

Pupil premium strategy / self- evaluation (secondary)

1. Summary information					
School	Thomas Tallis School				
Academic Year	2019/20	Total PP budget	£556,325	Date of most recent PP Review	09/2019
Total number of pupils	1382	Number of pupils eligible for PP	454 (excluding current year 7)	Date for next internal review of this strategy	04/2020

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.83	0.13 (2018 national figure – 2019 figure not yet available)
Attainment 8 score average	38.3	50.1 (2018 national figure – 2019 figure not yet available)

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 -0.86 representing a significant barrier for the progression for PP students at Thomas Tallis
B.	Progress in English is -0.84 representing a significant barrier for the progression for PP students at Thomas Tallis
C.	Progress of Pupil Premium students from the high ability band (KS2) is an issue with average P8 scores of -1.41
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
E.	Low attendance rates
F.	Poor independent home learning environment

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
A.	Improved progress made by Pupil Premium students in Maths and English.	Progress in Maths and English improves to 0 or above.
B.	Reduction in persistent absence amongst the pupil premium cohort. Increased attendance rates for students eligible for the Pupil premium.	An improvement in the overall attendance of the PP cohort to 96%. An improvement in lateness to 2.5%. A reduction in persistent absence of the PP cohort in line with the National average of 13%.
C.	Improved progress scores for the Higher Ability Band PP cohort across all year groups.	Year 11 progress scores to improve to 0 for the Higher ability Band and for in year data predictions for year 10 to be 0 or above. Student progress in years 7, 8 and 9 to be in line with expected progress.
D.	An improvement in student effort and engagement with independent learning (IL).	An improvement in effort/ IL scores within the PP cohort across the school.

5. Planned expenditure	
Academic year	2019-2020
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.	

i. Quality of teaching for all					
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?
<ul style="list-style-type: none"> Whole school focus on academic writing and powerful knowledge delivered by DHT: Curriculum A specific focus on evidence informed pedagogy with a focus on revision techniques for Disadvantaged students. Adaptive teaching short commission post created to support all learners to make good progress. 	<p>To improve students' academic writing.</p> <p>To develop students' understanding and use of tier 2 and 3 academic vocabulary. To</p>	<p>The tailoring of teaching and learning environment specifically to address disadvantage such as effectively differentiating, stretching and challenging can help address factors beyond the classroom teachers control and are implemented to ensure equal opportunity.</p>	<p>Review of courses attended with staff and cascading of best practice through inset</p> <p>Distribution of course material amongst faculties</p> <p>Peer review of Action Research projects</p>	<p>DHT: Curriculum</p>	<p>Regularly through PLL structure and in September 2020 post results analysis</p>

<ul style="list-style-type: none"> • Providing staff with opportunities for effective CPD. • Developing peer-to-peer exchanges and collaborative research opportunities for staff. • Maintaining the action research program as an integral aspect of our performance management program. There will be a PP specific working group. • Continued work on developing feedback such as assessment stickers and targets. • Further development of ALG post for leading on staff development for behaviour to ensure consistency across all classrooms and cover lessons. • Whole school focus on student effort and engagement with independent learning. 	<p>focus on streamlining curriculum content so as to reduce cognitive load, particularly for KS2 Middle and Lower tier students.</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.</p> <p>The Educational Endowment Foundation teacher toolkit identifies feedback as one of the most powerful strategies for improving progress with a representative 8-month benefit to student progress.</p> <p>Behaviour interventions can generate a 3 month improvement for student progress and this new post will support staff in effective behaviour management alongside the running of specific behaviour interventions</p>			
<ul style="list-style-type: none"> • To continue to use mixed ability teaching and silent working practice in Mathematics. • Maintaining additional DCL for maths and additional staffing such as maths specific cover supervisors and EA's • Maintaining an additional hour of mathematics in to the Year 7 10 & 11 curriculum. • Further development of a mastery curriculum at KS3, which will provide long-term gains for students. • Maintaining leadership support for the Maths department. • Targeted tutoring for some of the PP students in year 11 and 10. 	<p>Significant progress towards positive progress 8.</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. Setting removes aspirational elements of the school cohort and diminishes expectations for others.</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. An improvement in the quality of teaching and learning through greater staff retention, shared best practice and an effective work life balance. High quality teaching disproportionately benefits disadvantaged students.</p> <p>Additional hours of specialist maths teaching provided from KS3 to KS4 to give students</p>	<p>Data analysis based on progress from KS2/year 7 testing and KS4 data.</p> <p>The school's internal student progress meetings (SPMs) 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 2020 post Mock analysis</p> <p>Regularly through PLL structure and in September 2020 post results analysis</p>

<ul style="list-style-type: none"> Whole school focus on effort and engagement with independent learning. Revision guides used to support Independent learning. 		<p>greater learning opportunities and better feedback.</p>			
<ul style="list-style-type: none"> Specific strategies to support high ability PP students in English. Whole school focus on improving academic writing, particularly at the higher tier. This includes the careful tracking and monitoring with targeted intervention. A Year 11 higher tier PP boys group will be working closely with the KS4 DCL, incorporating strategies aimed at raising their achievement. Further development of the author visit and workshop programme, as well as PP specific trips to increase access to cultural capital. Further development of the reading mentoring scheme. Year 9&10 students will be reading with PP students. Librarians deployed to read with students who are PP before and after school. Maintaining DCL for English, literacy coordinator and additional staffing such as English specific cover supervisor and EA's Maintaining additional teaching hours in the curriculum for English in years 7, 10 and 11. Whole school literacy plan, with a drive on reading for pleasure. Whole school focus on effort and engagement with independent learning. Revision guides used to support Independent learning. 	<p>Significant progress towards positive progress 8.</p>	<p>There is clear evidence that students who read for pleasure experience a significant advantage over students who do not because 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>The EEF suggests that successful reading comprehension approaches carefully select activities for pupils according to their reading capabilities.</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 schools internal SPM procedure alongside performance management targets and reviews through PLL meetings</p> <p>Walkabout drop ins for the library and measuring usage statistics.</p>	<p>WA (Director of English) DHT: Curriculum DHT: Achievement</p>	<p>January 2020 post Mock analysis</p> <p>Regularly through PLL structure and in September 2020 post results analysis</p>
<p>Investment in Digital learning strategies Maintaining whole school learning applications such as GCSE Pod.</p>	<p>Investment in Digital learning strategies as part</p>	<p>There was significant use of online learning programs within Year 11 last year and when combined with whole school metacognitive</p>	<p>Review of usage by the budget holder through</p>	<p>DHT: Achievement</p>	<p>Regularly through PLL structure and in</p>

	of a coordinated drive on independent learning	approaches and revision strategies, students can make significant gains in progress.	analysing the usage numbers.		September 2020 post results analysis
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?
<ul style="list-style-type: none"> Whole School SPM process identifying groups and prescribing for students at risk of not achieving in their subjects. KS4 Raising standards Coordinator role to focus on under achievement and ensure bespoke. AST with role for MAL has a specific target for PP cohort in the more able band and this is across year groups. Employment of a detention manager to support with the XFN strategy and study hall. 	Improved KS4 progress of Underperforming groups within the PP cohort (WBRI/ higher tier/Boys)	Early intervention from year 7 to year 11 ensures that no students fall through the gaps. The DfE clearly identifies in the report ' Supporting The Attainment of Disadvantaged Pupils ' that a data driven response to attendance is key for addressing disadvantage. This is due to students from disadvantaged backgrounds 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 2020 post results analysis
<ul style="list-style-type: none"> ALG short commission post created to focus on improving boys' achievement. ALG post-holder plan outlines strategies to support this particular cohort of students. Whole school focus on increasing stamina and resilience, particularly with writing, across the PP cohort. 	Improved KS4 progress of Underperforming groups within the PP cohort (Boys).	Analysis of Summer 2019 results highlighted the need to focus on the progress made by boys.	Data analysis based on progress from KS2/year 7 testing and KS4 data.	DHT: Achievement	Regularly through PLL structure and in September 2020 results analysis

<ul style="list-style-type: none"> Maintaining a mentoring coordinator 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. Further development of the mentoring programme, delivered by the mentoring coordinator and the KS4 Raising standards Coordinator. 	<p>Raise aspiration and support through staff-student and peer to peer mentoring</p>	<p>Although the Educational Endowment Foundation 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</p>	<p>Action research review. PLL meetings Evaluation of student progress.</p>	<p>AHT: Pastoral Director of Guidance Mentoring Lead</p>	<p>Regularly through PLL structure and in September 2020 post results analysis</p>
<ul style="list-style-type: none"> After school, weekend and holiday intervention sessions Implementation of an XFN (Expectations. Effort. Engagement) strategy and a study hall for a targeted group of year 11 students. • Whole school focus on effort and engagement with independent learning. Revision guides used to support Independent learning. 	<p>Improvement of the Average progress 8 score for the PP cohort <i>from -0.79 to -0.44 (National figure PP 2018)</i></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. We will continue to develop our after school study support sessions, whilst also piloting XFN.</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, XFM using PARS system, and PWT support.</p>	<p>DHT: Curriculum DHT: Achievement KS4 coordinator Heads of Faculty</p>	<p>January 2020 post Mock analysis</p> <p>Regularly through PLL structure and in September 2020 post results analysis</p>
<ul style="list-style-type: none"> Maintaining a Family Liaison role 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>Improve parental and student engagement of our most challenging students with regards to behaviour and attendance.</p>	<p>The school's attendance rates effected by low attendance rates across the PP cohort.</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 towards national average.</p>	<p>AHT: Pastoral FLO</p>	<p>Improved attendance rates for PP cohort.</p>
<p>Total budgeted cost</p>					<p>£ 87,325</p>

iii. Other approaches					
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?
<ul style="list-style-type: none"> Maintaining 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: Pastoral	April 2020
<ul style="list-style-type: none"> Attendance Advisory officer Attendance rewards prizes such as trips and visits, tutor group meals and certificates. ALG Short commission post appointed to focus on improving attendance and punctuality. The short commission plan identifies specific strategies to improve attendance and punctuality including the 100% club. 	Reduced absence amongst the pupil premium cohort From 6.1% to below 5%	Rewards are a combination of community building trips, and in school tutor group events.	Review of attendance contrasting in year data for attendance and the number of referrals made at TAS 4 Student voice feedback	AHT: Pastoral ALG Short Commission post holder for Attendance and Punctuality	April 2020
<ul style="list-style-type: none"> 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. Improved links with Charlton Athletic. 	Improve referral pathways to Tallis Therapy	Developing relationships and trust with both students and parent and 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 officers	April 2020
<ul style="list-style-type: none"> Better parental engagement and tracking of progress inhibiting behaviour amongst the PP cohort ALG Short commission Pupil Premium Champion post appointed to focus on specific strategies to improve the progress 	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: Pastoral DHT Wellbeing HOYs ALG PP Champion	April 2020

of PP students. Specific plan in place to improve parental engagement.					
<ul style="list-style-type: none"> Maintaining a withdrawal room and Internal Exclusion room requiring five staff in the Pastoral Welfare team as direct support for the Heads of Year 	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. 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 are a more effective sanction.	Half termly report to Governors Inclusion Monitoring of withdrawal room by senior staff. Reviews of behaviour logs.	PWT Lead AHT: Pastoral HoYs	April 2020
<ul style="list-style-type: none"> Increased access to the hardship fund, to support PP students on cultural enrichment activities. Maintaining the Creative learning fund to support trips and school based cultural activities. Development of registration and analysis of student access to cultural aspects of school life using PARS. 	Developing the cultural Capital of PP students at Tallis	The Hardship fund enables PP students to gain access to cultural enrichment activities, therefore increasing cultural capital.	Review of applications at the end of budgetary year.	All staff with AHT: Pastoral oversight	April 2020
<ul style="list-style-type: none"> ALG Short Commission post created to improve effort and engagement in independent learning across the school, with a particular focus on year 11. The IL short commission plan includes specific strategies including the promotion of silent study spaces, an evaluation of current provision, the promotion of IL through assemblies, and 'Being a good independent learner' sessions in am registration. 	To improve engagement in independent learning (IL)	According to an OECD study: The most distinctive feature of the UK's homework hours is the social gap. The UK has one of the widest gaps in homework hours between wealthy and disadvantaged pupils. This is likely to widen the gap in how well pupils perform in exams, as there is a link between longer homework hours and higher achievement. The weekly average for the UK was about five hours - but this was because the figures included young people who appeared to do almost no homework at all.	Termly report to Governors	AHT: Curriculum ALG Short Commission: IL	July 2020
Total budgeted cost					£282,000

6. Review of expenditure				
Previous Academic Year		2018-19		
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
<ul style="list-style-type: none"> Whole school focus on academic writing delivered by AHT T&L A specific focus on evidence informed pedagogy with a focus on revision techniques for Disadvantaged students. Providing staff with opportunities for effective CPD. Developing peer-to-peer exchanges and collaborative research opportunities for staff. Maintaining the action research program as an integral aspect of our performance management program. There will be a PP specific working group. Whole school work on developing feedback such as assessment stickers and targets. Creation of a post for leading on staff development for behaviour to ensure consistency across all classrooms and cover lessons. 	<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>Research and development projects undertaken by all staff and are available via the school's website. The focus for Research & Development this year was teachers' subject knowledge and curriculum design. Some staff chose to develop their practice in a particular discipline, whilst others undertook pedagogy-based research.</p>	<p>The working group aspect of the Research and Development Project had several staff deploying specific strategies to tackle under achievement within the PP cohort, with a particular focus on the underachievement of boys. These have informed practice for next year, specifically regarding alternative curriculum, parental engagement, and intervention.</p> <p><u>We will be adapting and continuing</u></p>	£23,000
<ul style="list-style-type: none"> Employment of a new director of Maths Implementing mixed ability teaching and silent working practice in Mathematics. 	<p>Improved progress to the national average P8 score for GCSE Maths</p>	<p>The new Director of Maths lead on a complete overhaul of the delivery mechanism for maths, outlined in the Maths Faculty plan. Successful implementation of mixed ability teaching and silent working practice. This included parent forums with the new Director of Maths.</p>	<p>The Maths Faculty plan includes further strategies for improving student progress.</p> <p><u>We will be adapting and continuing</u></p>	£45,000

<ul style="list-style-type: none"> • Maintaining additional DCL for maths and additional staffing such as maths specific cover supervisors and LSA's • An additional hour of mathematics in Year 7 10 & 11 curriculum and will be maintained. • The introduction of a mastery curriculum at KS3 to provide long-term gains for students. • Leadership support for the Maths department • Targeted tutoring available for some of the PP students in year 11 and 10. • GLL assessments for maths will enhance in year progress analysis for Pupil Premium students and inform effective intervention. 		<p>Additional hours of subject specialist Maths teaching provided to give students greater learning opportunities and better feedback.</p> <p>The 2019 Ofsted report highlights that 'due to significant changes in the organisation of [Maths] since September 2018, pupils have now started to make markedly better progress.'</p>		
<ul style="list-style-type: none"> • There is a whole school literacy plan, with a drive on reading for pleasure. • The English Faculty plan identifies strategies to support high ability students in English. • PP specific trips have been organised to ensure that students are inspired by the subject and have access to cultural capital • Maintaining DCL for English, literacy coordinator and additional staffing such as 	<p>Reduction of the P8 gap demonstrated at KS4 in English from -0.32 (PP vs all Tallis students) and achieve progress in line with the National Average.</p>	<p>We are currently evaluating the effectiveness of the Poetry Live and Strive for 4 for PP students, and are offering this to higher tier PP students again this year.</p> <p>There has been an increase in the number of students accessing the school library this year, and an increase in the number of students trained as library mentors.</p> <p>The Literacy coordinator has lead on a number of successful literacy events, which have included</p>	<p>The underperformance for PP students in English increased this year. The English Faculty plan includes strategies to support the progress of underachieving groups.</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>

<p>English specific cover supervisors and LSA's</p> <ul style="list-style-type: none"> Additional teaching hours have been put into the curriculum for English in years 7,10 and 11. Improved access to the Library. Development of a new Library team so improve the environment. A Pupil Premium specific teaching group has been set up with a strong member of staff to address under achievement demonstrated by the year 11 cohort in 2017 	<p><i>(PP Provisional P8 -0.79 and total cohort Tallis - 0.38 so gap is -0.41)</i></p>	<p>World Book Day, regular author visits, and the borough wide competitions.</p> <p>Reading for Pleasure promoted through weekly reading slots during am registration for all year groups and through assemblies. The literacy coordinator has also introduced 'Word of the Week', which has been integrated onto our tutorial programme.</p> <p>Reading mentor scheme was popular, and a number of year 7 and 9 students were involved in this project.</p> <p>We now have two permanent members of staff in the library who offer a range of stimulating activities for students throughout the school day, including before and after school.</p>		
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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
<ul style="list-style-type: none"> Employment of a mentoring coordinator 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>Raise aspiration and support through staff-student and peer to peer mentoring</p>	<p>The numbers of students from the cohort 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.</p>	<p>Greater integration of the mentoring coordinator and Raising Attainment coordinator will allow for better targeting of students.</p> <p><u>Continued</u></p>	<p>£23,000</p>
<ul style="list-style-type: none"> Whole School SPM process identifying groups and prescribing support and potentially curriculum adaptations for students at risk of not achieving in their subjects. This will be restructured in 2017 	<p>Improved KS4 progress of Underperforming groups within the PP cohort</p>	<p>The progress for the year 11 cohort did not demonstrate a significant improvement 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>	<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>£20,000</p>

<p>to incorporate a 'team around the child approach and has a PP specific focus and this informs all group genesis</p> <ul style="list-style-type: none"> • KS4 Raising standards Coordinator appointed to focus on under achievement and ensure bespoke support is in place. • AST with role for MAL has a specific target for PP cohort in the more able band and this is across year groups 	(WBRI Boys/MAL)			
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
<ul style="list-style-type: none"> • The creation of a Family Liaison role 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>Improve parental and student engagement of our most challenging students with regards to behaviour and attendance.</p>	<p>FTE numbers were 7.6% in 2018/19 (a significant decrease from 16.9% in 2016/17, although it is a slight increase from 6.2% in 2017/18) , and the number of students in alternative provision greatly diminished. Maintaining the link between home and school facilitated this change. The additional capacity to support parents who are struggling has also contributed to maintaining attendance of the PP cohort at 94% (an increase from 93% in 2016/17).</p>	<p>We will continue to use the FLO to manage communication with particularly challenging families and ensure that there is an inter-agency approach to the work undertaken with students.</p> <p>We will adapt and maintain</p>	<p>£28,000</p>
<ul style="list-style-type: none"> • Better parental engagement and tracking of progress inhibiting behaviour amongst the PP cohort 	<p>Improved parental engagement. Improved attendance at parents' evenings and parent events.</p>	<p>The EEF demonstrates that parental engagement can have a moderate impact on student learning. Long-term aspirational views will improve with early identification.</p>	<p>We have appointed a short-term commission to focus on strategies to improve the progress made by PP students. The PP Champion action plan focuses on parental engagement and tracking of progress. We will adapt and maintain</p>	

<ul style="list-style-type: none"> Attendance Support officer Attendance rewards prizes such as trips and visits, tutor group meals and certificates. 	Reduced absence amongst the pupil premium cohort.	Persistent absence remains a concern. 93% for PP in 2016/17, 93.9 for PP in 207/18 and 93.6 in 2018/19	<u>Adapt and maintain</u>	£5000
<ul style="list-style-type: none"> Implementation of PARS behaviour tracking system 	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 we will be looking carefully at the frequency of logins. We will also be offering regular Insight training sessions throughout the year. Maintain	£6800
<ul style="list-style-type: none"> 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) 	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.	We continue to see a decrease of Tier 3 behaviour incidents and fixed term exclusions. There are higher levels of referrals than previously, however this is a function of greater communication and part of a national trend regarding teenage mental health. Adapt and maintain	Included in cost for withdrawal room and PWT. (£77,000)
<ul style="list-style-type: none"> Students at KS3 & KS4 targeted to engage with outdoor activities through residential trips and the Duke of Edinburgh award program. 	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 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	£3000

			Adapt and maintain	
<ul style="list-style-type: none"> Increasing the access to the hardship fund to support PP students on cultural enrichment activities. Maintaining the Creative learning fund to support trips and school based cultural activities. Development of registration and analysis of student access to cultural aspects of school life with PARS. 	Developing the cultural Capital of PP students at Tallis	There was over £5000 of funding provided to support PP students from across year groups from GCSE PE to Year 7 primary school mentoring. Students, 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.	The fund supported 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. Maintain	£15,000
<ul style="list-style-type: none"> Implementation of an extended Pastoral Welfare team to enhance recognition lead safeguarding and proactive approach to behaviour management. Maintaining a withdrawal room and Internal Exclusion room requiring five staff in the Pastoral Welfare team as direct support for the Heads of Year 	Reduction of Fixed Term Exclusions of PP students	Students respond better to deferred sanctions. 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.	Fixed term exclusions reduced significantly from 10.2% in 2016/17 to 4% in 2018/19. For the PP cohort exclusions were at 7.6% below the national rate for secondary schools at 10.1%. Maintain	£75,000
<ul style="list-style-type: none"> In school support with additional individual tutoring for at risk students will be the 	Improved alternative provision for students at risk of exclusion.	Students for whom the school decides alternative provision is the best option for their progress and that of others. The new alternative provision for students at risk of exclusion continues to be successful.	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 There were significant gains for the PP cohort Maintain	£40,000
<ul style="list-style-type: none"> Small Group Tuition for subjects such as Geography and History and small class sizes in applied subjects such as Health and Social Care. 	Develop literacy and maximise achievement for low ability students	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.	Inclusion provision at KS4 has been successful, as has a breadth of subjects such as Health and Social care, which are in some cases more appropriate and engaging for students.	£31,281

<ul style="list-style-type: none"> Maintaining vocational based courses to support the aspirations of students from all backgrounds. Extensive use of subject specialists to provide underperforming students across Key Stage 4 with intensive focused extra tuition in small groups. 		<p>Lower Tier (KS2 less than 4) PP: 0.02 Middle Tier PP: -0.50 Higher Tier PP: -1.41</p>	<p>Maintain</p>	
<ul style="list-style-type: none"> The Learning Support Unit 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>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>Adapt and maintain</p>	<p>£98,000</p>

LP Nov 2019