

Thomas Adams School Pupil Premium Strategy 2018 - 2019

1. Summary information					
School	Thomas Adams School				
Academic Year	2018-19	Total PP budget	£226,010	Date of most recent PP Review	05/11/18
Total number of pupils	1,245	Number of pupils eligible for PP	273	Date for next internal review of this strategy	Jan'19

2. Latest attainment 2018* (2017) (Gap 2018/2017)		
	Disadvantaged Students (School)	Non Disadvantaged (school Internal)
% achieving 5 9 - 4 incl. EM	31.6% (31%)	67.8% (66%) (-36.2%/-35%)
% achieving strong passes+ in English / Maths	13.2% (9%)	42.1% (38%) (-28.9%/-29%)
Progress 8 score average	-0.45 (-0.46)	0.1 (0.11) (-0.55/-0.57)
Attainment 8 score	34.63	45.98 (-11.35)

*Unvalidated data using G4S and currently the internal gaps / FFT Aspire

3. Barriers to future attainment (for pupils eligible for PP)	
Through the following quality assurances (QA) and review processes, the barriers to learning for PP students have been identified:- Ofsted Inspection, Governors Review, Examination Outcomes, Performance Management, Line Management Reviews, QFT Reviews, Soft Data Analysis and Student Voice.	
Review of 2018 Outcomes / Possible Internal Barriers	
A.	Slight improvement in Progress 8 Score to -0.45 (2017 – 0.46) . Progress 8 Score in Ebacc element remained at -0.47 although slight improvement in Progress 8 Score in Open Slot to -0.49 (-0.52) . Slight improvement in Attainment 8 Score to 34.63 (2017 – 34.10) . Improvement noted in 5+ standard passes including E & M (0.6% increase) , % achieving standard passes in both E & M (5.5% increase) as well as % achieving strong passes (Grade 5) in both E & M (4.2% increase) . Although slight improvements noted in diminishing the difference, gaps remain in 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.	Vast improvement in English P8 from -0.55 (2017) to -0.27 (2018) . Although concerns still remain in Maths P8. 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%) . Issues remain in progress in Maths for FSM (Ever), FSM (last 6 years) and FSM .

C.	<p>DA students accounted for 63.8% of negative incidents recorded via G4S with DA students contributing to 43.1% of positive points awarded. This is the first cycle where we have had capacity to record this data. % of students (including DA) that meet the duty of participation (in 2017) (95.8%) was well above the national average. This also included the school NEETs (4.2%) compared to the national average of 6%. 100% of DA students met and received Career Plans by the Career Advisor. 100% of DA students visited the Kudos Tool at least once in the academic year. 80.5% of the DA cohort received individual CEIAG opportunities as well as whole school opportunities including Career Fair, National Careers Week etc.</p>
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Review of 2018 Outcomes / Possible External barriers	
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D.	<p>Slight improvement noted in DA (FSM) attendance at 90.8%, although more improvement is needed in this area to meet national expectations. Issues remain with persistent absences with FSM (-18% on national), FSM (in last 6 years) (-6% on national) and FSM (Ever) (-5% on national).</p>
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E.	<p>A slight improvement in DA Homework Completion was noted with a reduction of 5% of DA students receiving Homework Sanctions from September'17 to July'18.</p>
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F.	<p>Between 55 – 84.2% of DA parents attended Consultation Evening with a notable drop off to between 10 – 20% for IAG Evenings.</p>
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4. Outcomes (linked to identified barriers)

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Improve Quality First Teaching (QFT) and Additional Intervention (AI) Provision to improve learning, progress and attainment of Disadvantaged Students (DA). (A)</p> <p>Desired Numerical End of Year Targets:-</p> <ul style="list-style-type: none"> - Progress 8 improvement of 0.2 to put in line with national average for DA - Attainment 8 improvement of 4.0 to put in line with national average for DA - Improve Open Slot DA Progress 8 so that it will be in line with national average - Diminish the difference between DA and NDA (National) 5 9-4 including E&M by 5%. 	<p>Further work is required on changing the culture to “progress over attainment” and sharper focus on individual need to achieve targets set. Through review on strategies / approaches (with evidence of impact) will inform future Pupil Premium Strategies and justification of spends. Platforms developed to share this good practice between departments is also required. This to be further supported by using PP Grant to facilitate staff CPD (clear link to impact on DA) and Research and Development Group. To ensure a smooth transition between KS2 and KS3, further development of Pupil Passports is required to share good practice for Teaching and Learning. On completion of one full cycle of new specifications, staff to review SOLs and embed (supported by whole school programme) revision programmes and exam preparation. These aspects to be supported by proven Additional Intervention which is supported through the school. Further support and analysis of impact required for Open Slot Subjects to diminish the difference is this measure is needed.</p>
B.	<p>Effective use of systems in place in which to analyse data and trigger intervention (in particular progress, attendance (FSM), behaviour and homework). (B,C,D)</p> <p>Desired Numerical End of Year Targets:-</p> <ul style="list-style-type: none"> - Improve expected progress + in Maths and English for DA by 10% - Improve FSM attendance by 2% and reduce persistence absences by 2% (in line with FSM National Average) - Reduce the incidents of negative DA behaviour recorded on Go4Schools and DA exclusion rates by 5% - Reduce the DA students completing Homework sanctions by 5% 	<p>A clear focus on Maths DA performance is needed. To ensure sharper data is collated for Homework (both positive and negative), development of these systems are required. A clear focus on diminishing the difference must remain in Line Management Reviews, Performance Management and Middle Leaders Strategic Meetings. Further development also required in recognising positive progress of DA students against these measures by completing half termly “Positive Reviews” with opportunities to celebrate these achievements. Good practice to provide a data summary sheet from both ASP & IDSR to identify trends over time.</p>

<p>C.</p>	<p>Embedding effective Numeracy and Literacy Additional Intervention (AI) including use of Year 7 Catch Up funding. (A)</p> <p>Desired Numerical End of Year Targets:-</p> <ul style="list-style-type: none"> - Improve expected progress + by students that failed to make KS2 standards in writing, reading and maths in English and Mathematics to 80%+. - Improve reading and spellings ages of all students that failed to make KS2 standards in writing and reading, - Improvement in all DA students making expected progress+ at KS3 with 60-70% making this measure in each year group. 	<p><i>A review of assessment frameworks at KS3 for English and Maths to address concerns regarding progress for DA. Further investment in Units of Sound Programme and development of A-Level Mentoring Programmes to ensure they are fit for purpose. Clear initiatives (with millstones) identified in English and Maths DDPs focused on DA performance. These millstones reviewed on a half termly basis. Development of Form 8 Programme in Maths that is targeted, topic based and measured. Further AI agreed with new Maths Subject Leader. Development of Whole School Literacy Policy to include paired reading schemes, functional library space (with capacity to lead future programmes) and Literacy CPD support.</i></p>
<p>D.</p>	<p>Improve learner confidence and raise aspiration for disadvantaged. (A, B, C)</p> <p>Desired Numerical End of Year Targets:-</p> <ul style="list-style-type: none"> - 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). - Increased engagement with the Kudos Programme with 2 contact points+. - Evidence of Parental Engagement with Careers Advisor. - Evidence of CEIAG present within all departments. - Increased engagement with education and apprenticeship pathways via Compass Tool. 	<p>Development of PSHE Drop Down Programme to further embed and develop Kudos Programme. Effective use of Careers Advisor to engage parents (and improve IAG) with Drop In offer. Further development of Gatsby Benchmark 4 – Curriculum Offer to allow more opportunities for DA students to widen their horizons within the classroom. Continue to support targeted students through Post 16 transition by MOPs, targeted college taster opportunities and apprenticeship guidance through reformed website and business contact (ex-alumni programme). Use this platform to develop more opportunities for the Most Able DA. Research Mentoring Programme that can work with small targeted groups focused on building resilience and raising aspirations. Continue to support Cultural Capital opportunities focused on enriching the lives of targeted DA students.</p>

5. Planned expenditure

Academic Year

2018-2019

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Milestones to implementation?	Staff lead	Milestones to review in year progress? (T = Term)
A & C – Embedding Maths QFT and effective numeracy AI.	A series of DA QFT strategies have been identified including hot seats, priority marking and constant assessment along with AI that will include 1:1 A-Level Mentoring, Form 8 led by skilled teacher and targeted extraction groups.	Although improvements noted in A8 score, significant attainment gaps remain between DA and NDA internally and P*. Proven QFT strategies supported by the EEF for DA students have been identified with AI in place that follow the model of good practice (targeted, focused, sharp and short in duration) and have proven to promote progress when compared with other AI strategies.	<p>Maths QFT Half-Termly Meetings with ST demonstrating evidence of impact of QFT strategies through assessment outcomes, MyMaths outcomes, seating plans, SLs Department minutes and Book reviews.</p> <p>Maths AI The following key measures to be used to assess DA progress in AI:-</p> <ol style="list-style-type: none"> 1. Baseline and Completion Assessments. 2. Attendance. 3. Student Voice (SV) 	Maths SL / AHT / CXB	<p><u>Maths QFT KS3 (Overall)</u> DA On Expected + Progress:- T1 – 40% To be reviewed (TP)</p> <p><u>Maths QFT KS4 (Overall)</u> DA On Expected + Progress (within – 1 grade of target):- T1 – 20% To be reviewed (TP)</p> <p>DA Attainment (Standard Pass):- T1 – 30% To be reviewed (TP)</p> <p><u>Maths AI</u> For each AI the following expectation:-</p> <ol style="list-style-type: none"> 1. 5% improvement in Completion Assessment 2. 90% Attendance 3. QFT measures achieved 4. Positive Feedback from SV

<p>A & C – Embedding English QFT and effective literacy AI.</p>	<p>A series of DA QFT strategies have been identified including hot seats, priority marking and constant assessment along with AI that will include 1:1 A-Level Mentoring, Form 8 led by skilled teacher and development of whole school literacy programme.</p>	<p>Although improvements noted in standard pass gap (internal), significant attainment gaps remain between DA and NDA in strong passes+ and P8 score. Proven QFT strategies supported by the EEF for DA students have been identified with AI in place that follow the model of good practice (targeted, focused, sharp and short in duration) and have proven to promote progress when compared with other AI strategies.</p>	<p>English QFT Half-Termly Meetings with ST demonstrating evidence of impact of QFT strategies through assessment outcomes, homework outcomes, seating plans, SLs Department minutes and Book reviews.</p> <p>English AI The following key measures to be used to assess DA progress in AI:-</p> <ol style="list-style-type: none"> 1. Baseline and Completion Assessments. 2. Reading and Spelling Ages 3. Attendance. 4. Student Voice 	<p>English SL / AHT / KRK</p>	<p><u>English QFT KS3 (Overall)</u> DA On Expected + Progress:- T1 – 40% To be reviewed (TP)</p> <p><u>English QFT KS4 (Overall)</u> DA On Expected + Progress (within – 1 grade of target):- T1 – 20% To be reviewed (TP)</p> <p>DA Attainment (Standard Pass):- T1 – 30% To be reviewed (TP)</p> <p><u>English AI</u> For each AI the following expectation:-</p> <ol style="list-style-type: none"> 1. 5% improvement in Completion Assessment 2. Improvement in Reading and Spelling Age 3. 90% Attendance 4. QFT measures achieved 5. Positive Feedback from SV
<p>A & C – Year 7 Catch Up Funding (£10, 409)</p>	<p>A series of QFT English strategies (Paired Reading, Cracking Comprehension, Intervention Packs, Homework Booklets) and Maths Strategies (MyMaths, Targeted Support) along with AI that will include 1:1 A-Level Mentoring, Units of Sound Programme and Pupil Passports (KS2 Transition).</p>	<p>The school will receive £10,409 for this current academic year (as same amount as 2017-18). The school allocated the funding on specific numeracy and literacy strategies to improve the outcomes of students who failed to make the expected standards in writing, reading and maths at the end of Key Stage 2. These strategies included 1:1 English and Maths Tuition, additional literacy and numeracy support delivered by SEN department and online programmes such as Cracking Comprehension and Mymaths.</p>	<p>English & Maths QFT Half-Termly Meetings with ST demonstrating evidence of impact of QFT strategies through assessment outcomes, homework outcomes, seating plans, SLs Department minutes and Book reviews.</p> <p>English & Maths AI The following key measures to be used to assess DA progress in AI:-</p> <ol style="list-style-type: none"> 1. Baseline and Completion Assessments. 2. Reading and Spelling Ages (Eng) 3. Completion Rate 4. Attendance. 5. Student Voice 	<p>Maths SL / English SL / SENCO / AHT / KRK</p>	<p><u>English QFT Year 7 (Targeted)</u> DA On Expected + Progress:- T1 – 40% To be reviewed (TP)</p> <p><u>Maths QFT Year 7 (Targeted)</u> DA On Expected + Progress:- T1 – 40% To be reviewed (TP)</p> <p><u>English & Maths AI</u> For each AI the following expectation:-</p> <ol style="list-style-type: none"> 1. 5% improvement in Completion Assessment 2. Improvement in Reading and Spelling Age 3. 90% Attendance 4. 90% Completion Rate 5. QFT measures achieved 6. Positive Feedback from SV

<p>A & C – Embedding Ebacc and Open DA Strategies.</p>	<p>A series of DA QFT strategies have been identified across the EBacc and Open subjects including hot seats, priority marking, war boards and collapsed curriculums, along with AI that will include Teacher Mentoring, Data Review Meetings, Targeted Workshops and requests of PP support for key revision materials. This has been supported via the PP Grant (£43,000) with staff expected to focus on DA QFT strategies (this has been calculated as at 1 hour of time per teacher, per week).</p>	<p>Although improvements noted in gaps related to internal expected progress scores between DA and NDA, significant concerns regarding P8 Ebacc and Open Slot scores and attainment gaps remain. Proven QFT strategies supported by the EEF for DA students have been identified with AI in place that follow the model of good practice (targeted, focused, sharp and short in duration) and have proven to promote progress when compared with other AI strategies.</p>	<p>Ebacc / Open QFT Half-Termly Meetings with ST demonstrating evidence of impact of QFT strategies through assessment outcomes, MyMaths outcomes, seating plans, SLs Department minutes and Book reviews.</p> <p>Ebacc / Open AI The following key measures to be used to assess DA progress in AI:-</p> <ol style="list-style-type: none"> 1. Baseline and Completion Assessments. 2. Attendance. 3. Student Voice (SV) 	<p>EBacc SLs / AHT</p>	<p><u>Ebacc / Open QFT KS3 (Overall)</u> DA On Expected + Progress:- T1 – 40% To be reviewed (TP)</p> <p><u>Ebacc / Open QFT KS4 (Overall)</u> DA Attainment (Standard Pass):- T1 – 20% To be reviewed (TP) DA On Expected + Progress (within – 1 grade of target):- T1 – 20% To be reviewed (TP)</p> <p><u>Ebacc AI</u> For each AI the following expectation:-</p> <ol style="list-style-type: none"> 1. 5% improvement in Completion Assessment 2. 90% Attendance 3. QFT measures achieved 4. Positive Feedback from SV
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Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Milestones to implementation?	Staff lead	Milestones to review in year progress? (T = Term)
<p>B – Development of staffing model (in particular staff supported by PP) and their impact with DA students.</p>	<p>After a series of reviews, greater accountability is required to assess the impact of staff (supported by PP) have on DA students with measures put in place. Further review on the nature of this staff support to ensure both academic and pastoral needs of DA students are met.</p>	<p>More robust measures must be in place to evidence the impact of key staff on DA students and to evaluate value for money. This must be reflected in the PP strategy with staff allocated based upon the needs outlined in this document. For AI that is offered by designated staff, clear milestones must also be identified. “Schools devolve responsibility to frontline staff; use the best teachers to work with pupils who need the most support...” (NFER, 2015).</p>	<p>Staff Model Conduct review on current staff model with PP support. Investigate capacity to develop roles to incorporate needs outlined in this document. Once agreed with key stakeholders, embed the following measures of impact:-</p> <ol style="list-style-type: none"> 1. Baseline and Completion Assessments. 2. Records of Engagement 3. Behaviour Records 4. Completion Rate 5. Attendance. 6. Student Voice <p>Evidence of these to be provided to ST on agreed timeline (between weekly and half-termly).</p>	<p>AHT / SLT</p>	<p>Analysis % of staff achieving Performance Management Target 1 (PMT1) – this must be increased by 5% for next academic year.</p> <p>Evidence provided to ST must demonstrate the following numerical values (when submitted):-</p> <ol style="list-style-type: none"> 1. 5% improvement in Completion Assessment 2. Updated records of evidence of spending 3. 90% Attendance / Engagement to AI. 4. Reduction of negative behavioural points. 5. Increase in positive behavioural points. 6. Positive Feedback from SV

<p>D – Develop CEIAG to raise the aspiration and develop resilience of our disadvantaged students</p>	<p>As part of the schools review of its CEIAG provision a number of approaches will be targeted at focus groups to raise aspiration. This includes the introduction of the new Kudos Online Career Tool to students and parents and further development of our “Aspiration Partners” (AP) programme.</p>	<p>Effective CEIAG has been proven to raise the aspiration of both students and parents (Ofsted). A programme will be put in place that will empower students to use the Kudos platform to help monitor attitudes towards careers and inform choices, with parents given training to support their child with this tool. The recruitment of a Careers Advisor offers non-biased IAG with DA students targeted via mentoring referral system. The Aspiration Partners (AP) programme will provide targeted students with workshops, mentors, additional qualifications and employment routes (supported by TeachFirst Report, 2015).</p>	<p>Kudos Programme / AP Kudos Training to key staff. Agreed programme for implementation. Assembly Launch to Yr 9-11. These programme to be supported by report documents (half-termly) that include engagement, specific careers / subjects / work areas searched, action plan usage and job vacancies. AP to include student voice and evidence of future pathways.</p> <p>Careers Advisor Has comprehensive job specification with clear responsibility to target DA and parental engagement.</p> <p>Gatsby Benchmarks These benchmarks have been used to share the school IAG offer. This will be measured by the Compass Tool.</p>	<p>AHT</p>	<p>Kudos Programme</p> <ul style="list-style-type: none"> - Increase in engagement - Increase in “direction of travel”. - 2% increase Destination Data - Positive Student Voice <p>Aspiration Partners</p> <ul style="list-style-type: none"> - Positive Student Voice - Improvement in DA attendance, positive behaviour log. <p>Careers Advisor</p> <ul style="list-style-type: none"> - Log of target intervention - Internal NEETs / Destination Data (90%+) <p>Gatsby Benchmarks</p> <ul style="list-style-type: none"> - Careers Programme on Website - Reviewed via Compass Tool
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Whole School Strategies

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Milestones to implementation?	Staff lead	Milestones to review in year progress? (T = Term)
<p>B – Effective use of systems in place in which to analyse data and trigger intervention (in particular progress, attendance (FSM), behaviour and homework).</p>	<p>The use of data system (Go4Schools – G4S) 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 that provides key indicators of barriers to learning and consistent application of standards across departments. This information to be captured and shared</p>	<p>After a series of reviews (including Ofsted) and analysis of the exam outcomes of 2018, further development of systems to analyse data for DA progress, attendance (FSM), behaviour and homework completion was required. These are fundamental to taking a proactive approach to intervention and to ensure the individual needs of DA students are met.</p>	<p>DA Progress Via G4S, marksheets created for each year group that identify attainment in English and Maths along with P8 measures. This will be reviewed half-termly and shared with key stakeholders. Tracking Point Data (3 times per Year Group per academic year) to be manipulated and shared with key stakeholders. Evidence of action based on this data will be produced.</p>	<p>AHT / SLT / DP / RT / DC / DJ</p>	<p>DA Progress Refer to Maths, English and EBacc measures for in year progress. Improvement in headlines figures for P8 (+0.2 and in line with DA national average) and A8 (+5 and in line with DA national average).</p> <p>Attendance FSM Termly Attendance T1 – 91% (Nat Average) T2 – 92% T3 (Overall) – 93%+</p>

	<p>with key stakeholders on a more frequent basis. The development of the mentoring scheme will focus specifically on DA needs as students will have direct contact with SLT members twice a year. These measures to have numerical incremental targets that will be set on a termly basis to measure in year progress.</p>		<p>Attendance (FSM) DA Attendance Tracker (created on G4S) to identify overall year group DA attendance, along with individual DA. This will be shared half termly with key stakeholders. As part of Attendance Team data which identifies specific intervention for individual students, DA (FSM) are highlighted and reviewed on a weekly basis.</p> <p>DA Behaviour Individuals to be reviewed on a daily basis with overall figures to be captured half-termly, identifying trends and consistent DA students where behavioural change is required. This to be shared with key stakeholders and acted upon.</p> <p>Home Learning Via current Home Learning Sanction System, half-termly reviews to be completed and shared with key stakeholders and support offered.</p>	<p><u>DA Behaviour</u> Incidents of DA negative behaviour recorded on G4S to reduce per year group per term from current data:- T1 – 2% T2 – 3% T3 – 5%</p> <p>Reduction in exclusion rate:- T1 – 2% T2 – 3% T3 – 5%</p> <p><u>Homework Completion</u> Reduction of DA students completing Homework sanctions from current data:- T1 – 2% T2 – 5% T3 – 8%</p>
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Whole School Ethos and Outcomes

This Pupil Premium Strategy document is to support the School Improvement Plan and to be incorporated into the “Quality First Teaching” development plan. This strategy aims to support the school's ethos of high attainment for all, challenge stereotyping of certain sub groups, empower and hold to account staff and ultimately improve the outcomes of disadvantaged students at our school.

Pupil Premium Strategy – Predicted Spends

Numeracy & Literacy Support	Cost
A-Level Maths Tuition	£3,000
A-Level English Tuition	£3,000
Units of Sound Programme	£1,000
Numeracy / Literacy Programme Support (My Tutor, Form 8, Intervention Sessions)	£4,000
Data Analysis	
Go 4 Schools Subscription (Hyperspheric Solutions Limited)	£6,500
Targeted Support	
Educational Resources (Revision Guides, Laptops etc)	£3,000
School Uniform	£1,500
Enrichment Support (including transports, trips, residential, music lessons, Mentoring)	£5,000
Staff Model (PP Support) / CPD	£180,730
Additional Qualifications & Support	
Project Farm (4 Placements)	£8,000
Hope Initiatives (3 Placements)	£1,900
In-Comm Engineering (1 Placement)	£1,800
Get Hooked (ASDAN, SEN, DA, LAC)	£6,000
Kudos Career Programme	£580

Pupil Premium Strategy Reviews

Outlined below are the key milestones to review the Pupil Premium Strategy:-

- 1) Agreement on Pupil Premium Strategy with SLT & Governors – July'18
- 2) Finalise Pupil Premium Strategy after Examination Outcomes – November'18
- 3) Milestone 1 Review with SLT, Governor Committee - January '19
- 4) Milestone 2 Review with SLT, Governor Committee – April'18
- 5) Self-Review of Pupil Premium Strategy and 2017-18 version (with Governor support) – July'19
- 6) Repeat Review Cycle