



Pupil premium strategy statement 2017/8:

1. Summary information					
School	TGAR				
Academic Year	2017/18	Total PP budget	£71000	Date of most recent PP Review	August 2017
Total number of pupils	305	Number of pupils eligible for PP	50	Date for next internal review of this strategy	Dec 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected progress in English / Maths (2015/16 only)	38%	65%
Progress 8 score average (from 2016/17)	-0.65	-0.01
Attainment 8 score average (from 2016/17)	2.86	4.24

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	The quality of teaching across the academy to be improved so that PP students are taught by established and enhancing teachers
B.	Literacy skills are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress.
C.	Middle attaining pupils who are eligible for PP are making less progress than other middle attaining pupils; this prevents sustained high achievement through KS4.
D.	Numeracy skills are lower for eligible PP than other pupils, which prevents them from making good progress

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates for pupils eligible for PP are 85.7% (below the target for all children of 95%). This reduces their school hours and causes them to fall behind on average.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The quality of teaching across the academy to be improved so that PP students are taught by good and outstanding teachers	Improved quality of teaching and learning so that 90% of lessons are good or better

		This will be evidenced using the observation cycle and teaching and learning review.
B.	Literacy skills are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress.	To augment staff knowledge and expertise so that literacy difficulties are addressed and targeted as a key barrier to success for pupil premium eligible students.
C.	Improved rates of progress across KS4 for high attaining pupils eligible for PP.	<p>Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place interventions, monitored by heads of departments (HOD) and senior team.</p> <p>Improvements in assessment and use of assessment routines in the classroom (us of feed forward sheets in assessment)</p>
D.	Numeracy skills are lower for eligible PP than other pupils, which prevents them from making good progress	<p>Pupils eligible for PP are not achieving the threshold levels in mathematics in comparison to their peers (14% compared to 49%).</p> <p>Review of resources available for PP to measure their progress earlier in the school.</p> <p>Whole school numeracy tasks weekly</p> <p>Interventions with HoDs in lessons to improve the levels of progress.</p> <p>Improvements in assessment and use of assessment routines in the classroom (us of feed forward sheets in assessment)</p>
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves 95% in line with 'other' pupils.

5. Planned expenditure					
Academic year		2016/17			
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?
A. Improving the quality of teaching across the school so that 80% lessons are judged good/ better	<ul style="list-style-type: none"> ensuring that PP students are taught by established and enhancing teachers only 	We want to offer high quality teaching to all these pupils to drive up results at source of teaching to ensure that all students receive an excellent provision in every lesson.	Through observation cycle and CPD programme an use of IRIS in lessons (£3000)	MMA	Jun 18
A. Improving the quality of teaching across the school so that 80% lessons are judged good/ better	<ul style="list-style-type: none"> Improving the quality of assessment and the use of assessment routines in the classroom across the school 	The assessment provides detailed feedback on how students have performed and more importantly how they can improve.	HOD to oversee resources and scheme development. Review with College Leaders and HOD. Formalised data review documentation to review strategies termly.	MMA GBK	Termly
A Improving the quality of teaching across the school so that 80% lessons are judged good/ better	<ul style="list-style-type: none"> Improving the quality of feedback and the actions taken by students in response to feedback, leading to improved progress of PP students. 	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on ensuring effective feedback and student response.	HODS to work across the trust to develop and implement common assessments into SoW's. Support given by GBK to ensure that all SoW's have integrated assessment points, with defined assessment criteria and outcomes Regular meetings between Trust leads; Inset days (£10 000)	GBK	
Total budgeted cost					£12 ,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?
B. Improved literacy progress	121 and small group provision of Lexia, Read Write Inc	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Consult local school which has used the programme to identify any potential barriers to good implementation. Data tracking of these students to show impact of the programme. Teaching Assistant CPD	PBY	Jun 18
B. Improved literacy progress	Whole school approach with reading the same texts during the form tutor time	Encouraging students to read, to themselves and aloud, develops the capacity and further improves resilience of the students.	All form groups to read through a common book, once per week during form time to develop conversation between students.	PBY	Termly
B. Improved rates of progress across KS4 for high attaining pupils eligible for PP.	Weekly small group sessions in maths and English for high-attaining pupils with HOD or equivalent, replacing tutor time or assembly.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns. Track data in English and maths at 3 key points, October, March and June HODs to observe sessions and provide feedback / support.	HOD English & Maths	Mar 17
Total budgeted cost					£10 ,000

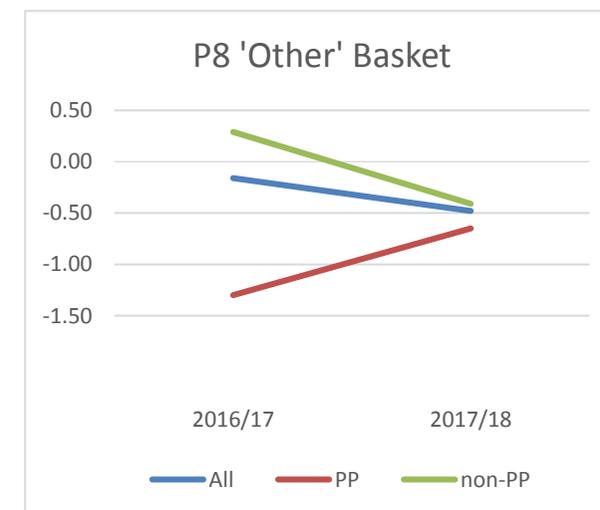
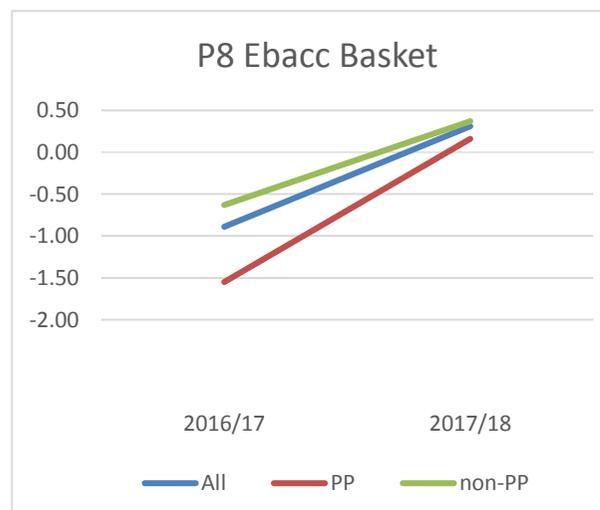
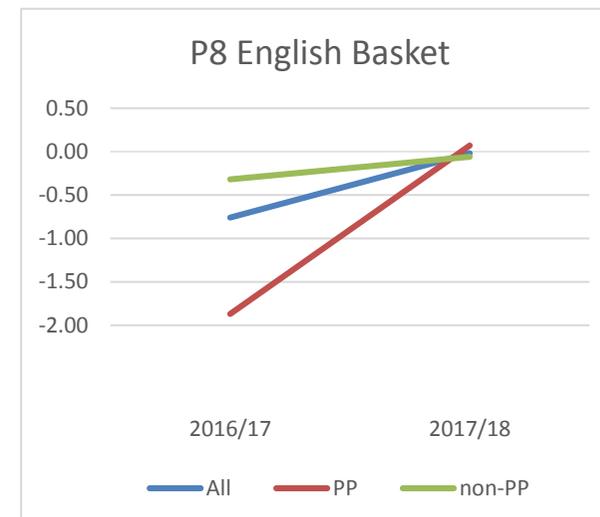
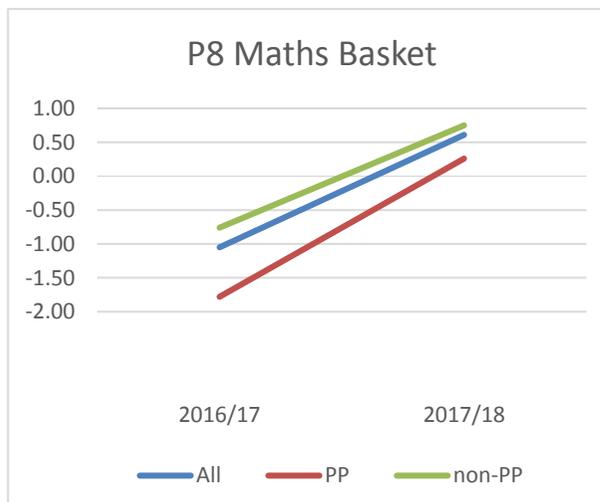
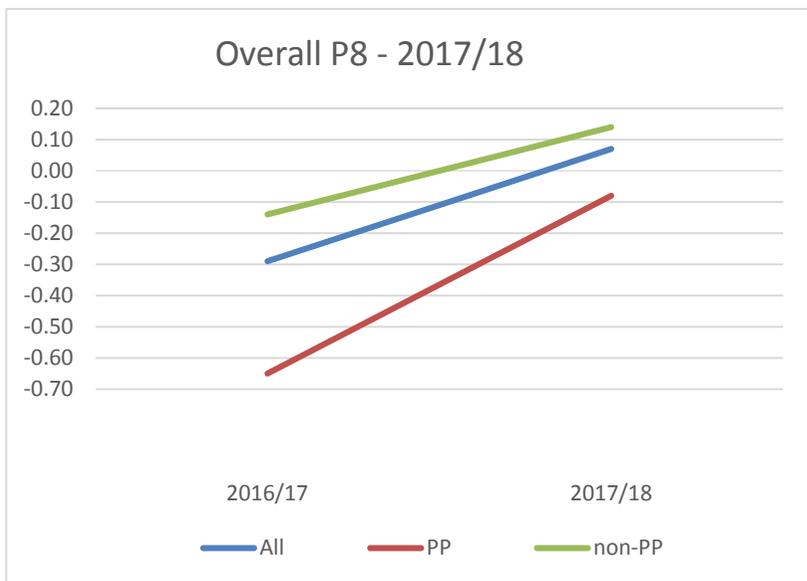
C. Reducing the allocation of contact time in English and Mathematics (appoint one extra teacher in each area) to enable: reduction of class sizes to enable more regular and more personalised feedback; weekly CPD supported by partner school and designed to increase quality of teaching and accuracy of assessment.	Extra classes in year 11 for both English and Maths to provide focussed intervention. This will include use of tutor time to support PP students in ensuring progress is equal to peers.	By reducing class sizes this enables teachers to improve the contact time they have with the students in the class, exposing students to staff with high pedagogical levels.	Written in to curriculum planning and timetable.	GBK	Nov 17
C. Revision guides and resources purchased for PP students	Purchase guides for English, maths and science for all PP students. Calculators provided for PP students to ensure they have full access to all materials delivered.	Students that are better resourced have increased potential to improve their attainment. Students will not necessarily purchase the items, and if they do, be specifically matched to the correct specification	PP Co-ordinator to review students' subjects, liaise with HoD's for correct materials to support students.	EDT	Nov 17
C. Provide support for PP to ensure all aspects of school life are improved and further develop personal well-being	To provide support for students beyond that of the academic arena. To ensure that they feel supported socially and further for their development and readiness for post-16 provision	Low self esteem and confidence transcends to lower levels of attainment.	Counsellor support, youth worker and work experience support for targeted students. Includes using In2Ambition to improve opportunities post-16	College Leaders	Jun 18
C Provide resources for PP students to ensure that they can fully participate in all lessons comparable to their peers	To provide equality on all KS4 courses that students choose so that PP students can fulfil the same curriculum as their peers		Provide materials for lessons; e.g. Nutrition, Languages. Payment for any trips to ensure full participation.	GBK	Termly
Total budgeted cost					£20 ,000

D Numeracy skills are lower for eligible PP than other pupils, which prevents them from making good progress	Improve resources for the students with low numeracy skills to enabled detailed focused intervention.	Students become disengaged in mathematics when they do not have the key skills to achieve in the subject. BY demonstrating and improving their progress students will gain confidence in their ability	Purchase of the literacy lab resources to engage students and monitor their progress. (£700)		
D Numeracy skills are lower for eligible PP than other pupils, which prevents them from making good progress	Intervention lessons to support students in their final year of GCSE	Small focused intervention, which is timely and focused on the key topics, ensures students' understanding is developed and further aids their understanding of the key concepts. This reinforces their .development within the normal maths lessons	Small group intervention, focus on key topics for selected students.		
Total budgeted cost					£10 ,000

E. Increased attendance rates	Student services, particularly Attendance Officer, employed to monitor pupils and follow up quickly on truanancies. First day response provision.	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	Thorough briefing meetings with CL's and Attendance Officer about existing absence issues. Same day calls about progress for target students and reduced timetable integration programme to ensure students attend on a regular basis, building to full timetable.. Attendance and progress discussed at least fortnightly with CL and Attendance Officer. Letters about attendance to parents / guardians. Attendance Officer to visit all PA at home to discuss attendance with parents / guardian and explore barriers where issues exist.	Attendance Officer	Jan 17
Total budgeted cost					£20 000

Data review

Year	Overall			Maths			English			Ebacc basket			Other basket		
	All	PP	non-PP	All	PP	non-PP	All	PP	non-PP	All	PP	non-PP	All	PP	non-PP
2016/17	-0.29	-0.65	-0.14	-1.05	-1.78	-0.76	-0.76	-1.87	-0.32	-0.89	-1.55	-0.63	-0.16	-1.30	0.29
2017/18	0.07	-0.08	0.14	0.61	0.26	0.75	-0.02	0.07	-0.06	0.31	0.16	0.37	-0.48	-0.65	-0.41



- P8 gap reducing for second consecutive year
 - (2015/16 -0.9, 2016/17 -0.6, 2017/18 -0.3)
- PP students outperformed their peers in English.
- PP students achieve positive P8 in Maths, and making greater improvements year-on-year than their peers
- PP students bucking trend in the open basket, where improvements seen from last year

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A. Improving the quality of teaching across the school so that 80% lessons are judged good/better	<ul style="list-style-type: none"> ensuring that PP students are taught by established and enhancing teachers only 	Teaching and learning review shows that TGAR lessons are judged to be 80% good or better.	Some inconsistencies still apply across the academy in teaching. Support has been provided where this has been identified.	£3500
A. Improving the quality of teaching across the school so that 80% lessons are judged good/better	<ul style="list-style-type: none"> Improving the quality of assessment and the use of assessment routines in the classroom across the school 	<p>Assessment routines are common across the school; evidenced through observation cycle, Teaching and Learning review and Learning walks. These provide opportunities for students to provide written feedback in response to targets set.</p> <p>Staff have worked collaboratively to develop common assessments across the trust.</p>	<p>Evidence of best practise, mathematics, shows that a learning journal and a workbook establish clear routines with quality assessments.</p> <p>TGAR have learned that the approach has had a positive impact on the progress of all students in the department and are rolling out the programme whole school from September 2018.</p> <p>Collaborative work across the trust has enabled effective review and identification of intervention needs. Mathematics and English have been working collaboratively, sharing outcomes of assessments. This data has been used to moderate and ensure robust assessments</p>	£4800
A Improving the quality of teaching across the school so that 80% lessons	<ul style="list-style-type: none"> Improving the quality of feedback and the actions taken by students in response to feedback, leading to improved progress of PP students. 	Assessments have all been modified to ensure that there is a Student Response. Assessment cycles written in SoW.	Consistent approaches to assessments enables students to make improved progress. All subjects to adopt a common approach: Learning maps, journeys and common	£6200

Reviewed Sept 2018

are judged good/ better		Collaborative assessments have supported and developed more robust assessments.	assessments to be implemented from September 2018.	
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
B. Improved literacy progress	121 and small group provision of Lexia, Read Write Inc	Small group extraction throughout the year has impacted 15 students on reading programme. 4 LAC students received 1:2:1 intervention	Effective programme lead to excellent outcomes for PP students in English (performing better than their peers)	£1800
B. Improved literacy progress	Whole school approach with reading the same texts during the form tutor time	All forms were purchased and read a common book to study during form time (The Bombs). Students' esteem in reading out loud provided an issue due to low self-esteem and perception of their own literacy skills	Literacy programmes in form time are seen as a method to ensure literacy is improved. A varied approach is needed to ensure participation by all.	£450
B. Improved rates of progress across KS4 for high attaining pupils eligible for PP.	Weekly small group sessions in maths and English for high-attaining pupils with HOD or equivalent, replacing tutor time or assembly.	Bespoke PP intervention for PP students implemented in year 11. Impact was such that P8 for PP students was higher than their peers. Gap was in benefit of PP students	Targeted approach shows impact of robust targeted intervention based on common assessments. This programme will be continued in 2018/9.	£1225
C. Reducing the allocation of contact time in English and Mathematics (appoint one extra teacher in each area) to enable: reduction of class sizes to enable more regular and more personalised feedback; weekly CPD supported by partner school and designed to increase quality of teaching and accuracy of assessment.	Extra classes in year 11 for both English and Maths to provide focussed intervention. This will include use of tutor time to support PP students in ensuring progress is equal to peers.	Tutor time and extraction from PE used effectively for intervention programmes for maths and English. 23 PP students had support during the year. Positive impact on P8 for Ma and En.	Targeted intervention will continue due to positive impact. Intervention programmes are both planned and targeted based on assessments. These programmes were seen to be the most effective.	£9360

C. Revision guides and resources purchased for PP students	Purchase guides for English, maths and science for all PP students. Calculators provided for PP students to ensure they have full access to all materials delivered.	All PP students in year 11 had revision resources purchased for them. For 2 LAC students a fully funded laptop was purchased.	PP students used the revision guides	£4365
C. Provide support for PP to ensure all aspects of school life are improved and further develop personal well-being	To provide support for students beyond that of the academic arena. To ensure that they feel supported socially and further for their development and readiness for post-16 provision	Careers interviews completed termly for 39 PP students. Further, 7 PP students were selected for a deeper programme in career development, e.g. CV writing, application for apprenticeships. Elevate programme provided support for PP students and provided the opportunity to share good practise on revision skills. Despite this PP students' progress fell below their peers between CA3 and final assessment which suggests the stress of examinations still plays integral factor in their attainment,	Interviews provided students with a clear programme for the next stage of their development. All students entered education or employment provision in post-16. The programme will therefore continue as student chances are improved. Students' feedback was that the courses were well timed and provided skills for exams. Programme to be further developed during form time to support delivery.	£5850 £850
C Provide resources for PP students to ensure that they can fully participate in all lessons comparable to their peers	To provide equality on all KS4 courses that students choose so that PP students can fulfil the same curriculum as their peers	Peripatetic lessons (2 PP), food ingredients (14) were all purchased to enable students to access lessons and experiences otherwise unable to do so. 2 LAC students had fully funded laptop	Support in these lesson provided 16 students access to courses otherwise not available and unable to make progress. To be continued.	£2400
D Numeracy skills are lower for eligible PP than other pupils, which prevents them from making good progress	Improve resources for the students with low numeracy skills to enabled detailed focused intervention.	Targeted intervention completed during form time (23 PP students) and 4 students received 1:2:1 tuition. All	Numeracy programme very effective with positive P8 for PP students.	£4680

D Numeracy skills are lower for eligible PP than other pupils, which prevents them from making good progress	Intervention lessons to support students in their final year of GCSE	<p>these took place during timetabled slots in the school day.</p> <table border="0"> <tr> <td>All</td> <td>0.61</td> </tr> <tr> <td>PP</td> <td>0.26</td> </tr> <tr> <td>Non-PP</td> <td>0.75</td> </tr> </table>	All	0.61	PP	0.26	Non-PP	0.75					
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E. Increased attendance rates	<p>Student services, particularly Attendance Officer, employed to monitor pupils and follow up quickly on truanancies. First day response provision.</p> <p>1:2:1 Mentoring and support from a learning mentors.</p>	<table border="1"> <thead> <tr> <th colspan="3">Attendance</th> </tr> <tr> <th>All</th> <th>PP</th> <th>non-PP</th> </tr> </thead> <tbody> <tr> <td>91.90%</td> <td>87.50%</td> <td>93.70%</td> </tr> </tbody> </table> <p>PP attendance continues to be lower than their peers. Regular monitoring from EWO and CL's took place to improve.</p> <p>EDT mentored and met with all PP students once per term to provide pastoral support and further support with behavioural support with focus to reduce exclusions.</p>	Attendance			All	PP	non-PP	91.90%	87.50%	93.70%	<p>Attendance to school is seen as a key factor to success. Strategic lead given to CL for the improvement of attendance from Sept 2019.</p> <p>Continued monitoring to be continued.</p> <p>It was been learnt that PP students are increasing in Mental Health issues. Thrive programme needs to be implemented to reduce the growing gap with PP exclusions and attendance</p>	<p>£25360</p> <p>£6515</p>
Attendance													
All	PP	non-PP											
91.90%	87.50%	93.70%											
Total Expenditure :				£73 995									