

Pupil Premium Update September 2018

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COMMITTEE: Learning & Inclusion

LAST REVIEW/UPDATE: 2018

LEVEL OF CHANGE: Total Change

NEXT REVIEW: 2019

Pupil Premium- AUTUMN STATEMENT

This statement should be read in conjunction with our Pupil Premium Policy and aims to set out for parents and other interested parties the current picture of the performance of our disadvantaged students. The below is the picture in Autumn 2018, establishing the impact of our outlined measures from 2017-2018 and setting out our expectations for 2018-2019.

The impact of our work (2017-2018)

- Many aspects of our work to support disadvantaged students is around the development and embedding of a culture in school and is difficult to quantify
- However, outcomes for disadvantaged groups were strong in this round of results; our pupil premium students achieve both attainment and progress measures that exceed those of all students nationally
- It is now clear that in all lesson observations, all disadvantaged students are identified, and to a varying degree, are planned for.
- It is also clear that the culture around teaching and learning has grown exponentially and at the heart of that culture is a focus on achievement for all
- **Outcomes at KS4 continue to be strong for disadvantaged students at Tapton. Our Progress 8 measure was 0.12 for pupil premium students.**
- **P8 scores for English (0.37) and Maths (0.25) show that pupil premium students at Tapton make significantly more progress than other students nationally**
- **Our PP Ebacc score is 0.08 and open basket is -0.09. The open basket score is weaker as a result of our curriculum of high value qualifications**

Adaptations to Pupil Premium strategy as a result of outcomes:

These results show strong outcomes for our PP learners, in line with our predictions. Our unadjusted figure is identical to our adjusted measure and that is particularly pleasing as it shows that students at Tapton do not require significant adjustment due to underperformance. This is very pleasing indeed and gives us a firm foundation on which to build in the coming year. It also gives us something to consider in terms of the fact that we wish to keep our performance strong. We are aware that the performance of disadvantaged groups needs close monitoring and proactive strategies. This, alongside a number of other observations around the impact of Pupil Premium strategy for 2017-18 have led us to further develop the following areas:

Continuation of successful intervention strategies, such as maths breakfast club, Multistep Maths, Literacy Action, Handwriting, Sulp, homework clubs and catch up sessions, as well as resources to support these endeavours, including revision guides and stationary for students and the use of the

hardship fund for trips and visits. We successfully implemented a new Rapid Reading programme for use with underachieving and disadvantaged students, which was supported in part by PP funding. We have since gone further to set up a whole school reading programme, Accelerated Reader, which was used in English lessons 2017-2018 and will be continued this year.

Continuation of intervention prompted by data in progress inclusion meetings, however with the additional resource of the form tutor taking on a more invested role in this area. We have developed new methods of ensuring that our data analysis is robust, with all stakeholders being able to see at a glance which students to target, in which lessons. We have also expanded our leadership meeting programme, so that all students in all years are now seen to discuss progress. This has been particularly effective with PP students

Development of the class teacher as the owner of intervention strategies and personalised intervention both inside and outside the classroom. This will come in the form of an increased ownership of class data via department progress meetings and the use of interactive L3VA and Progress 8 spreadsheets, allowing the class teacher to manipulate data more easily and act on this crucial information. A trial programme, which looks to target PP students, based on data and ensure that students have developed contextual and cultural capital is being tried as part of staff ownership of data and intervention. Introduction of Bromcom MIS will also be very helpful in terms of staff ownership of data

We have made a change to Performance development for year 2018-2019, the implementation of a new 'Teaching for Success' programme and meetings calendar to enable staff access to more bespoke training and development to allow them to be the best that they can be in their classrooms. We have devolved many of the hours of department meeting time to enable staff to focus on delivering outstanding lessons and interventions which target our disadvantaged students. The Teaching for Success staff training scheme has an implicit focus on disadvantaged students and aims to get all staff to evaluate, reframe and improve their support of these students.

Pupil Premium is re-framed at Tapton as an Additional Education Need and therefore responsibility for this area now sits with the leader for AEN, in addition to his role as Assistant Headteacher in charge of Achievement For All. Disadvantage stemming from Pupil Premium may not always be expressed as a learning need, however it is often expressed as a learning capacity need, which can be addressed more readily by the AEN team.

Identification of the necessity for earlier, and more bespoke, intervention for high need students, including what happens after the robust transition process that we have in place. The leader of AEN will respond quickly to early indicators, including persistent non-attendance and issues with a students' learner levels, in order to best support each and every disadvantaged student to succeed. In 2017-2018 we pioneered new methods of intervention and support for the disadvantaged, with bespoke timetables with the help of our Vision Impaired Unit and new methods of Literacy Support, including accessing the RWI (Read, Write Inc) programme. This has further developed this year, so that we now have several students on bespoke nurture provision aimed at giving them a grounding in key skills.

The Leader of AEN to work with the Leader of KS3 progress to identify cohorts of PP students at KS3 and develop an intervention programme to model aspiration and ensure engagement. This is ongoing, but is being done through

Rapid Reading and Key Skills Tuesday club, as well as Wednesday Homework club
We identified further work on engaging the family as a priority in 2017-2018– while the pastoral team and transition work already address issues with parental engagement, we wished to see how we could extend our offer to parents. This happened through the delivery of sessions on Mental Health and Revision and regular, effective contacts with parents through the Pastoral team, the AEN team and the Assistant Headteacher in charge of Achievement for All. We are looking at developing this further in 2018-2019, through a programme of home visits and parental engagement, especially around transition.
The removal of strategies that represent high cost in return for an impact on a low number of students, such as The Brilliant Club, ensuring we achieve best value in our intervention work.
A continuation of a new rewards scheme aimed at ensuring a better and fairer system, based on student voice and with disadvantage at its heart.
We engaged with Learn Sheffield and Marc Rowland from Rosendale Research School, to take part in a project designed to maximise the impact of the pupil premium. This involved a visit in which we were judged to be delivering very effectively on our pupil premium funding. The project also gave us some key areas on which to focus moving forward

Projected Allocation of Funds 2018-2019

Funding	Allocation	Desired Impact
Our allocated Pupil Premium budget this year is £197,280. In addition, we receive an uplift for our children under Local Authority Care, totalling £13,300. This amounts to £210,580	£210,580	The achievement of all Pupil Premium students is known in all subjects, at all levels and appropriate strategies are planned and in place to close achievement gaps.
Salary of an Assistant Headteacher in charge of Achievement for All and SENCO, with responsibility for closing achievement gaps between disadvantaged students and the whole cohort, through intervention and quality first teaching, developed through high quality teacher CPD.	80% of salary- £50,900	The development of the school's teaching and learning approach entirely matches the high impact areas from the Sutton Trust Teaching and Learning toolkit. (See paragraph 2 and 4)
AHT in charge of Achievement for All works closely with the Progress Leaders in KS3, 4 and 5, with a focus on vulnerable groups, to identify students for intervention and to act jointly to improve their progress.	10% of the salary of AHT Student Progress Leaders KS3 and KS4 – £16,300	The achievement of all Pupil Premium students is known in all subjects, at all levels and appropriate strategies are planned and in place to close achievement gaps. (See paragraph 1)

<p>One hour per week of maths intervention (breakfast club).</p>	<p>£1,200</p>	<p>Interventions are led by a maths specialist and target carefully identified areas to best support individuals' progress in maths. (See paragraph 5)</p>
<p>A key part of our strategy for supporting PP students is ensuring superb quality teaching and learning through the targeted planning and delivery of the Teaching for Success series. All teaching staff attend TFS for 10 hours per year for presentations, followed by small group Communities of Discovery that explore the theories shared in detail (Approx 119 members of staff)</p> <p>Resourcing time for TFS including learning walk cover for staff where required.</p> <p>Books purchased for the teaching and learning library. Resourcing for TFS.</p>	<p>SLT Planning time: £29,800</p> <p>Training Day for Trust: £6700</p> <p>£1800 for books and PLC handouts and display</p>	<p>Quality First teaching is present in all classrooms (demonstrated through the lesson observation database, SLT observations and quality assurance) with a focus on progress for all, using evidence based strategies, ensuring that all Pupil Premium students are identified and planned for. The School Vision document explicitly identifies Disadvantaged Groups as a major focus for the School and Performance Development targets for this year have the performance of PP students as a named focus</p>
<p>Higher Level Teaching Assistant to lead Rapid Reading catch up intervention programme.</p>	<p>£21,600</p> <p>One hour per day</p> <p>Time for resourcing and coordination by the HLTA.</p>	<p>Literacy and the culture of reading underpins academic success, as outlined above.</p>

Mini-bus for homework clubs.	One hour per week - £500	Homework has a significant impact on Pupil progress and this strategy overcomes difficulties with the existing bus service for students in the far reaches of our catchment, as well as other areas of disadvantage.
Behaviour and safety team staffing. Dedicated roles designed to ensure student attendance, engagement and support throughout their school year	20% of costs of team £64,100	The attendance of our disadvantaged students continues to be a challenge and narrowing the attendance gap is the prerequisite for narrowing the achievement gap, particularly around persistent absentees. Building strong relationships with families helps to support student engagement.
Administration staffing of AEN department, to ensure smooth running and provision of resources to students. Liaison between home and school and coordination of vital review services.	75% of salary £10,800	
EDUCATIONAL SERVICES		
Action:	Funds:	Impact area:
Educational Welfare Officer	£10,100	To provide the support for families and school to maintain high rates of attendance and to respond quickly to student absences, and any emerging persistent absence, for the most disadvantaged pupils.

Educational Psychologist	£5,600	Complex needs, mental health support and assessment needs to be high quality and accurate to drive in-school interventions and the accurate deployment of additional resources.
INTERVENTION SUPPORT		
Action:	Funds:	Impact area:
Alternative provision	£7773	To provide an enriched and engaging learning experience for disadvantaged youngsters outside of school, which are not available to other students for example, Heeley City Farm and Work Ltd.
Uniform assistance	£250	The identification and removal of any barriers to learning for our most disadvantaged students is key.
Buffets for catch up sessions and especially breakfast clubs	£800	To attract students to our interventions and to ensure that they are nourished and ready for learning in the morning and afternoon.
Contribution to trips and visits and contribution to commodity purchases in lessons, e.g. Food, DT and Art	£3000	To ensure equality of opportunity to enrichment and to enable students to access every opportunity offered in lessons, regardless of any financial barriers to learning that may exist. (See paragraph 11)

Accelerated Programme	Reading	£1,000	A programme implemented in conjunction with the English department, designed to support Literacy and Oracy and develop the reading skills of our disadvantaged students particularly
Funding for John Muir Award		£800	Funding to support the PE department and their establishment of the John Muir Award with KS4 classes. This award allows disadvantaged students the opportunity to engage with the natural world, whilst gaining a nationally recognized award.
Revision resources and books for students		£1,000	Particularly at KS4, it is vital that our most disadvantaged students have the tools to complete revision and consolidation activities outside of school, regardless of any financial barriers to learning that may exist. (See paragraph 11)
Laptops		£1051	For our looked after students, we have provided access to IT in the form of purchasing laptops. This makes a specific and measureable improvement in the lives of these children and is an effective use of their additional funding.

Personal Tuition	£3386	In some select cases, we have made the decision to fund private 1:1 tuition for students at home. This is not a replacement for the outstanding teaching we offer, but to bridge known gaps and support students and families.
Sporting Funding	£1000	As part of our drive to support student's cultural capital, we have funded their progress in super curricular sport-one of our students from very disadvantaged circumstances now represents the county at basketball and we support this through funding for equipment and travel.
TOTAL EXPENDITURE	£239,460	Leaving £28,880 to be supported by school funds