaviour records April 2019

<p>their training on how to spot wellbeing issues and refer to the <u>Learning Support Unit</u>. (Suicide, Bulimia and conflict management were undertaken this year)</p>	Tallis Therapy	so by ensuring time is available for PWT staff to know and understand students allows them to better identify and meet their needs.		HOYs Inclusion officer	
<p>4. Better parental engagement and tracking of progress-inhibiting behaviour amongst the PP cohort</p>	Increased usage of PARS data system by students and parents and carers	A representative five 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	<p>Attendance and behaviour records April 2019</p> <p>Homework record sampling</p>
<p>5. Maintaining a withdrawal room and Internal Exclusion room requiring five staff in the <u>Pastoral Welfare team</u> as direct support for the Heads of Year</p>	Continue to reduce FTEs (from 7.5%) for the PP cohort and reduce T3 behaviour incidents which lead to lost learning time.	Students respond better to deferred sanctions which can be better explained away from aggravating factors. Having a calm space for students to reflect whilst sanctions are explained means less loss of learning time and a better chance of maintaining good routine. This adds another layer to the escalation procedure for sanctions which makes Internal exclusions, where students are still supervised and learning, a more effective sanction.	Half termly report to Governors Inclusion Monitoring of withdrawal room by senior staff. Reviews of behaviour logs.	PWT Lead AHT C&E HoYs	<p>Attendance and behaviour records April 2019</p>

6. Cultural Capital a. Increasing access to the <u>hardship fund</u> accessed by staff to support PP students on cultural enrichment activities. b. Maintaining the <u>Creative learning fund</u> to support trips and school based cultural activities. c. Development of registration and analysis of student access to cultural aspects of school life through the use of PARS.	Developing the cultural Capital of PP students at Tallis	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 and carers responded well to the support and it aligns with the school's ethos of education of understanding the world in order to change it for the better.	Review of applications at the end of budgetary year.	All staff with AHT C&E oversight	April 2019
<b>Total budgeted cost</b>					£282,000

6. Review of expenditure	
Previous Academic Year	
i. Quality of teaching for all	

Action	Intended outcome	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>Whole school focus on academic writing delivered by AHT T&amp;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>Develop whole school teaching and learning</p>	<p>Uptake of CPD was good and there were effective inter-departmental and school to school support mechanisms put in place.</p> <p>Action research was undertaken by all staff and is available via the school's website.</p> <p>Action Research was undertaken by all staff supporting collaborative opportunities on pedagogy and practice.</p> <p>Five projects were specific to our pupil premium cohort and ensuring the gap is reduced.</p>	<p>The working group aspect of the Action Research Project had staff deploying specific strategies to tackle under achievement by disadvantaged children. Others also focused on disadvantage: 26 reports in total. These have informed practice for next year specifically with regards to alternative curriculums, parental engagement, and intervention. This provision will be maintained.</p> <p><u>We will be adapting and continuing</u></p>	<p>£23,000</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 &amp; 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>Improved progress to the national average P8 score for GCSE Maths</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. 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. 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>As a result of new staffing structures there will be no numeracy coordinator for this year. There is a complete overhaul of the delivery mechanism for maths outlined in the Maths Faculty plan and lead by the new Director of Maths.</p> <p><u>Adapted</u></p>	<p>£45,000</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</p> <p>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>Reduction of the gap demonstrated at KS4 in English from 8% to 0% and achieve progress in line with the National Average.</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, 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>The underperformance for PP students in English increased this year, For English this represents a gap of 0.46 (compared to 0.53 gap nationally).</p> <p>The gap widened nationally as a result of new assessment structures and there were some outstanding individual case studies of progress in English as a result of strategies implemented by the faculty.</p> <p><u>We will be adapting and continuing</u></p>	<p>£49,000</p>

ii. Targeted support				
Action	Intended outcome	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
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. <u>KS4 Raising standards Coordinator</u> has been appointed to focus on under achievement and ensure bespoke support is provided.	Raise aspiration and support through staff-student and peer to peer mentoring	The numbers of students from the cohort which moved on to high quality progression pathways was good and the funding was re issued by the NCOP as a result of the work undertaken by the school and the engagement of the students.	Greater integration of the mentoring coordinator and Raising Attainment coordinator will allow for better targeting of students to ensure that the support is delivered to those who will benefit most. <u>Continued</u>	£23,000
<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>	Improved KS4 progress of Underperforming groups within the PP cohort (WBRI Boys/MAL)	The progress for the year 11 cohort did not demonstrate a significant improvement with regards to their progress. However, there is a significant value in the process and it is part of our approach to know the child and operates across all year groups.	<p>It is now going to target every year group across all subjects and take a more holistic and detailed approach to understanding the child.</p> <p>The groups have been generated to ensure it is over representative of the pupil premium cohort.</p>	£20,000

iii. Other approaches				
Action	Intended outcome	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
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.	Improve parental and student engagement of our most challenging students with regards to behaviour and attendance.	FTE numbers decreased to 7.5% and the number of students in alternative provision greatly diminished. Maintaining the link between home and school facilitated this change. Attendance and progress across the school is disproportionately affected by students with extreme persistent absence and/or catastrophic failure to make progress. The additional capacity to support parents who are struggling has also contributed to the Raising of attendance of the PP cohort to 93.9%	We will continue to use the FLW to manage communication with particularly challenging families and ensure that there is an inter- agency approach to the work undertaken with students.	£28,000
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.	Developing parental numeracy and engagement	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. Developing engagement specific to numeracy had limited success due to in year staff changes and	Discontinued as a result of change in staffing and numeracy coordinator alongside poor parental engagement with the project.  The Numeracy element may work if it is incorporated into a more successful strategy such as ‘Support Your Teen”	N/A
<u>Attendance rewards</u> prizes such as trips and visits, tutor group meals and certificates.	Reduced absence amongst the pupil premium cohort	Absence improved by over 1% for the cohort. 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.	Attendance was 95.9% which was a significant improvement on the previous year and PA was significantly down also. The applied to the PP cohort and will run in the same way next year.  <u>Continued</u>	£5000

Implementation of <u>PARS behaviour tracking system</u>	Better parental engagement and tracking of progress inhibiting behaviour amongst the PP cohort	80% of families have logged into the program and all students are online and have access. A representative five 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.	Although many families logged in for some it was only utilised for parents evening. This year the assessment methodology is going to be focussed on frequency of logins and other routes will be explored to encourage engagement. Digital Learning Manager, AHT C&E  <u>Continuing</u>	£6800
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 <u>Learning Support Unit</u> . (suicide, bulimia and conflict management were undertaken this year)	Improve referral pathways to Tallis Therapy	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.	There has been a significant decrease of Tier 3 behaviour incidents and fixed term exclusions as issues are known about before they tend to happen. There are higher levels of referrals than previously, however this is a function of greater communication and part of a national trend with regards to teenage mental health. Head of PWT, AHTC&E ,AHT SG	Included in cost for withdrawal room and PWT. (£77,000)
Students at KS3 & KS4 are targeted to engage with outdoor activities through residential and the <u>Duke of Edinburgh award program</u> .	Outdoor adventure learning	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.	The numbers of PP students did not increase in line with the expansion of the total cohort so this year the coordinators have run taster days for PP students in year 9 at no cost and this will hopefully increase uptake for next year. Involvement in the sports section is the main barrier according to feedback from students and a strategy for using school teams is in the pipeline. Head of PE, AHT C&E <u>Continuing</u>	£3000



<p>Increasing the access to the <u>hardship fund</u> which can be accessed by staff to support PP students on cultural enrichment activities.</p> <p>Maintaining the <u>Creative learning fund</u> to support trips and school based cultural activities.</p> <p>Development of registration and analysis of student access to cultural aspects of school life through the use of PARS.</p>	<p>Developing the cultural Capital of PP students at Tallis</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 and carers responded well to the support and it aligns with the school's ethos of education to understand the world and change it for the better.</p>	<p>The fund was well used last year supporting PP students on trips to the theatre, OAA, DofE and with the purchase of new uniform enabling students to develop their cultural capital in line with those from more advantaged backgrounds.</p> <p>AHT C&amp;E, All Staff</p>	<p>£15,000</p>
<p>Maintaining a withdrawal room and Internal Exclusion room requiring five staff in the <u>Pastoral Welfare team</u> as direct support for the Heads of Year</p>	<p>Reduction of Fixed Term Exclusions of PP students</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 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>Fixed term exclusions reduced significantly to 4.5% from 12.5. For the PP cohort exclusions were at 7.5% significantly below the national rate for secondary schools at 9% and the borough exclusion rate for secondary schools which stands at 12% for all students.</p> <p><u>Continuing</u></p>	<p>£75,000</p>
<p>In school support with additional individual tutoring for at risk students will be the</p>	<p>Improved alternative provision for students at risk of exclusion.</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.</p> <p>There were significant gains for the PP cohort</p>	<p>£40,000</p>

<p><u>Small Group Tuition</u> 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>Develop literacy and maximise achievement for low ability students</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>
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<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>Enhanced Curriculum delivered through the Learning Support Unit (LSU):</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 support.</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>
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