



Pupil premium strategy statement

1. Summary information					
School	Thomas Alleyne's High School				
Academic Year	2019/20	Total PP budget	£81,345	Date of most recent PP Review	10/10/19
Total number of pupils	1004	Number of pupils eligible for PP	87	Date for next External review of this strategy	10/10/19

2. Current attainment				
GCSE 2019 Actual	<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 (2019)	51.7%	75.6%	47.6%	71.1%
% achieving English and Maths L5 (2019)	27.6%	53.7%	26.3%	48.8%
Progress 8 score average (2019)	-0.135	0.46	-0.350	0.15
Attainment 8 score average (2019)	39.26	51.34	38.7	50.09

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 4.74 compared to PP 4.45 for current Y11
B.	High Prior attainers eligible for PP are making less progress than other pupils.
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.	Attendance – although PA PP area have improved this is an ongoing 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 accelerated reader to improve reading ages with library support, so that the average reading age of PP students improves by 6 months. • 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. • To deliver Talk the Talk to improve oracy
B.	Overall progress is equal to expected or better for PP HPA	<ul style="list-style-type: none"> • Progress of HPA improves on previous year so that gap is diminished in English, Maths and Science. Subject performance index (SPI¹) of PP students is positive.
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.	<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 • PiXL Build UP to be introduced for a target group of students to raise esteem and improve confidence and learning skills, leading to reduced referral to RTL and improved attendance. • Participation in school clubs and organisations to be equitable for pupil premium pupils and all staff maintain records of attendance which are shared with the PPCo. • The G&T programme ensures at least 15% of students doing the afterschool HPQ are PP
D.	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		2019/20			
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 Yr 11 HPA's achieve in line with target grades in English and maths and science	1:1 to intervene with underperforming HPA pupils, at least a 10-week programme.	EEF info strategy previously used – +5 months of progress	HODs of English and Maths Oversight from DG and PP coordinator with data monitoring at each data capture - set up a group of students on SISRA Parents contacted at start of sessions. Sims used to alert staff of session	DG HOD of English and Maths	Mocks and Data Capture
	Accelerated reader or similar reading programmes to be introduced to all year 9 pupils	Accelerated reader has been proven to make a substantial impact on reading ages. EEF toolkit	Hoh and Librarian to oversee.	HOD of English	September 2020
	Talk the Talk	Yr9 initiative to build confidence in debate and oracy	Talk the Talk booked for October and spring term.	HOD English	End of session evaluations
A and B Yr 11 HPA's achieve in line with target grades in English and Maths	Targeted 1:1 support in class in Maths for pupils below grade 5	Intervention can be delivered alongside teacher explanations	HoD to track progress of pupils.	DG and HOD Maths	Data captures.
	Policy of marking PP books second after a 'strong' example is marked	Modelled work is used as an expectation in order to raise the standard of work 3.10.1a All staff are clear on PP barriers to learning and utilise the respective planning for progress sheet to ensure quality first teaching. PP books are marked second following best performer in class. PP students seating is strategic.	Class teachers and HoDs. Evidence from learning walks	HoDs of maths and English	December 2019

	<p>Revision guides and materials are purchased for PP pupils and used within lessons.</p> <p>Specific lesson by lesson success criteria to be embedded as part of quality first teaching and to support effective stretch and challenge</p>	<p>Pupils are equipped with the knowledge, information and materials required to make progress.</p> <p>1.1.6 Full programme of support for disadvantaged students in place to include: equipment and resources.</p>	<p>Class teachers monitored through lesson observations and learning walks</p>	<p>DG and HoD's</p>	<p>September 2020</p>
			Total budgeted cost		45000

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 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	Early intervention leads to greater overall progress. 1.1.6 Full programme of support for disadvantaged students.	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.
	An English focus group to attend extra lesson once a week	To support and enhance further learning 3.10.5 Develop a personalised curriculum for some disadvantaged pupils.	SIMS register taken and tracked	Hod of English	Sept 2020
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. PP PA rates are equivalent to national rates	Elevate Study skills employed 3 times in the year	PP pupils are supported in their study skills in order to gain confidence and prepare for examinations.	Evaluation of sessions. Pupils tracked by Pp coordinator	DG Pp Coordinator	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	CLD DG	Sept 2020
	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.	CC 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.	CC HoH	Termly
High Prior attainers eligible for PP are making less progress than other pupils.	Brilliant club, future scholars programme	Data and previous exam results identified that HPA pupils need to be stretched and challenged. 2.5.2 Most Able PP students are identified for participation in 'the Brilliant Club' 'Future Scholar's' programme funded by Pupil Premium. 100% of participants complete the programme and pre and post evaluations look at aspirations.	Most able work with identified students.	KG	July 2020
			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?
<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>	Focus intervention before school in English 6-week programme	Extra English lesson gained weekly to improve knowledge and understanding 3.10.5 Develop a personalised curriculum for some disadvantaged pupils	Register taken, and progress tracked using SISRA analytics	2 nd in English, HoD	Termly
	PP progress standard item on departmental agendas.	Profile of PP pupils is raised, and all the department share good practice. 3.10.1a All staff are clear on PP barriers to learning and utilise the respective planning for progress sheet to ensure quality first teaching.	Minutes of department meetings	HoDs DG	Half termly
	GCSE Pod promoted throughout the school.	GCSE pod allows for further and independent study	Usage monitored by HOH and tutors	DG HoH	Sept 2020
	Examination remarks	Pupils may improve their overall grade	HoDs analyse examinations results and assess if pupils would benefit from remarks.	HoDs	Aug 2020
	CPD for all staff on metacognition - whole school and targeted CPD	EEF data suggests an improvement in progress of up to 7 months	Staff to attend training. Lesson observations and learning walks	RfL and HOD	Aug 2020
	To review curriculum provision for lowest progress students and ensure interventions are in place	To allow pupils to make better progress and attain higher outcomes 3.10.5 Develop a personalised curriculum for some disadvantaged pupils	Review intervention programme	HODS, AM, DG.	Aug 2020
	Coaching for success programme	Pupils are supported with a mentor 1.1.6 Full programme of support for disadvantaged students in place.	Minutes of meetings. Regular updates from coaching Coordinator. Attendance and behaviour snap shot at start and end of programme	Coaching Coordinator DG	August 2020

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.	Summer School for Yr 8 PP and SEND pupils	Transition into high school is made easier 1.1.6 Full programme of support for disadvantaged students in place	PP coordinator contacts middle schools and meets parents and pupils and programme delivered in at least 9 curriculum areas. Evaluation with students	Pp coordinator	August 2020
	Counselling service – YESS and Marie Hillman Mental Health Support	Pupils gain support and improve confidence and self esteem	HoH referrals.	CC Pastoral team	Termly
	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.	PP Coordinators and 1:1 tutors	On a need basis
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	CC HoH	Termly.
	1:1 tutors support families of PA pupils through delivery of English and Maths after school	Pupils with complex issues continue to learn in a smaller environment.	1:1 timetable, pastoral team monitors.	DG, Pastoral team	On a needs basis
Increasing confidence and resilience to allow pupils to develop as learners.	Outward Bound trip for year 9 pupils targeting 25% disadvantaged pupils.	Through residential experiences pupils begin to appreciate their own abilities and increase their self esteem. 1.1.6 Full programme of support for disadvantaged students	Outward Bound Trip booked for January 2020 – parents’ eve to promote uptake for PP (25%) - personal contact to invite	DG, 1:1 Coordinator and pastoral team.	£500 -£600
Literacy and numeracy skills of students eligible for PP are significantly lower than for other pupils.	GCSE + is strategically planned using current data.	Extra revision with specialist teachers to advise on exam techniques and revision. 2.5.4 1:1 GCSE+ is strategically planned using data and is fully evaluated for impact. 3.10.5 Develop a personalised curriculum for some disadvantaged pupils	Pupils placed in revision groups in order to gain the best outcome with at least 15% PP in core	DG and HODs.	
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. 3.10.2 Establish a systematic pupil voice for all disadvantaged pupils	Arrange half termly meetings with pupils and have a nomination on student council.	1:1 coordinators and LG, DG	

Literacy and numeracy skills of students eligible for PP are significantly lower than for other pupils.	Implement parental workshops for disadvantaged pupils, supporting them through their education at TAHS.	Through engaging with parents, pupils will feel supported in their education. 3.10.3 Implement parental workshops for disadvantaged pupils, supporting them through their education	Personal invites to PP parents and parent texts to invite to Elevate, revision evenings and parents evenings.	1:1 Coordinators, DG HOHs.	Training budget
			Total budgeted cost		£30000

6. Review of expenditure				
Previous Academic Year		2018-2019		
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
Raise attainment in Maths and English	Targeted support through 1:1 and small group provision	<p>English 2018 L4+ 57.9 English 2019 L4+ 51.7 (target =72.4)</p> <p>English 2018 L5+ 37.8 English 2019 L5+ 41.4 (target = 62.1)</p> <p>Maths 2018 L4+ 57.9 Maths 2019 L4+ 69.0 (target = 75.9)</p> <p>Maths 2018 L5+ 44.4 Maths 2019 L5+ 34.5 (target = 44.8)</p> <p>P8 Maths and English -0.135. The confidence limits show that this is above collaborative data of 1,200 schools.</p>	Continue adjust focus to work with HPA, MPA and LPA groups of pupils In light of budget review use of 1:1 tutors and mixed ability introduced into Y9 English alongside mastery in English. New HOD in English to drive further improvements	£52000
Departmental targeted interventions programmes	Intervention booster sessions ran for identified groups of PP pupils in core subjects – GCSE Plus	<p>48% of pp pupils achieved 5 standard passes and 27.6% 5 strong passes. This was 3% rise for standard pass and 1 % increase in strong pass.</p> <p>Positive P8 for Maths 62.1% of pupils and 31% achieved a positive P8 in English</p> <p>Average P8 in Maths was 0.074, English -0.608</p>	Continue, with a focus on LPA, MPA and HPA and English outcomes – introduce and embed PiXL strategies over the coming year.	£2,500
CPD – Light up Uttoxeter conference	Speaker presented on PP strategies and initiatives.	Evaluation reports concluded session was worthwhile as all attendees agreed it was worthwhile.	Re book providers	Training budget

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
To support progress through raising aspirations	Provide coaching and mentoring to raise aspirations using the Coaching for success	8 out of the 25 gained a positive Progress 8 score. No pupil was excluded and all pupils on the programme attended all exams.	6 th formers will not be trained, yr10 pupils included in the programme.	£3000
Support the emotional and mental well-being of pupils.	Mental and emotional support given through YESS		Continue	£4000
Improve attendance of PP PA pupils	Attendance officer used to track PP PA attendance in line with school policy	PP Pa reduced to 2.36	Continue with tracking PP PA and use of ATTEND	Pastoral budget
Aid transition by offering a Summer School	To give vulnerable pupils the opportunity to engage with staff and the school environment in order to build knowledge and confidence before starting year 9	Evaluations report that pupils felt more comfortable and better prepared before they started at school in year 9.	Continue, develop activities into the start of term, for the most vulnerable	£2500

iii. 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
Provide resources and equipment to allow pupils to develop their study skills	GCSE Pod licence	Downloads equalled 136,657 developing pupils independent learning.	Continue	£3,000
	Materials purchased for Art and D&T	Pupils are able to take part in lessons, fully increasing confidence and desire to learn.	Continue	£4,500
	Revision materials and guides are provided for PP pupils; materials and resources for learning (pens and pencil cases, calculators)	Pupils are equipped with materials and resources needed to make progress and achieve	Continue	

Raise attainment in pp pupils	Guest speakers to demonstrate examination techniques and revision methods	Pupil and parent evaluations stated that the workshops were beneficial and worthwhile.	Continue and investigate other study skills providers and Pixl to be used.	£2,000
PP coordinators TLRs	Staff work with Yr8 into Yr9 transition including organising summer school Coaching for Success Key Stage 4 Coordinator	Feedback from evaluations is 100% positive. Transition information demonstrates pupils feel reassured entering their new school. Pupils felt supported in their academic targets through coaches setting them short term targets.	Continue	£5,500
Leadership of PP and vulnerable pupils	Oversee provision for disadvantaged and vulnerable pupils	P8 –0.135 - gap needs to be diminished and PiXL and English focus to be developed further. Team of coordinators and tutors are managed along with teaching assistants to ensure the correct provision is provided.	Continue	£26,233
			Total budgeted cost	£105,233

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.