

# Thomas Adams School Pupil premium strategy statement

## School overview

Metric	Data
School name	Thomas Adams School
Pupils in school	1,043
Proportion of disadvantaged pupils	23.5%
Pupil premium allocation this academic year	£231,255
Academic year or years covered by statement	2019/20 – 2021/22
Publish date	October 2019
Review date	October 2020
Statement authorised by	Mark Cooper
Pupil premium lead	Tom McAleavy
Governor lead	Jo Hickson

## Disadvantaged pupil performance overview for last academic year\* (G4S - internal)

Progress 8	DA -0.6 NDA 0.1
Ebacc entry	33.3%
Attainment 8	DA 3.1 NDA 4.6
Percentage of Grade 5+ in English and maths	18.2%

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Reduce the difference between DA and National NDA	Sep'22
Attainment 8	Reduce the difference between DA and National NDA	Sep'22
Percentage of Grade 5+ in English and maths	Improve DA outcomes in Grade 5+ in English and Maths	Sep'22
DA Attendance / Behaviour	DA attendance to be in line with national average. Reduction in DA behaviour incidents / exclusions	Sep'22
DA Destinations	Reduce DA students becoming NEETs below National Average	Sep'22

## Teaching priorities for current academic year

Measure	Activity
Classroom Intervention	<ul style="list-style-type: none"> <li>• Targeted Seating Plans</li> <li>• Priority Marking</li> <li>• Directed Questions</li> <li>• Effective use of TAs</li> <li>• Use of Praise System</li> <li>• Core SLs to review DA setting arrangements and staff deployment</li> </ul>
Assessment and Feedback	<ul style="list-style-type: none"> <li>• Focus on Presentation</li> <li>• Effective Use of Yellow Boxes</li> <li>• Evidence of students acting on advice</li> <li>• Core assessment providing accurate judgements of progress in line with “flight paths”.</li> </ul>
Literacy Development	<ul style="list-style-type: none"> <li>• Literacy Coding as part of Feedback Policy</li> <li>• Focus on Subject Specific Vocabulary (Tier 2/3)</li> <li>• Development of Library to promote reading</li> <li>• Form Time Literacy Programme</li> </ul>
Curriculum Mapping / Offer	<ul style="list-style-type: none"> <li>• SLs can articulate Curriculum Intent</li> <li>• Curriculum mapping documents in place outlining sequence of learning, assessment arrangements and home learning support.</li> <li>• Alternative Provision offer at KS4 (External Providers)</li> </ul>
Monitoring DA progress (Boys)	<ul style="list-style-type: none"> <li>• Review of core assessments and “flight paths” to provide accurate judgements of progress.</li> <li>• DA performance (Bands, Gender, FSM) to be analysed after each Tracking Point and shared with SLs.</li> <li>• SLs to provide targeted support for DAs with support from LMs.</li> </ul>
Staff CPD	<ul style="list-style-type: none"> <li>• PD Days / Twilights focused on Teaching and Learning priorities.</li> <li>• Internal CPD programme to offer focused support for Teaching and Learning.</li> <li>• SLs support programme via meeting schedule</li> <li>• External CPD and MAT offer.</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Accuracy of judgements on DA performance</li> <li>• Persistent absence of key DA students</li> <li>• Lack of parental engagement</li> <li>• DA engagement with the curriculum</li> <li>• Consistent delivery of whole school policy</li> </ul>
Projected spending	£75,181

## Targeted academic support for current academic year

Measure	Activity
Additional Literacy & Numeracy Support	<ul style="list-style-type: none"> <li>• “Reading Buddies” programme for low attaining DA students</li> <li>• Reading Books for Year 7 students</li> <li>• Units of Sound / Dyslexia Mentors Programmes</li> <li>• A-Level Mentoring for Maths and English</li> <li>• Form Time Intervention Programme</li> <li>• My Tutor online provision</li> <li>• Learning Support – Rapid Reader</li> </ul>
Personal Support	<ul style="list-style-type: none"> <li>• Targeted support (based on TPs) from Core SLs, HOYs and Careers Team.</li> <li>• Personal Mentoring / Targeted Parental Meetings</li> <li>• Academic materials provided and uniform support</li> <li>• Home Learning Hub</li> </ul>
Revision Programme	<ul style="list-style-type: none"> <li>• Elevate Education Programme</li> <li>• Form Time Programme</li> <li>• Curriculum Offer</li> <li>• Home Learning Programme</li> <li>• Parental Support / Information Evenings</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Costings on intervention</li> <li>• Persistent absence of key DA students</li> <li>• Lack of parental engagement</li> <li>• Accurate monitoring of impact of additional support</li> </ul>
Projected spending	£41,816

## Wider strategies for current academic year

Measure	Activity
Attendance	<ul style="list-style-type: none"> <li>• Regular attendance reports shared with key stakeholders</li> <li>• EWO intervention with Attendance Team</li> <li>• HOYs/Form Tutors “first day” absence calls.</li> </ul>
Welfare Checks / Behaviour Intervention	<ul style="list-style-type: none"> <li>• HOYs to link in with targeted students (DA)</li> <li>• LAC Co-ordinator</li> <li>• Behaviour data monitored (via SIMs and TPs)</li> <li>• Counselling service</li> <li>• Outside agency work</li> <li>• Personal Learning Plans issued where appropriate</li> </ul>
CEIAG Support / Raising Aspirations	<ul style="list-style-type: none"> <li>• Targeted Careers Advice</li> <li>• Parental Career Advice</li> <li>• MOP Plans (SEND)</li> <li>• Kudos Programme</li> <li>• Assembly Programme</li> <li>• Post 16 Support (University Trips, College Taster Days, CV writing, interview practice)</li> <li>• National Citizenship Service</li> <li>• My Future Days</li> </ul>
School Community Engagement	<ul style="list-style-type: none"> <li>• Extra-Curricular Offer</li> <li>• Music and Creative Art support</li> <li>• Get Hooked</li> <li>• School Trips / Enrichment</li> <li>• School Leadership Group</li> <li>• Prefects</li> <li>• Literacy Roles (Reading Buddies, Librarian)</li> </ul>
Key Stage 2/3 Transition	<ul style="list-style-type: none"> <li>• Transition Programme (Open Day, Taster Days, Sports Programme)</li> <li>• Transition Team Visits (Pastoral, Academic information)</li> <li>• Year 7 Curriculum Offers</li> <li>• Literacy Offer</li> </ul>
Barriers to learning these priorities address	<ul style="list-style-type: none"> <li>• Attitudes to learning</li> <li>• Persistent absence of key DA students</li> <li>• Lack of parental engagement</li> <li>• Costings of intervention</li> </ul>
Projected spending	£114,258

## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Consistency of practice. "Up skilling" staff to deliver teaching priorities. Time to facilitate training.	Robust QA processes supported by Line Managers to offer support and challenge. Effective use of CPD programme. Clear links with Performance Management. Costings to support level of support required.
Targeted support	Persistent absence for key DA students. Costing for targeted support. Ensuring measurement of impact in place. Parental engagement.	Constant dialogue with Attendance Team. Student voice to assess impact of additional support. Monitor parental attendance and target intervention.
Wider strategies	Ensuring value for money. Collation of data to monitor DA progress. Primary engagement with transition programme. DA student's engagement with wider offer.	Use of pastoral / welfare teams to forge positive relationships with key DA students / parents. Remove financial barriers for DA students to access enrichment opportunities.

## Review: last year's aims and outcomes

Aim	Outcome
Improve P8 score for DA	Not achieved – 0.1 below previous
Improve A8 score for DA	Not achieved – 0.5 below previous
Improve internal gap between DA and NDA in P8 and A8	Achieved