



Pupil premium strategy statement

1. Summary information					
School	Thomas Alleyne's High School				
Academic Year	2020/21	Total PP budget	£ 86,020	Date of most recent PP Review	10/10/19
Total number of pupils	1004	Number of pupils eligible for PP	92	Date for next External review of this strategy	-

2. Current attainment				
CAG Headlines, GCSE results not reported.	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Pupils eligible for PP (SISRA Collaboration Data pending national)</i>	<i>Pupils not eligible for PP (SISRA Collaboration Data pending national)</i>
% achieving English and Maths L4 (2020)	53.6%	73.5%	(CAG)	(CAG)
% achieving English and Maths L5 (2020)	32.1%	57%	(CAG)	(CAG)
Progress 8 score average (2020)	0.11	0.74	(CAG)	(CAG)
Attainment 8 score average (2020)	41.74	52.79	(CAG)	(CAG)

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.	Literacy and numeracy skills of students eligible for PP are significantly lower than for other pupils. (Average KS2 prior attainment not standardised for current Yr11, PP98, Non PP103)	
B.	Gaps in learning from the result of lockdown since March 2020	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C.	Low level of study skills and resources together with a lack of confidence can lead to lower attendance levels for PP than for other pupils.	
D.	Mental Health concerns as a result of lockdown and ongoing threat of C19	
E.	Access to IT - On Line learning and restricted opportunities to engage in online learning result in pupils unable to access lessons. Increasing pressure on families and producing a negative impact.	
F.	Attendance – PP PA has improved but is an on going area for the school.	
4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress in literacy and numeracy for all pupils eligible for PP and equality of progress with all pupils.	<ul style="list-style-type: none"> Pupils eligible for PP in KS4 make equal progress to HPA, MPA and LPA to others in English and Maths Pupils make at least expected progress in English and Maths by the end of year 11 as evidenced in GCSE outcomes and Progress 8 scores. Reading ages of all PP to be assessed and intervention employed (either 1:1, small group or accelerated reader) To use PiXL resources for English to develop retrieval and therefore increase outcomes for LPA with target L4 achieved. 100% of PP students targeted grade 4 achieve grade 4. National tutoring programme working with groups of students, gap is diminished.
B.	National tutoring Programme to be established using NTP Tuition Partners (list available October 2020 nationally) 1:1 tutors employed to work with small groups. Teaching and learning is developed in school so that teachers diagnose gaps in learning from lockdown	<ul style="list-style-type: none"> Knowledge gaps are reduced in English and maths All Y11 PP students (LPA, MPA, HPA) access tutoring via the NTP leading to positive progress Employed 1:1 tutors focus on target students for further support in small groups Teaching and learning monitoring shows teachers are skilful in diagnostic assessments and employ a wide range of strategies to close gaps in learning – wave 1 interventions are effective and PP students make good progress
C.	PP pupils to have received targeted guidance and mentoring to ensure equality of progress, attainment, opportunity and participation in all parts of the school. Pupils receiving 3 skills lessons within the 4-week timetable to support their recovery and attendance in school Staff training on how to deliver remote lessons and study skills.	<ul style="list-style-type: none"> Careers advice given over 2 meetings a year to all PP in Y11 from new Careers advisor employed by school Online use by pupils increases and in the event of lockdown again, there is parity in assignments accessed online between PP and other students A variety of resources and lesson content is available on line. Virtual tutoring ensure Eng/Maths content is delivered so that gaps don't widen.

	All PP students isolating are contacted by 1:1 tutors for a virtual lesson	
D.	Mental Health practitioners (trailblazers) work alongside staff and pupils Counselling service offered TA trained to be SEND mental health specialist YESS sessions are offered to students as required	<ul style="list-style-type: none"> • Pupils access counselling and support through remote service • Pupils feel supported and build resilience • No Y11 PP student has poor attendance due to mental health concerns
E.	Laptops are provided for families Lessons are uploaded for access to all.	<ul style="list-style-type: none"> • No PP student has difficulty accessing online learning
F.	PP PA rates are equivalent to national rates (national rates TBC when released)	<ul style="list-style-type: none"> • Attendance rates between PP and others to be comparable for all year groups. • 96% SIP target • National rate (TBC*)

5. Planned expenditure					
Academic year		2020/21			
The three headings below demonstrate how we 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?
A and B - 100 minute lessons provide opportunities for assessing gaps in learning (knowledge and skills) so that teachers can close gaps	CPD is provided to staff with a refined CPD programme to support recovery curriculum	Rosenshine approach to recovery following research from the T&L team was felt to be best for the school in closing gaps. CPD programme reflects this. SIP 1.4	All staff will attend training on the approach to support assessing and closing gaps.	RfL	Termly
	Moderation communities (TLC) are established to ensure accurate assessment	Data accuracy needs to be consistent in all subject areas to ensure targeted interventions are employed at wave 1 and wave 2 SIP 4.4 and 4.5	Validity moderation to be employed as a standard across all departments for calendared assessment points with CPD provided for staff where needs are identified	HODs	Data capture points
	Teachers use PiXL resources to effectively support metacognitive approaches	Metacognition – EEF +5 months	Staff training and departmental meeting time with discussion on impact in line management of departments	HOD, RfL	Termly
	Assessment policy ensure all PP books are marked second after highest attainer (unless this is PP students)	To ensure high expectation – EEF – assessment 5+ months	Class teachers and HoDs. Evidence from learning walks	HOD, SLT	Dept meetins, Line management.
			Total budgeted cost		£6000

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?
A and B - PP students achieve in line with others in maths and English	1:1	Early intervention leads to greater overall progress. <i>SIP 1.5.4</i>	Teachers of English will have to identify reasons for underperformance and suggest actions for pupils not making progress. PP coordinator to monitor. Labels on SISRA data and staff trained to use	DG, HOD and PP Co-ordinator	Every data captures.
	NTP	To support and enhance further learning <i>SIP 1.5.4</i>	Tracking of those on NTP from assessment data and JN to monitor attendance at sessions	JN	Termly
Low level of study skills and resources together with a lack of confidence can lead to lower attendance levels for PP than for other pupils.	Study skills – online revision skills for parents	PP pupils are supported in their study skills in order to gain confidence and prepare for examinations. All PP students receive text in Y11 and call to highlight the session to parents	Evaluation of sessions. Pupils tracked by Pp coordinator	DG Pp Coordinator (JN)	End of each session through pupil feedback.
	Careers advice given twice a year for PP pupils in Year 11 and at least once in Year 10	Pupils are able to make informed realistic decisions about their future post 16.	Records kept of appointments. Interviews shared with parents and HoD Destination data scrutinised	AF	Sept 2021
PP PA rates are equivalent to national rates	First day calling if child is absent Letters are sent for pupils regularly failing below 96%	Early communication with home demonstrates pupil is valued.	Records kept of attendance rates.	HM DG	Termly.
	Attendance officer meets PA parents and HOH.	Support and recommendations can be implemented with parental support.	Attendance officer and HoH to contact parents when attendance for PP PA declines.	HM HoH	Termly
			Total budgeted cost		£5000

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils access counselling and support through remote service	Mental Health practitioners (trailblazers) work alongside staff and pupils	Impact of Lockdown has had known effect on mental health particularly of young people. <i>SIP 3.2</i>	HoH and SSA will oversee pupil referral, Safeguarding board meet weekly.	SEMH lead, SJ SENCO, DG SGL DH AM	Termly
Pupils feel supported and build resilience	YESS Counselling service offered				
No Y11 PP student has poor attendance due to mental health concerns	TA trained to be SEND mental health specialist				
ICT equipment	Pupils are loaned at laptop to allow access to the curriculum away from school	All requests approved and monitored to ensure value for money. <i>Sip 1.5</i>	PP Coordinators and 1:1 tutors	On a need basis	Termly
PP PA rates are equivalent to national rates	Attendance prizes are awarded for improved attendance and 100% attendance	Pupils feel valued and recognised as part of the school	Award assemblies are planned in the calendar	HM HoH	Termly.
Low level of study skills and resources together with a lack of confidence can lead to lower attendance levels for PP than for other pupils.	Pupil voice for disadvantaged and vulnerable pupils.	By sharing ideas and opinions pupils will feel valued and will take ownership for their learning and environment. <i>SIP 3.2</i>	Arrange half termly meetings with pupils and have a nomination on student council.	1:1 coordinators and LG, DG	
			Total budgeted cost		£56000

6. Review of expenditure				
Previous Academic Year		2019-2020		
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
<i>A and B Yr 11 HPA's achieve in line with target grades in English and maths and science</i>	<i>1:1 to intervene with underperforming HPA pupils, at least a 10-week programme.</i>	CAG data not in public domain 1:1 tutors worked with students up to lock down. This work continued throughout lockdown until the point that CAG announcement was made.	Tutoring will continue and HPA will be focus on NTP	£45,000 (1:1 tutors for academic year)
	<i>Accelerated reader or similar reading programmes to be introduced to all year 9 pupils</i>	This was implemented up to lockdown and showed some slight improvement in outcomes. This is being reviewed in the current climate TBC	Lockdown has not provided an opportunity to fully review impact	£2,000
	<i>Targeted 1:1 support in class in Maths for pupils below grade 5</i>	This was fully implemented prior to lockdown and students showed positive tracking data.	This has been and effective strategy as evidenced by data tracking and will continue	As above re 1:1
	<i>Policy of marking PP books second after a 'strong' example is marked</i>	Up to lockdown, this policy was shared in school and forms part of the assessment policy going forwards	Training for staff is required and was delivered however, new staff will need this input as part of induction. DG has a session with new staff virtually at the start of the academic year to ensure this strategy continues	
	<i>Revision guides and materials are purchased for PP pupils and used within lessons. Specific lesson by lesson success criteria to be embedded as part of quality first teaching and to support effective stretch and challenge</i>	All students were provided with revision guides as part of a lockdown strategy SIP 1.5	Continued support for revision materials will be provided as well as equipment to ensure this is not a barrier to learning in covid secure classrooms. Success criteria shared as part of CPD during lockdown as an effective closing gaps strategy to inform students of what they need to achieve	£3,5000

			in lessons. Shared through virtual and face to face CPOD in readiness for re-opening.	
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A and B Yr 11 HPA's achieve in line with target grades in English and Maths	Improved tracking and identification of PP pupils not making expected progress by upskilling staff on use of SISRA	Until lockdown pupils were tracked and supported by staff	Continue with approach, October PP review identified as good practice.	
	An English focus group to attend extra lesson once a week	Pupils increased in confidence CAGs used to assess.		
Low level of study skills and resources together with a lack of confidence can lead to lower attendance levels for PP than for other pupils.	Elevate Study skills employed 3 times in the year	Pupils reported that the sessions gave them confidence and further knowledge of revision techniques and strategies.	Elevate presented well, however under current situation, in house revision sessions are to be used.	£1,200
PP PA rates are equivalent to national rates	First day calling if child is absent Letters are sent for pupils regularly failing below 96%	Sept 2019 - Dec2019 PPPA 92.4%	Attendance officer continued to be employed and working with EWO	

iii. Other approaches

Sept 2020

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>A and B Yr 11 HPA's achieve in line with target grades in English and Maths</p> <p>Low level of study skills and resources together with a lack of confidence can lead to lower attendance levels for PP than for other pupils.</p>	<p>Focus intervention before school in English 6-week programme</p> <p>PP progress standard item on departmental agendas.</p> <p>GCSE Pod promoted throughout the school.</p> <p>Counselling service – YESS and Marie Hillman Mental Health Support</p>	<p>Unable to take place due to lockdown.</p> <p>PP pupils profiles raised through department meetings.</p> <p>GCSE pod used extensively throughout lockdown period.</p> <p>Pupils received online support throughout lockdown period through YESS</p>	<p>May revisit next term dependant on the C19 outbreak.</p> <p>A PP passport is now available for each PP pupil. Continue to use and investigate further on line lesson support.</p> <p>Continue with approach and increase SEMH support through other Mental Health practitioners.</p>	
<p>Low level of study skills and resources together with a lack of confidence can lead to lower attendance levels for PP than for other pupils.</p>	<p>ICT equipment</p> <p>Coaching for success programme</p> <p>Summer School for vulnerable YR8 pupils</p>	<p>All requests for a laptop were met, 53 laptops were loaned out to families during lockdown</p> <p>Programme was unable to run fully due to lock down</p> <p>Unable to take place, however a summer school ran for all year 8 pupils during school holidays, 183 in attendance.</p>	<p>Pupils to keep laptops in the event of another partial closure.</p> <p>Investigate other coaching programmes.</p> <p>Aim to deliver Yr8 vulnerable summer school next year</p>	
			Total budgeted cost	

7. Additional detail

Our pupil premium plan is conceived, revised and informed by research undertaken by Ofsted (www.gov.uk/government/publications/the-pupil-premium-an-update), NFER (<https://www.nfer.ac.uk/publications/PUPP01>), EEF and the Sutton trust (<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>).

Glossary

A8	Attainment 8 the attainment in the best 8 subjects. English and maths are double weighted and then 3 subjects are taken from the EBACC subjects and 3 from any other subject.
P8	the difference between the Attainment 8 of the school and then national average attainment 8 for the similar cohorts.
PP	pupil in receipt of the pupil premium.
Others	pupils not in receipt of the pupil premium.
PP PA	Pupil premium pupils with persistent absence (less than 90%)
HPA	High prior attainers
MPA	mid prior attainers
LPA	low prior attainers
SPI	The SPI Subject progress Index provides an indication of how a pupil, class or subject has performed compared with pupils in the same subject with the same KS2 score.
RTL	Return to learning.
NTP	National Tutoring Programme