

Data Overview

Pupil Premium Students

	2018/2019
No. of pre 16 students on roll	326
Students eligible for FSM+6/PP	125
Service children	4
Children in Care	1
Total money received for PP	£93,000

TFHS Data 2018/2019

	Number of students	Pupil Premium	Percentage of year group	Child in Care	Service Premium
Year 7	68	32	47.1%	0	2
Year 8	46	19	41.3%	0	1
Year 9	73	23	31.5%	0	1
Year 10	73	29	39.7%	1	0
Year 11	73	20	39.7%	1	0
TOTAL	326	125	39.2%	1	4

Academic Performance of Year 11 PP Students 2018/2019

Performance Indicator	Results
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%9-4 English and Maths	55%
%9-5 English and Maths	10%
%9-4 English	65%
%9-4 Maths	55%
%9-5 English	45%
%9-5 Maths	25%
Progress 8 (unvalidated)	-0.886
Attainment 8	35.00
Progress in English	-0.570
Progress in Maths	-0.874
Progress in EBacc subjects	-0.797
Progress in other subjects	-1.194

External Examination Results Summary 2019

Please note that the summary data is not yet officially validated (September 2019). It has been taken from our SISRA data analysis.

Measure	Total Student	Students not in receipt of PP	Students in receipt of PP	Gap
Number of students	73	53	20	
Average Attainment 8 score	3.95	4.28	3.50	-0.78
Average Progress 8 score	-0.37	-0.341	-0.880	-0.539
Grade 5 or above in Eng & Ma	14	13	1	12
Grade 4 or above in Eng & Ma	39	30	9	21

Expenditure Review

Targeted Support

Desired Outcomes	Action	Cost	Impact	Explanation
Specific targets for revision in English and Maths for targeted students.	This is evident in year ten and eleven, post assessment. Students are given their strengths and weaknesses and given targeted work to improve areas of weakness. This is being rolled out to all other year groups. This has already been completed in English and is being developed in Maths with the support of MS. Consistent assessment and improvement targets are the overall aim.	£9,166 PiXL, PP champion courses,		In English this can be seen post assessment using the grids of AOS used for marking. Highlighting the areas of strength and areas to move forward on. These are clearly shown in different colours to aid students in completing their improvement work to the best of their ability, the impact shows an improvement of 0.1 grade compared with term 3 predictions. In Maths, consistent assessment points were introduced and marking to easily identify areas of strength and weakness. The PiXL Smith Proforma was used in year eleven to outline their areas of weakness, which supported revision and at home with the use of the PiXL app. In Maths the impact was not seen in the difference between term 3 and final Exams.
Students have a specific P6 timetable to boost areas of weakness	The P6 timetable changes each term. I began by identifying the PP student and their specific needs, then matching these with the three days available for study.	£1916		PP timetable was completed each term or two terms depending on need. Students attended P6, however student voice and results show this had little effect and was detrimental in some cases. In student voice, 10 students said they felt P6 made them feel less likely to revise outside of school.
Extra feedback for PP students on exam preparation	Staff when completing assessment gave strategies and advice to all students. For the PP students, staff completed feedback first and	£0		Evidence was seen for PP students in English, Maths, Science, D+T and Art, during drop in sessions. Student voice showed this was the top form of improvement of student understanding. (75% commented on feedback helping students know

	when giving feedback focussed on ensuring that there are no barriers e.g. no access to computer or the internet at home.			what they needed to focus on). The specific successes were seen in Art and English results this year.
PP students books were marked first to ensure best feedback	This is a whole school policy. Allowed PP students to have effective feedback that enables progress.	£0		The PP work scrutiny with students showed that the marking was present, but the effectiveness of this marking in the students making progress was not seen across the year groups equally.
Homework completion and use of show my homework system	The drive for use of SMHW was started in the last two weeks of term 2. MC led this, individual discussions were held with PP students not accessing, therefore ensuring PP students were not disadvantaged.	£1,375		Students were encouraged to access SMHW regularly, through MC setting HW for all students and monitoring log in data. MC worked with PP student to have individual discussions; explain why the completion is important for their chances at GCSE and beyond. Students in all year groups regularly accessed homework online and completed tasks to a higher standard than at the start of the year
Competition for homework completion	PP students encouraged to enter competition.	£0		Not acted on, a task for senior students to run this year.

Quality of Teaching

Desired Outcomes	Action	Cost	Impact	Explanation
1x fortnight morning meeting with	Sharing information with staff; who are PP students and what	£0		Meetings were carried out every fortnight with staff. Live documents were shared with staff for use as memory aids and strategy advice, to keep PP students as primary focus for planning lessons. During drop-in lesson

staff re PP students and strategies	additional strategies can be used.			observations a majority of staff were able to identify PP students and discuss strategies.
Questioning in class ensures PP students are given appropriate questions. Focus on PP boys for second term.	Learning walks show questioning in place.	£0		Students were obviously targeted and questions are at the right level to show understanding in several areas (lessons observations and drop ins) and allow building on that understanding, some areas were identified as weak, these will be a focus of next year. Disadvantaged students are more confident answering direct questions in front of peers, this is shown in STRIDE feedback through the year.
Independent study	High quality, recall based homework to help with linear GCSE assessments. Make structured use of supervised private study using provided revision guides.	£350		Consistent approach to knowledge based teaching and learning strategies in lessons. Individual revision guides provided for Y11 students. Private study was not used as effectively as possible to model how PP students should use revision guides to give maximum benefit. There was insufficient impact.

Other Approaches

Desired Outcomes	Action	Cost	Impact	Explanation
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Work is regularly provided for students whose absence is poor.	Messages sent from front office via email	£25 in postage		The emails were completed, however the success of gaining work was variable. Put in place a log of PP students who are absent long term/often and the teachers for these students. Front office tick when work was received for students. The consistency of work being sent was variable. Consider providing revision guides moving forward.
Department improvement plans have a specific focus point for PP students with subject specific plans.	In each report there is a specific strategy for the PP students in the department.	£0		DIP documents, were used in faculty meeting to develop the plans and to monitor evidence of the PP strategies. Learning walks saw these strategies in practice. No clear evidence is that maintaining focus on disadvantaged students improves outcomes in exams from results.
Attendance meetings for all PP students after any period of absence. Action plans for all PP students whose attendance falls below 90%	The meetings were completed, if their absence is below 90%. Attendance officer monitored the absences of other PP students and flags up any of concern, patterns of days off, information not given by parents etc. Students are then spoken to on return and a letter was sent to parents.	Attendance officer & EWO £21,783		Two students who were persistent absentees were seen regularly, as were infrequent absentees. Attendance was still variable.
Specific interventions are put in for students most at risk. Identified	These were completed each data drop and PP students identified.	£0		In faculty meetings students and strategies were discussed and put in place for intervention. Checked in learning walks, work scrutiny and progress reviews with students. This was a successful strategy, which with more data should enable progress.

by data drop points.				
Increased contact before parents evenings. Contact made post-parents evening if non-attendance	All yr11 and 10 PP students were contacted for parent meetings, post January.	£50 for phone and text		Attendance for PP students increased. We had 60% for the year 11 parents evening and 70% for the year ten parents evening. We will continue this next year.
Positive phone calls home for PP students to encourage attendance and progress.	Phone calls are not yet in place across the school, it is still isolated departments.	£30 for phone and £50 for postage of letters/postcards.		Phone calls to praise progress were in place in certain departments. Art, English and Science. Parents and student feedback showed this increased student motivation.
Educational visits and uniform	Enabled students to access visits and uniform otherwise not accessible.	£ 6,875 £ 2,750.00		Disadvantaged student numbers on visits increased during the year. Uniform was provided where needed to support student mental well-being. It is hard to see a measurable impact of this strategy, however research shows it increases aspirations for disadvantaged students.
Overall consistency of disadvantaged strategy implementation	One member of SLT was responsible for overseeing of implementation of Disadvantaged student plans	£18,133		Strategies are KS4 based mainly. Although there were some areas of success the overall results show the impact was not narrowing the gap quickly.
Holiday catch up sessions	Offered to all students. PP students were offered	£4,583		Attendance was good at these sessions for certain students. Those students who engaged were either above target on average or slightly below (maximum

	transport and given specific timetable of support.			-0.26) on average. (7/22 students). Student engagement would need to improve to justify next year.
Improvement of Quality first teaching	Staff ran these interventions every week with students with low literacy and numeracy. PP students made up 45% of these classes.	£26,060		There was improvement in student numeracy and literacy levels for those students who entered the school below expected level.
	TOTAL spend	£93,146		