



Pupil premium strategy statement

1. Summary information					
School	Thomas Alleyne's High School				
Academic Year	2018/19	Total PP budget	£105,655	Date of most recent PP Review	n/a
Total number of pupils	1004	Number of pupils eligible for PP	107	Date for next External review of this strategy	Jan 2019

2. Current attainment				
	Pupils eligible for PP	Pupils not eligible for PP	Pupils eligible for PP (national average)	Pupils not eligible for PP (national benchmark)
% achieving English and Maths L4 (2018)	50%	72.1%		
% achieving English and Maths L5 (2018)	28.9%	45.7%		
Progress 8 score average (2018)	-0.04	0.5		
Attainment 8 score average (2018)	38.86	49.36		

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 year 9 students eligible for PP are significantly lower than for other pupils.
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.	High PA rates in PP pupils (Easter 2018 23.07%)	
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.
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.
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 Participation in school clubs and organisations to be equitable for pupil premium pupils.
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		2018/19			
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	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	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	New librarian introduced with job description to support reading approaches	HOD of English	Sept 19

English and maths and science	Talk the Talk	Yr9 initiative to build confidence in debate and oracy	Talk the Talk booked by teaching school	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	Class teachers and HoDs. Evidence from learning walks	HoDs of maths and English	Sept 19
	Revision guides and materials are purchased for PP pupils and used within lessons. Specific lesson by lesson success criteria to introduced as part of quality first teaching and to support effective stretch and challenge	Pupils are equipped with the knowledge, information and materials required to make progress.	Class teachers monitored through lesson observations and learning walks	DG and HoD's	Sept 19
			Total budgeted cost		£55000

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.	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 capture.
	An English focus group to attend extra lesson once a week	To support and enhance further learning	SIMS register taken and tracked	Hod of English	Sept 19

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
	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	DG	Sept 19
	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.
	1:1 tutor works with PA pupils.	1:1 tutor delivers knowledge to pupils who have missed work increasing confidence and support	1:1 timetable shared and class teacher support	DG PP coordinator	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
			Total budgeted cost		£20000

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?
A and B Yr 11 HPA's achieve in line with target grades in English and Maths	Focus intervention before school in English 6-week programme	Extra English lesson gained weekly to improve knowledge and understanding	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.	Minutes of department meetings	HoDs DG	Half 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.	GCSE Pod promoted throughout the school.	GCSE pod allows for further and independent study	Usage monitored by HOH and tutors	DG HoH	Sept 19
	Examination remarks	Pupils may improve their overall grade	HoDs analyse examinations results and assess if pupils would benefit from remarks.	HoDs TH	Aug 19
	CPD for all staff on metacognition - whole school and targeted 2 session CPD with gap task	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 19
	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	Review intervention programme	HODS, AM, DG and TH	Aug 19
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.	Coaching for success programme	Pupils are supported with a mentor	Minutes of meetings. Regular updates from coaching Coordinator	Coaching Coordinator DG	Aug 19
	Summer School for Yr 8 PP and SEND pupils	Transition into high school is made easier	PP coordinator contacts middle schools and meets parents and pupils and programme delivered in at least 9 curriculum areas.	Pp coordinator	Sept 19
	Counselling service – YESS	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
			Total budgeted cost		£30000

6. Review of expenditure

Previous Academic Year	2017-2018
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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>Percentage of PP pupils gaining level 4 and level 5 increased from previous year</p> <p>English 2017 L4+ 55.6 English 2018 L4+ 57.9</p> <p>English 2017 L5+ 30.6 English 2018 L5+ 37.8</p> <p>Maths 2017 L4+ 42.2 Maths 2018 L4+ 57.9</p> <p>Maths 2017 L5+ 31.1 Maths 2018 L5+ 44.4</p> <p>P8 DA Maths and English -0.04. The confidence limits show that this is broadly in line with the national average for all pupils and will be compared to national PP and other when this data is available*</p>	Continue adjust focus to work with HPA, MPA and LPA groups of pupils	£52000
Departmental targeted interventions programmes	Intervention booster sessions ran for identified groups of PP pupils in core subjects	44.7% of pp pupils achieved 5 standard passes and 26.3% 5 strong passes.	Continue, with a focus on LPA , MPA and HPA	£2,500
CPD – Light up Uttoxeter conference	Speaker presented on PP strategies and initiatives.	Evaluation reports concluded session 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	20 Y11 students received coaching of which 15 PP Feedback ranked the programme as good and worthwhile, 9 pupils improved APD by half a grade. Overall Pp progress broadly in line with national figures (comparison to other pupils to follow when national data is available*)	Train 6 th form to become coaches, inform pupils earlier continue	£3000
Support the emotional and mental well-being of pupils.	Mental and emotional support given though YESS	Pupils with mental health concerns felt supported and were able to attend examinations	Continue	£4000
Improve attendance of PP PA pupils	Attendance officer used to track PP PA attendance in line with school policy	Loss of EWO resulted in less efficient tracking and support. New EWO now appointed	Continue with 2 weekly tracking PP PA if	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 or 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	£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 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	Positive P8, team of coordinators and tutors are managed along with teaching assistants to ensure 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