

**Thomas Adam School**  
**Pupil Premium Review 2017-18**



Pupil Premium Strategy Desired Outcomes 2017-18		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	<p><b>Improve Quality First Teaching (QFT) and Additional Intervention (AI) Provision to improve learning, progress and attainment of Disadvantaged Students (DA). (A)</b></p> <p><b>Desired Numerical End of Year Targets:-</b></p> <ul style="list-style-type: none"> <li>- Progress 8 improvement of 0.2 to put in line with national average for DA</li> <li>- Attainment 8 improvement of 10.0 to put in line with national average for DA</li> <li>- Improve EBacc Slot DA Progress 8 so that it will be in line with national average</li> <li>- Diminish the difference between DA and NDA (National) 5 9-4 including E&amp;M by 5%</li> </ul>	<p><i>Raise the profile of all DA students within the classroom and embed provision within QFT with focus on progress outcomes. Improve the levels of accountability of teaching staff in relation to DA performance by the use of Go4Schools seating plan module, in class progress data and DA targets as part of Performance Management. Ebacc subjects to embed DA strategies and review impact with Senior Teacher (ST) support. All staff educated and executing effective AI with targeted students, effective practice for AI and measuring impact.</i></p>
<b>B.</b>	<p><b>Sharper system in place in which to analyse data and trigger intervention (in particular progress, attendance (FSM), behaviour and homework). (B,C,D, E)</b></p> <p><b>Desired Numerical End of Year Targets:-</b></p> <ul style="list-style-type: none"> <li>- Improve expected progress + in Maths and English for DA by 10%</li> <li>- Improve FSM attendance by 2% and reduce persistence absences by 2% (in line with FSM National Average)</li> <li>- Reduce the incidents of negative DA behaviour recorded on Go4Schools and DA exclusion rates by 5%</li> <li>- Reduce the DA students completing Homework sanctions by 8%</li> </ul>	<p><i>The use of data system (Go4Schools) to produce “hard data” (along with soft data indicators) to trigger targeted intervention delivered by skilled staff. This to be supported by robust behavioural and attendance data which provides key indications of barriers to learning and leads to consistent application of standards across departments. This information to be captured and shared with key stakeholders on a more frequent basis. These measures to have numerical incremental targets that will be set on a termly basis to measure in year progress.</i></p>
<b>C.</b>	<p><b>Embedding effective Numeracy and Literacy Additional Intervention (AI) including use of Year 7 Catch Up funding. (A)</b></p> <p><b>Desired Numerical End of Year Targets:-</b></p> <ul style="list-style-type: none"> <li>- Improve expected progress + by students that failed to make KS2 standards in writing, reading and maths in English and Mathematics to 80%+</li> <li>- Improve reading and spellings ages of all students that failed to make KS2 standards in writing and reading,</li> </ul>	<p><i>Specific plans focused on short and long term strategies to address the gap in both English and Mathematics to bring outcomes in line with national averages in the short term (this to be reviewed half termly with ST). Milestones to be put in place to measure progress in-year with systems to measure impact for AI.</i></p>

<p><b>D.</b></p>	<p><b>Improve learner confidence and raise aspiration for disadvantaged. (E, F)</b></p> <p><b>Desired Numerical End of Year Targets:-</b></p> <ul style="list-style-type: none"> <li>- Continue to improve DA student's destinations measures for those that go into further education, employment or training by 2% (well above the national average).</li> </ul>	<p><i>Use of attitudinal surveys/student conferencing to demonstrate how DS attitudes and aspirations have developed. Analysis of post 16/18 destination data</i></p> <p><i>Parental surveys/conferencing and their involvement in supporting their children at school.</i></p> <p><i>Strategies put in place to address learner resilience of the disadvantaged by closer links with primary providers, early intervention with CEIAG, use of Kudos Career Tool to engage parents, use of aspiration partners to create opportunities, employment of careers advisor and implement systems to capture "Soft data" to analyse parental / student engagement.</i></p>
<p><b>F.</b></p>	<p><b>Ensure targeted DA support is promoting learner progress and value for money. (C, E)</b></p> <p><b>Desired Numerical End of Year Targets:-</b></p> <ul style="list-style-type: none"> <li>- 90% of staff achieve Performance Management Target 1 related to "diminishing the difference".</li> <li>- All LAC PEPs agreed with relevant Virtual Heads</li> </ul>	<p><i>Staffing model supported by PP grant leads to direct contact with DA / LAC and instigates effective intervention in both teaching and learning and health and well-being capacities. All additional qualifications and support opportunities for DA / LAC have systems in place to measure impact and can demonstrate progress. Targeted support for DA / LAC is shared with parents / carers and is consistently administered and audited. All LAC students to have agreed PEPs with Virtual Heads.</i></p>

## Pupil Premium Strategy Review 2017-18 (Website)

Desired outcome	Actual Outcome	Development Points
<p><b>Improve Quality First Teaching (QFT) and Additional Intervention (AI) Provision to improve learning, progress and attainment of Disadvantaged Students (DA). (A)</b></p>	<p><b>Summative Feedback</b>            Half-termly meetings were set up to plan, implement and review DA strategies (with costings) with Subject Leaders in each EBACC area. <b>Classroom based strategies</b> included <b>seating plans, priority marking, directed questioning, meta-cognition strategies to self-review progress and intervention packs.</b> This was supported by <b>Additional Intervention</b> through <b>A-Level students offering Tutoring, Revision Guides, support with educational materials and consolidation sessions.</b> Guidance on effective Additional Intervention was administered through <b>Interval CPD Programme</b> with further support and training given on <b>G4S</b> to inform <b>planning, seating arrangements and analyse.</b> These approaches were supported by the <b>Educational Endowment Fund (EEF).</b> Continued development of approaches and strategies towards “<b>assessment without levels</b>” and <b>new specifications for GCSE qualifications</b> led to adaptations of whole school and departmental QA procedures to standardise judgements and develop teacher confidence. These expectations were explained to all students with all departments adopting the whole school assessment framework.</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Slight improvement in <b>Progress 8 Score</b> to <b>-0.45 (2017 – 0.46)</b></li> <li>• <b>Progress 8 Score in Ebacc element</b> remained at <b>-0.47</b> although slight improvement in <b>Progress 8 Score in Open Slot</b> to <b>-0.49 (-0.52).</b></li> <li>• Slight improvement in <b>Attainment 8 Score</b> to <b>34.63 (2017 – 34.10)</b></li> <li>• Improvement noted in <b>5+ standard passes including E &amp; M (0.6% increase), % achieving standard passes in both E &amp; M (5.5% increase)</b> as well as <b>% achieving strong passes (Grade 5) in both E &amp; M (4.2% increase).</b> Also improvement in <b>% Ebacc (Grade 4+)</b> by <b>3%.</b></li> <li>• Although slight improvements noted in <b>diminishing the difference,</b> gaps remain in <b>Progress 8 and Attainment 8 scores with specific issues with FSM (Ever), FSM (Ever 6), FSM, Male (DA) Higher Attainers (DA), SEN Support (DA) and Non-White (DA).</b></li> </ul>	<ul style="list-style-type: none"> <li>• Further work is required on changing the culture to “<b>progress over attainment</b>” and sharper focus on individual need to achieve targets set.</li> <li>• <b>Through review on strategies / approaches (with evidence of impact)</b> will inform future Pupil Premium Strategies and justification of spends.</li> <li>• <b>Platforms developed</b> to share this good practice between departments is also required. This to be further supported by using PP Grant to facilitate <b>staff CPD (clear link to impact on DA) and Research and Development Group.</b></li> <li>• To ensure a smooth transition between KS2 and KS3, further development of <b>Pupil Passports</b> is required to share good practice for Teaching and Learning.</li> <li>• On completion of <b>one full cycle of new specifications,</b> staff to <b>review SOLs</b> and embed (supported by whole school programme) <b>revision programmes</b> and <b>exam preparation.</b></li> <li>• These aspects to be supported by proven <b>Additional Intervention</b> which is supported through the school.</li> <li>• Further <b>support and analysis of impact</b> required for <b>Open Slot Subjects</b> to diminish the difference is this measure is needed.</li> </ul>

Desired outcome	Actual Outcome	Development Points
<p><b>Sharper system in place in which to analyse data and trigger intervention (in particular progress, attendance (FSM), behaviour and homework). (B,C,D, E)</b></p>	<p><b>Summative Feedback</b>  <b>DA Progress</b> was analysed via <b>G4S marksheets</b> created for each year group which identify attainment in English and Maths along with P8 measures. This was reviewed half-termly and shared with key stakeholders. This analysis tool has allowed the identification of <b>6 “Outliers” in the Year 11 outcomes</b> with specific issues identified (attendance, behaviour record, outside agency input etc.). <b>Tracking Point Data</b> (3 times per Year Group per academic year) was manipulated and shared with key stakeholders. <b>Attendance (FSM)</b> was monitored via <b>Attendance Tracker</b> (created on G4S) to identify overall year group DA attendance, along with individual DA. This was also shared half termly with key stakeholders. As part of the <b>Attendance Team</b> processes, specific intervention for individual students, DA (FSM) were highlighted and reviewed on a weekly basis. <b>DA Behaviour</b> was reviewed on a daily basis with overall figures captured half-termly, identifying trends and consistent DA students where behavioural change was required. To support <b>Homework</b>, the Homework Sanction System was reviewed half-termly and shared with key stakeholders and support offered to DA students via <b>Homework Hubs</b>. <b>Performance Management</b> incorporated three targets which included efforts to diminish the difference within staff roles and responsibilities. The <b>Monitoring and Evaluating Policy</b> allowed constant reviews through book scrutinises, Governors, Line Management and Department Observations.</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• Vast improvement in <b>English P8</b> from <b>-0.55 (2017) to -0.27 (2018)</b>. Although concerns still remain in <b>Maths P8</b>.</li> <li>• Slight improvement noted in <b>DA (FSM) attendance at 90.8%</b>, although more improvement is needed in this area to meet national expectations.</li> <li>• DA students accounted for <b>63.8% of negative incidents recorded via G4S</b> with <b>DA students contributing to 43.1% of positive points awarded</b>. This is the first cycle where we have had capacity to record this data.</li> <li>• A slight improvement in <b>DA Homework Completion</b> was noted with a <b>reduction of 5%</b> of DA students receiving Homework Sanctions from September’17 to July’18.</li> <li>• <b>99% of Seating Plans completed with DA students highlighted</b>.</li> <li>• Issues remain with <b>persistent absences with FSM, FSM (in last 6 years) and FSM (Ever)</b>.</li> </ul>	<ul style="list-style-type: none"> <li>• With systems in place to monitor key indicators (Progress, Attendance, Behaviour), <b>more emphasis must be placed on effective intervention to tackle issues cited</b>.</li> <li>• A clear focus on <b>Maths DA performance</b> is needed.</li> <li>• To ensure sharper data is collated for <b>Homework</b> (both positive and negative), development of these systems are required.</li> <li>• A clear focus on diminishing the difference must remain in <b>Line Management Reviews, Performance Management and Middle Leaders Strategic Meetings</b>.</li> <li>• Further development also required in <b>recognising positive progress of DA students</b> against these measures by completing half termly <b>“Positive Reviews”</b> with opportunities to celebrate these achievements.</li> <li>• Good practice to provide a <b>data summary sheet</b> from both <b>ASP &amp; IDSR</b> to identify trends over time.</li> </ul>

Desired outcome	Actual Outcome	Development Points
<p><b>Embedding effective Numeracy and Literacy Additional Intervention (AI) including use of Year 7 Catch Up funding. (A)</b></p>	<p><b>Summative Feedback</b>  Half-termly meetings where set up with Maths and English PP leads that focused on identification of need for DA, specific intervention (and additional) and reviews of impact. <b>For Maths</b>, focus was placed on <b>seating plans (Hot Seats), My Maths, revision guides</b> and <b>A-Level Mentoring</b> with these supported offered to KS3 targeted students as well as KS4. <b>For English</b>, focus was placed on <b>priority marking, revision guides and resources and development of their own A-Level Mentoring Programme</b>. Further initiatives (supported by PP+ Grants and Year 7 Catch Up funding) were piloted. These included <b>My Tutor (an online tutor programme aimed at supporting students with specific gaps in their learning in maths)</b> targeted at students with modified timetables (LAC). Another pilot was the <b>Units of Sound Programme</b> aimed at supporting and improving KS3 students reading and spelling ages. Further resources / initiatives supported by the <b>Year 7 Catch Up Funding</b> included <b>Cracking Comprehension, Intervention Packs</b> and <b>Homework Booklets</b>.</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• <b>Improved attainment outcomes in standard pass+ (Grade 4) in Maths for DA to 47.4% (44%) and English to 60.5% (58%). Improvement also noted in DA strong pass+ attainment in English to 64.3% (60%).</b></li> <li>• <b>Issues remain with progress in Maths for FSM (Ever), FSM (last 6 years) and FSM.</b></li> <li>• <b>In English, 30.8% of DA students met or exceeded target in Year 7, 25.6% in Year 8 and 2.6% in Year 9.</b></li> <li>• <b>In Maths, 64.1% of DA students met or exceeded target in Year 7, 48.8% in Year 8 and 0% in Year 9.</b></li> <li>• <b>The Units of Sound demonstrated a positive impact on both reading and spelling ages of the students involved in the programme. On average, reading ages improved by 1.67 (years/months) and spelling ages improved by 0.99.</b></li> <li>• <b>For A-Level Mentoring Programmes in Year 11, DA students who received this Maths intervention made -0.4 progress (compared to -0.51 overall Maths DA P8) with 33.3% of English DA students matching+.</b></li> </ul>	<ul style="list-style-type: none"> <li>• A <b>review of assessment frameworks at KS3</b> for English and Maths to address concerns regarding progress for DA (and beyond).</li> <li>• Further investment in <b>Units of Sound Programme</b> and development of <b>A-Level Mentoring Programmes</b> to ensure they are fit for purpose.</li> <li>• Clear initiatives (with millstones) identified in <b>English and Maths DDPs focused on DA performance</b>. These millstones reviewed on a half termly basis.</li> <li>• Development of <b>Form 8 Programme in Maths</b> that is targeted, topic based and measured. Further AI agreed with new Maths Subject Leader.</li> <li>• Development of <b>Whole School Literacy Policy</b> to include paired reading schemes, functional library space (with capacity to lead future programmes) and Literacy CPD support.</li> </ul>

Desired outcome	Actual Outcome	Development Points
<p><b>Improve learner confidence and raise aspiration for disadvantaged. (E, F)</b></p>	<p><b>Summative Feedback</b>  The <b>Careers Hub</b> has been embedded and populated with the latest IAG on multiple career and educational pathways. This is supported by the <b>Careers Advisor</b> that targeted potential <b>NEETs (including DA)</b> for <b>1:1 meetings</b> with <b>Career Plans</b> produced. This is further supported by <b>Kudos Online Career Programme</b> which is accessible to all Year 9 to 11 students and is another portal for IAG. The <b>Compass Tracking Tool</b> allows us to track opportunities which DA students (and wider community) have engaged with, highlighting specific gaps in experiences and opportunities that are not currently offered. <b>Aspirational opportunities</b> for DA students have included <b>University Trips, Business Contacts, Apprenticeship Roadshow, College Tasters and application / CV support</b>. A pilot, “<b>Mentorlink</b>”, was conducted and allowed a business mentor to meet a student on a two-weekly basis over a term aimed at developing a network of contacts for the young person and improving employability skills. The <b>school counselling service</b> (supported by funding by the MOD) also engaged and supported 15 DA students through the academic year. <b>Parental engagement</b> with <b>Consultation Evenings</b> remained positive, but a noticeable drop off was noted to IAG evenings.</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• <b>% of students (including DA) that meet the duty of participation (in 2017) (95.8%) was well above the national average.</b> This also included the <b>school NEETs (4.2%)</b> compared to the <b>national average of 6%.</b></li> <li>• <b>100% of DA students</b> met and received Career Plans by the Career Advisor.</li> <li>• <b>100% of DA students</b> visited the <b>Kudos Tool at least once in the academic year.</b></li> <li>• <b>80.5%</b> of the <b>DA cohort</b> received <b>individual CEIAG opportunities</b> as well as whole school opportunities including Career Fair, National Careers Week etc.</li> <li>• <b>15 DA students</b> engaged with schools counselling service.</li> <li>• <b>Between 55 – 84.2%</b> of <b>DA parents</b> attended <b>Consultation Evening</b> with a notable drop off to between <b>10 – 20%</b> for <b>IAG Evenings.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Development of <b>PSHE Drop Down Programme</b> to further embed and develop <b>Kudos Programme.</b></li> <li>• Effective use of <b>Careers Advisor</b> to engage parents (and improve IAG) with <b>Drop In</b> offer.</li> <li>• Further development of <b>Gatsby Benchmark 4 – Curriculum Offer</b> to allow more opportunities for DA students to widen their horizons within the classroom.</li> <li>• Continue to support targeted students through <b>Post 16 transition</b> by <b>MOPs, targeted college taster opportunities and apprenticeship guidance</b> through reformed website and business contact (ex-alumni programme).</li> <li>• Use this platform to develop more opportunities for the <b>Most Able DA.</b></li> <li>• Research <b>Mentoring Programme</b> that can work with small targeted groups focused on <b>building resilience and raising aspirations.</b></li> <li>• Continue to support <b>Cultural Capital opportunities</b> focused on enriching the lives of targeted DA students.</li> </ul>

Desired outcome	Actual Outcome	Development Points
<p><b>Ensure targeted DA support is promoting learner progress and value for money. (C, E)</b></p>	<p><b>Summative Feedback</b>  Measures have been put in place to review the impact of staff (supported through the PP Grant) with DA students. These include <b>School Counsellor, LAC Co-ordinator, Attendance Officer, Inclusion Lead, Careers Advisor and HLTAs. A LAC Grant Plan</b> was created to pro-actively allocate spends for individual students and inform E-PEPs. <b>Termly Reports</b> were generated by the <b>School Counsellor</b> highlighting engagement. <b>Half Termly DA Behaviour Reports</b> were shared with the <b>Inclusion Lead</b> to trigger intervention. <b>Registers of Career Plans and desired destinations</b> was kept by the <b>Career Advisor</b> and reviewed. <b>HLTAs</b> involved in the alternative provision programme completed key administration including health and safety reviews, employer reports and transition support. All <b>alternative provision placements</b> (In-Comm, Project Farm, Grease Monkeys) have facilitated work based qualifications for students to gain. <b>PP Support Requests</b> are recorded via the <b>PP Audit</b> with evidence provided of need and impact. This is supported by a <b>Parental Support Agreement</b> that highlights the support offer for DA and is a key document during KS2 and KS3 transition. <b>Performance Management Target 1</b> related to Diminishing the Difference, was constantly reviewed throughout the year.</p> <p><b>Impact</b></p> <ul style="list-style-type: none"> <li>• <b>100% of PEPs completed for LACs.</b></li> <li>• <b>100% of Alternative Provision Placements has accredited qualifications</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reform accountability measures</b> for staff populating new roles to ensure accurate data is collected.</li> <li>• Provide <b>CPD opportunities and support</b> for targeted staff that fail to meet PM Target 1.</li> <li>• Review cost effectiveness of <b>alternative provision offer</b> to ensure value for money and can be supported via current staffing model.</li> <li>• Review impact of <b>Universal Credit</b> and eligibility for additional funding.</li> </ul>

**Pupil Premium Strategy – Spends 2017-18 – Total Grant = £221,045**

<b>Numeracy &amp; Literacy Support</b>	<b>Cost</b>
A-Level Maths Tuition	£3,009
A-Level English Tuition	£1,860
Units of Sound Programme	£1,000
<b>Data Analysis</b>	
Go 4 Schools Subscription (Hyperspheric Solutions Limited)	£5,633
<b>Targeted Support</b>	
Educational Resources (Revision Guides, Laptops etc)	£2,825
School Uniform	£1,480
Enrichment Support (including transports, trips, residential, music lessons)	£5,701
Staff Model (PP Support / CPD)	£184,784
Aspiration Mentoring / My Tutor Programme	£2,000
<b>Additional Qualifications &amp; Support</b>	
Project Farm (4 Placements)	£7,950
Hope Initiatives (3 Placements)	£850
In-Comm Engineering (1 Placement)	£1,825
Get Hooked (ASDAN, SEN, DA, LAC)	£3,420
Kudos Career Programme	£508











