

Tarleton Academy Pupil Premium Strategy Statement 2017/18



TARLETON ACADEMY

FACIMUS NOSTRAE FUTURAE

1. Summary information

School	Tarleton Academy				
Academic Year	2017/18	Total PP budget	£91,600 (2016/17)	Date of most recent PP Review	Dec 17
Total number of pupils	593	Number of pupils eligible for PP	87 (14.6%)	Date for next internal review of this strategy	Apr 18

2. Current attainment

Year 11	<i>Pupils eligible for PP TA 2015/16</i>	<i>Pupils eligible for PP TA 2016/17 Provisional Data</i>	<i>National Average for ALL pupils 2017</i>
% achieving 5A* - C incl. EM (2015-16 only)	52% (13/23)		
% achieving expected progress in English / Maths (2015-16 only)	82%/59% (18 & 13/23)		
% achieving basics measure standard pass in English & Maths		40% (8/20)	
Progress 8 score average	0.08	-0.16	
Attainment 8 score average	47.5	36.35	
Progress 8 English	0.23	0.01	
Progress 8 Maths	-0.08	-0.60	

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Quality teaching remains the main focus to ensure accelerated progress for disadvantaged students
B.	Some reticence to access extra-curricular activities and additional resources
C.	Ensure the continued focus on challenge for the most able disadvantaged pupils with high academic targets

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Some instances of low attendance rates in PP students
E.	Students eligible for PP often have lower aspirations regarding going on into Further and Higher Education.

4. Desired outcomes *(desired outcomes and how they will be measured)*

Success criteria

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria
A.	Improved rates of progress in Maths for all students eligible for PP	Evidence of PP students in line with or better than national figures for progress in maths. Internal tracking data
B.	Improved rates of progress in all subjects for all students particularly the most able eligible for PP	Evidence of PP students in line with or better than national figures for progress in all 4 EBacc buckets. Internal tracking data
C.	Improved attendance for all students eligible for PP	Evidence of reduction in persistent absenteeism amongst pupils eligible for PP
D.	Improved aspirations of students eligible for PP by the further development of effective CEIAG support structures.	Increased number of high ability students who are eligible for PP who go on to level 3 qualifications
E.	Increased profile of PP students and review of teaching and tutor groups to ensure that focussed targeting and intervention can take place	Evidence of increased participation in homework club Evidence of increased intervention in literacy and numeracy tutor time activities Evidence of increased awareness of achievement and behaviour points awarded

5. Planned expenditure

Academic year

2017-18

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.

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 implementation?
Improved rates of progress in maths for all students eligible for PP	Smaller than average class sizes and intervention by key staff	High quality teaching and learning for all is key in the classroom. Research shows that highly effective teaching positively impacts on the progress of disadvantaged pupils. Smaller class sizes enables teachers to differentiate more effectively and spend more dedicated specialist one to one time within lessons with targeted students. It also allows more time per individual for personalised strategies.	Maths Leadership oversees the planning for quality teaching and intervention and directs the support following detailed analysis of students needs	JCL/NMU	Every data collection point (3 per year per year group)
Improved rates of progress in for all students eligible for PP in all subjects	Reduced class sizes	As above	Monitor progress of PP students after data collection Review of strategies for teaching and learning, effective feedback and intervention through Faculty and whole school CPD and professional discussions	HoF	Every data collection point
	Ensure that target grades remain aspirational particularly if there is evidence of under achievement in KS2	Students having high aspirations and targets will allow teachers to target accelerated stretch and challenge to diminish the difference in progress for PP and non PP students	Analysis of target grades and monitoring of students' progress	THO / JCH	Every data collection point

	Implement and regularly review effectiveness of Feedback and Marking Guidelines to ensure they are high impact	The Sutton Trust-EEF has identified teacher feedback as a key high impact, low cost strategy. We already have this as a key area for development in staff marking.	Staff CPD, sharing best practice and monitoring of students books Delegated directed time for collaborative working	JBC / HoF	Weekly in the Teaching and Learning groups Monthly in Faculty meetings Half Termly in SPT meetings
	Continued investment in SISRA to accurately track attainment of disadvantaged students and target intervention in all year groups	Early intervention has higher impact	SLT and Heads of Faculty ensure standardised response to data and outcomes for intervention with HOH are systematic	THO / JCH	Termly
	E Learning Subsidy	All disadvantaged pupils are eligible for discounted 'Chromebooks for Learning Project', ensuring 100% uptake. Student survey indicates that 90% of year 8 students believed their Chromebook supports and inspires their learning, with regular access to internet, support with homework and engaging learning activities identified as key benefits.	Faculty and Whole School CPD on utilising Chromebooks to improve teaching and learning Focus group discussions with students to review and capture impact and further developments	TMC TMC	Termly Termly
Contribution to Total budgeted cost					£53,000

i. 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 implementation?
Improved rates of progress in maths for all students eligible for PP	Employment of tutors for specific students	Additional high quality small group tuition to identify gaps in knowledge. Evidence indicates that one to one tuition can be effective in accelerating learning.	HOF oversees the intervention and directs the support following detailed analysis of students needs	HoF / HOH / JCH	Termly

Improved rates of progress in maths for all students eligible for PP	PGL Revision and team building trip for targeted PP students	Additional high quality small group tuition to identify gaps in knowledge. Motivational activities will create ethos of Growth Mindset and raise aspirations	AHT to oversee and review the implementation and impact on progress/outcomes data of the intervention Evaluations from the students who participated	JCH	April 2018
Improving aspirations attendance and progress of PP Students	Breakfast club where FSM students can have a free breakfast	Students will be more ready to learn through appropriate blood sugar levels/brain function	Director of Resources to monitor use and Heads of Houses to monitor students	GDA / JCH	Termly
	Targeted intervention from family support worker	Behaviour, social and emotional interventions have been shown to have high effect sizes through the Sutton Trust report into pupil premium interventions	Director of Student Services to monitor wellbeing impact AHT progress to monitor progress data	NFA/JCH	Termly
	Provision of Lunch club and homework club to target PP students	Lunch club allows vulnerable students to access a programme provided in a nurturing environment which stimulated learning, positivity & a sense of belonging. Homework club allows access to computers and internet which might be lacking at home	Director of Student Services to monitor wellbeing impact AHT progress to monitor progress data	NFA JCH	Termly
	Specific focus on early intervention and family contact for PP students whose attendance falls below 95% Continue to subsidise to travel costs paid for PP and FSM as appropriate	Regular attendance supports higher attainment. By securing the attendance of PP pupils they will have more of a chance to achieve during their time at Tarleton. The key focus here is to bring the attendance of PP pupils more in line with non PP. This will include embedding new systems and procedures to support PP accessing school life and attending on a regular basis	Director of Student Services to monitor and support attendance officer in detailed analysis of trends and student needs	NFA	Termly

Continue to improve aspirations of students eligible for PP by the development of effective CEIAG support structures.	Ensure all PP students have a work experience placement in Year 10 and all Year 11 students have appropriate options and back up options for post 16 education or training Oxford/UCLAN/Colleges Apprenticeships trips	Higher aspirations and clear plans will give PP students something to aim for to raise their attainment. Too often PP students do not have the role models and awareness in their home settings of the opportunities available to them and therefore aspirations can be low.	CEIAG Officer & HoH will work with all PP students to ensure that aspirations remain high and well planned Review attendance and aspirations of students following attendance	JCH JCH	Termly
Contribution to Total budgeted cost					£30,000

i. 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?
Increased profile of PP students and review of teaching and tutor groups to ensure that focussed targeting and intervention can take place	Staff training session and House CPD meetings	Open forum and discussion raises further awareness rather than just data sheets	HoH Review	JCH	Termly
	Develop the use of Class Charts	Visual prompts and easy to use tools help further highlight and keep staff aware of students who are eligible for PP	Discussions within line management and faculty meetings about PP students	SLT	Termly
	Homework club and faculty intervention for PP pupils to take part in after school and lunch time activities as well as extra-curricular trips	Additional one to one support and widening horizons brings about higher aspirations and individual self-knowledge of potential	SLT review of homework club attendance, tracking data and behaviour points for equipment	JCH THO NFA	Termly
	Food Technology Ingredients and some revision materials purchased	Sometimes PP pupils are not as well prepared/able to finance purchases to fully access learning in this area and this eliminates the concern			
Contribution to Total budgeted cost					£4000

6. Review of expenditure

Previous Academic Year

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
Improved rates of progress in for all students eligible for PP in all subjects	Smaller than average class sizes and intervention by key staff	<p>Of the students who came to us below age related expectations that were taught in small nurture classes the disadvantaged students made up 50% of these cohorts. Data shows that their progress was accelerated.</p> <p>This also allowed other classes to remain smaller than 28 and to ensure that students eligible for PP funding are equally distributed between teaching groups enabling more targeted teacher support for disadvantaged</p>	<p>This will be continued.</p> <p>Through Faculty development plan the HoF will monitor:</p> <ul style="list-style-type: none"> • The quality of teaching and learning so that it is of the highest quality in all subjects • Development of moderation of assessments and work between classes to ensure that the students are receiving the same high expectations in all classes • Carefully managed budgets <p>The mix of students in each class is carefully monitored and early intervention takes place if needed.</p>	
	Ensure that target grades remain aspirational particularly if there is evidence of under achievement in KS2	<p>All students receive a target grade based on FFT 20 estimates, where progress has been accelerated at KS3 these targets are increased.</p> <p>Students in KS3 are placed in bands where the teacher is aware of the GCSE FFT estimate and can their monitor progress and respond to intervention.</p> <p>Mixed attainment groups in Yrs 7 & 8 enable 'later flourishing' for PP pupils who may have underachieved at KS2</p>	<p>This will be continued</p> <p>FFT Aspire estimates for each student allocated on a faculty target basis allow all levels to more accurately monitor progress and target intervention</p>	

	<p>Review and implement a Feedback and Marking Policy that is high impact</p>	<p>The Feedback and Monitoring guidelines have been reviewed and examples of good practice shared by the Strategic Planning Team (SPT) and individual staff on the CPD blog</p> <p>Student feedback is aimed at making students think about their work and how it can be improved. Reduced workload for staff has allowed more time for collaboratively planned lessons and the use of evidence based research into quality teaching and learning and strategies for engaging and inspiring disadvantaged pupils</p>	<p>We need to continue to review the impact of marking and feedback at SPT meetings, on learning walks, through student feedback and staff training</p>	
	<p>Continued investment in SISRA to accurately track attainment of disadvantaged students and target intervention</p>	<p>Progress 8 score for disadvantaged students was -0.16 and for all students was 0.26</p> <p>All staff were better informed at all levels to ensure more accurately targeted intervention.</p>	<p>To continue with more systematic use.</p> <p>Need to develop the use of SISRA EAP to ensure that the progress in the reformed GCSE stays high. Looking at groups using FFT Aspire estimates for each student and on a faculty target basis will allow all levels to monitor progress and target intervention</p>	
	<p>E Learning Subsidy</p>	<p>All disadvantaged pupils are eligible for discounted 'Chromebooks for Learning Project', aiming for 100% uptake.</p> <p>Student survey indicates that 90% of year 7 students believed their Chromebook supports and inspires their learning, with regular access to internet, support with homework and engaging learning activities identified as key benefits.</p>	<p>To continue with Faculty and Whole School collaborative CPD on utilising Chromebooks to improve teaching and learning</p> <p>Focus group discussions with students to review and capture impact and further developments</p>	

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
Improved rates of progress in maths for all students eligible for PP	Employment of tutors for specific students	Three targeted PP students who were not attending school had one to one tuition available but did not take up the offer	Only when absolutely necessary and students are not attending school	0
Improved rates of progress for all students eligible for PP in all subjects	PGL Revision and team building trip for targeted PP students	87.5% of pupils stated that the trip had a positive effect on their English and Maths revision. 90% of students who attended said that the motivational activities had a positive effect on how they viewed themselves, their school and their examinations	To continue with a targeted group of students with specific intervention needed Greater planning needed for time and foci of trip – prior to practice exams	
Improving aspirations, attendance and progress of PP Students	Breakfast club where FSM students can have a free breakfast	Over half our FSM students regularly (3/5 days) attend breakfast club and claim a free breakfast. All PP parents and students were contacted to ensure that they were aware that this facility existed	Full review on attendance of PP students and their uptake of the free breakfast is under way utilising new systems to track use Evaluation of student feedback in process but likely to continue	
	Provision of Lunch club and after school homework club to target PP students	Lunch club allows vulnerable students to access a programme provided in a nurturing environment which stimulates learning, positivity & a sense of belonging. Homework club allows a quiet focused space with access to computers and internet which might be lacking at home along with professional encouragement and support	Full review on attendance of PP students in both clubs under way and likely to continue Further targeted approach for PP students to attend homework club is being planned and led by Heads of House	

	<p>Specific focus on early intervention and family contact for PP students whose attendance falls below 95%</p> <p>Continue with minibus travel costs paid for PP and FSM as appropriate</p>	<p>Attendance of pupils eligible for PP funding is higher compared with national figures. However, it is still lower than other pupils.</p> <p>FSM students who accessed free travel where they hadn't previously had demonstrably significant impact on attendance (84% to 95%)</p> <p>Review of attendance protocols and procedures took place following review January 2017. A new and experienced attendance officer was recruited and an action plan for improvement implemented</p>	<p>Successful early intervention on attendance has allowed students and parents to be aware that compulsory homework club is required for students with attendance issues. More early intervention and home visits are taking place as well as attendance contracts and positive rewards for improving attendance.</p>	
	<p>Targeted mentoring from pre-CAMHS mentor</p>	<p>Social, emotional support has been provided by Pastoral Managers and pre CAMHS mentor in all years. Students report high levels of support, which has helped them in their studies.</p>	<p>Successful intervention and lessons learned has led to wider training of more staff on our coaching programme to provide wider and more regular coaching of PP students who are struggling and counselling training for one of our pastoral managers to ensure VFM</p>	
<p>Improved aspirations of students eligible for PP by the development of effective CEIAG support structures.</p>	<p>Ensure all PP students have a work experience placement in Year 10 and all Year 11 students have appropriate options and back up options for post 16 education or training Oxford/UCLAN/College Apprenticeships trips</p>	<p>Four PP students didn't have a work experience placement so completed a week long community project.</p> <p>Out of the 10 students who went to Oxford 4 were PP students</p> <p>11 PP students attended an event at UCLAN about accessing Higher Education</p> <p>Apprenticeship evenings run by Southport College at Tarleton – all PP students in year 9-11 had individual meeting with JCH / HoH to discuss attending.</p>	<p>Ensure all PP students experience work placements especially in fields of employment that they haven't considered.</p> <p>High aspirations for all students that they can achieve University places and quality apprenticeships.</p> <p>More information needed on Level 3 vocational courses that also ensure a progression path to undergraduate study</p>	

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
Increased profile of PP students and review of teaching and tutor groups to ensure that focussed targeting and intervention can take place	Staff training session and House CPD meetings	All staff were better informed of who the PP students where their individual needs and nature of disadvantage Students were aware of the level of support available from teachers/ tutors HoH and PDMs	As part of our commitment to staff CPD, collaborative, research based planning sessions will continue to include stretch & challenge for all and effective feedback & marking Regular house meetings occur to discuss the progress of all students with a particular focus on PP students, their barriers to learning and strategies to support them.	
	Purchase Class charts	All staff were better informed of who the PP students where their target grades and the current progress towards targets. Seating plans allowed teachers to ensure that PP students were getting targeted with questions, appropriate challenge and support within the lessons.	Continue to develop its functionality and embed habitual use particularly for PP and other learning groups/configurations	
	Homework club and faculty intervention for PP pupils to take part in after school and lunch time activities as well as extracurricular trips	Pupils from financially disadvantaged backgrounds were given the financial support that other pupils had more ready access to and they benefitted from the opportunity to attend residential trips and cultural experiences A comfortable safe space to complete homework and containing ICT resources which ensured their learning was supported.	This resource will still be used to ensure students eligible for PP have the same opportunities as their peers to go on school trips and to be fully resourced for learning.	
	Food Technology Ingredients and some revision materials purchased	Students were able to participate in the lessons and the two PP students who took Food Tech GCSE both got 4LP and averaged a whole grade above their other subject results	Students need full access to the curriculum so this will still be used to ensure that students eligible for	
Investigate further strategies to impact on the progress of PP students	JCH to attend the West Lancashire PP Champion Network Group	West Lancashire Network now devolved into the Endeavour Learning Teaching School Alliance.	All meetings from subject networks to the Heads Strategic group have a standard agenda item of progress and attainment of Disadvantaged students thus raising the profile of students eligible for funding in over 12 secondary and 12 primary school in the TSA	

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

