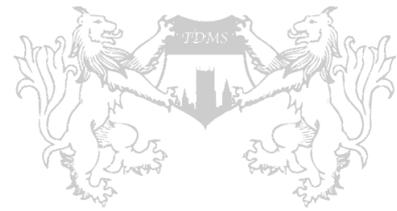


THE DE MONTFORT SCHOOL

PUPIL PREMIUM STRATEGY 2018-19

INITIAL PLAN



Pupil Premium is a source of additional funding for schools, **which aims to support disadvantaged pupils** so that they make rapid strides in their progress to catch up with their counterparts in schools.

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to **address the current underlying inequalities** between disadvantaged children and their wealthier or more advantaged peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

National context

Pupils eligible to receive this funding are in four groups:

- Pupils entitled to free school meals (FSM),
- Pupils that have been entitled to FSM during the last six years (Ever6),
- Children in care or looked after (CLA)
- Services children

The level of premium for 2018-19 is £1320 for primary age pupils and £935 for secondary age pupils. For pupils that are registered as children in care or looked after, the school receives £2,300 per pupil. Service children attract funding of £300.

TDMS Context

Key information about TDMS pupil Premium

- 24.7% of TDMS students in Years 6-11 are eligible for PP funding. This is slightly below the national figure (29.3%) for 2016 - 2017
- The level of funding received by TDMS for Pupil Premium students is £200,255.00 for 2018-19 (financial year).
- From September 2016, the leadership of Pupil Premium was moved from the Inclusion team to the Progress and Standards team to ensure that pupil data is used to a) ensure PP funds are carefully targeted in the first instance and b) to evaluate the impact of the different strands of our PP strategy.

- From October 2018 oversight for PP has been the responsibility of AHT (Progress and Standards)

At TDMS there are 202 pupils in receipt of PP funding:

- 29 pupils in Years 6 attract funding of £1320 each (total £38,280)
- 167 pupils in Years 7 - 11 attract funding of £935 each (total £156,145)
- 4 pupils are service children and attract funding of £300 each (total £1200)
- 2 pupils are Post-LAC and attract funding of £2300 each (total £4600)

Aims of TDMS Pupil Premium Strategy 2018-19

Through our PP Strategy for 2018-19, we aim to address a mixture of external and internal barriers that impede the achievement of disadvantaged students.

External barriers

- For some students low levels of parental engagement
- For some students a prevailing culture of “compressed” and limited aspirations
- A local economy with high levels of low skilled, low paid employment

Internal barriers

- A lack of staffing capacity in some areas, to improve outcomes for disadvantaged students (this explains why the majority of our PP spending is allocated to staffing to support sufficient capacity)
- Resources and some inexperience in staffing, which limits the ability of our disadvantaged students to access the curriculum and to make more rapid progress (this explains why our biggest spending from our non-staffing commitment is on developing Teaching and Learning/Resources)

Key Improvement Priorities

Our plan for 2018-19 addresses the issues raised in our Ofsted report of May 2017, and revised in November 2018 in consultation with our School Improvement Adviser. The aim is to address the areas for improvement highlighted in the Key Improvement Priorities document in our School Improvement Plan (see below).

Changes from previous spending plan

- Provision for disadvantaged students has been remodelled in order to: streamline interventions, allow for clearer measuring of impact and progress, and to show a greater commitment to delivering effective Wave One (in classroom) teaching (KIP1) that focusses on improved outcomes for disadvantaged students (KIP9).

- All PP students will have their core skills assessed using WRAT (Wide Range Achievement Test) testing and this will inform the development of the intervention schedule and to support teachers in meeting the needs of disadvantaged learners at Wave One.
- Additional resources will be made available through PP funding to support the effective delivery of Wave One teaching to address specific need and to enhance progress for disadvantaged students. Classroom Teachers and Heads of Faculty will regularly evaluate the effectiveness of classroom strategies in meeting the needs of disadvantaged students and complete a self-evaluation document to show which strategies have been used. This will help to build a profile of which Wave One strategies are best suited to the needs of the individual PP student.
- Additional funding is being directed towards a suite of intervention packages at Wave Two (beyond the classroom) which are split into two categories; Academic – with the specific aim of improving core literacy and numeracy skills and Pastoral – with the aim of addressing barriers to learning beyond the classroom (KIP2/4).
- The intervention programs for each year group will be coordinated and tracked by the Senior Intervention Tutor (KIP2) assigned to the year teams. The effectiveness of interventions will be measured through close monitoring of the impact measures at the end of each cycle and through analysis at data capture points (KIP4).
- PP funding will only be allocated where clear and specific needs are identified and impact measures are tangible (KIP4).
- Enrichment opportunities will continue to be supported through PP funding but there will be a cap on the amount of these types of activities students can expect (KIP5). This will ensure fairness for all students.
- Inevitably, some students will require more academic or pastoral support than others and this be closely monitored by the AHT for Pupil Premium and/or the SendCo (KIP2/4) to ensure that interventions are appropriate and that student engagement with the programme is suitable.
- AHT will hold termly meetings with link governor for PP and report to governors on progress made through the plan as requested (KIP3)

A. Denton (March 2018)

TDMS School Improvement Plan (Key Improvement Priorities) 2017-18

Key Improvement Priority 1 - Improve teaching and raise achievement, particularly in Years 6 to 8 and for disadvantaged pupils

- a. Teachers have consistently high expectations of what all students are capable of achieving
- b. Teachers make consistently good use of assessment information so that work is always accurately matched to the skills and abilities of pupils
- c. Teachers' questioning requires pupils to think deeply, including the most able pupils
- d. Teachers provide students with regular opportunities to develop the skills required to write at length, particularly in Year 7
- e. Attendance improves, particularly for DISADVANTAGED pupils and SEND and FSM by evaluating the existing strategies
- f. Year 7 and 8 students make sufficient progress to achieve at least Age Related Expectations, thereby recovering any ground lost in Year 6
- g. Sixth Form outcomes particularly in VOCATIONAL subjects and for DISADVANTAGED students and BOYS through teachers accurately matching work to the learning needs of students

Key Improvement Priority 2 - Improve the effectiveness of leadership and management

- a. Precise improvements are made to teaching through more forensic checking of the progress of different groups, particularly DISADVANTAGED students of different abilities
- b. All plans to improve the school's effectiveness, particularly for DISADVANTAGED students, contain clear targets and milestones throughout the year
- c. Subject Leaders are trained so that they all have the skills to check and improve teaching and students' progress
- d. PM teacher pay awards are directed towards those staff who have a positive impact on students' progress
- e. Staff consistently apply the school's assessment, marking and behaviour policies

Key Improvement Priority 3 - Improve governor effectiveness in terms of holding leaders to account

- a. Ensure complementary skills and links with subjects and year groups enables governors to maintain their strategic overview of the school's work
- b. Ensure SIP and Faculty IPs set explicit targets with clear milestones (esp. DISADVANTAGED) so governors can objectively evaluate if the school is improving quickly enough

Key Improvement Priority 4 - Improve the leadership and management of the use of Pupil Premium and all funding streams

Ensure PP and all Spending Plans include specific targets and milestones evaluated in terms of impact and amended accordingly to achieve value for money

Key Improvement Priority 5 – Curriculum breadth including extra-curricular

- a. Ensure the curriculum provides a good balance of subjects to interest and motivate pupils
- b. A range of clubs and extra-curricular activities which pupils enjoy
- c. Ensure the highest quality of 'personal development'

Key Improvement Priority 6 – Sixth Form

- a. Ensure the quality of T & L is at least good (reflect and mirror KIP 1 T & L)
- b. Ensure Sixth Form Independence Advice and Guidance and SMSC (Social, Moral, Spiritual and Cultural education) continues to be at least good

Key Improvement Priority 7 – Achieve a sustainable culture of safeguarding

Maintain a culture of safeguarding and effective arrangements for safeguarding underpinned by appropriate levels of staff vigilance

Key Improvement Priority 8 – Increase positive Parental engagement and embed Tutor First philosophy

Continue to secure the support of all parents and the wider local community

Key Improvement Priority 9 – Year 6: Diminish the outcomes gaps PP/Non PP; Send/Non Send and raise outcomes to national

Key Improvement Priority 10 – Diminish the outcomes gaps at KS4

- a. Ensure option subject progress and outcomes match core subjects
- b. Review EBacc performance, in particular within Humanities/MFL

Key Improvement Priority 11 – Student Leadership and House Ethos

Use “one site” to galvanise house and student leadership systems

Key Improvement Priority 12 – Finance and Community –Raise TDMS’ profile in the local community; explore additional funding; secure savings to achieve financial stability

Continue to achieve educational improvements with increased financial constraints

Summary of PP Spending 2018-19: £200,255.00

Action	PP No	% fund	Rationale	Cost	Faculty	LMG	Impact
Cost of extra staffing costs associated with PP							£173,863
1	School counsellor	190	21.7%	Support the emotional well-being of PP students leading to improvements in attendance and progress.	5844	N/A	SW
2	Senior Intervention Tutor Y6-7	56	20.1%	Support HOLs by improving the overall ATL of PP students in Y6-7 and maintaining the interventions record for PP students	4952	N/A	MS
3	Senior Intervention Tutor Y8-9	61	21.4%	Support HOLs by improving the overall ATL of PP students in Y8-9 and maintaining the interventions record for PP students	4673	N/A	MS
4	Senior Intervention Tutor Y10-11	69	23.5%	Support HOLs by improving the overall ATL of PP students in Y10-11 and maintaining the interventions record for PP students	4725	N/A	MS

5	Head of Learning Y6	17	12.2%	Develop an action plan to Improve the progress and attendance of PP students in Year 6. Oversee and manage Pastoral interventions.	6794	N/A	MS	
6	Head of Learning Y7	39	28.1%	Develop an action plan to Improve the progress and attendance of PP students in Year 7. Oversee and manage Pastoral interventions.	14850	N/A	MS	
7	Head of Learning Y8	31	22.6%	Develop an action plan to Improve the progress and attendance of PP students in Year 8. Oversee and manage Pastoral interventions.	12565	N/A	MS	
8	Head of Learning Y9	30	20.3%	Develop an action plan to Improve the progress and attendance of PP students in Year 9. Oversee and manage Pastoral interventions.	11260	N/A	MS	
9	Head of Learning Y10	36	25.4%	Develop an action plan to Improve the progress and attendance of PP students in Year 10. Oversee and manage Pastoral interventions.	13846	N/A	MS	

10	Head of Learning Y11	33	21.8%	Develop an action plan to Improve the progress and attendance of PP students in Year 11. Oversee and manage Pastoral interventions.	11661	N/A	MS	
11	Attendance administrator	190		Improve the attendance of PP students in line with national averages	5164	N/A	MS	
12	Alternative Provision Coordinator	36		Support PP students taking college courses in HB and MVE	8052	N/A	SW	
13	Assistant Head PP Champion	190		Drive improvements in points 26-37 below	16648	N/A	TD	
HOF and HOL bids for PP-funded projects								£28,418
14	Y11 Breakfast costs (KG)	33			250	N/A	MS	
15	Calculators for KS4 Maths (JC) in Years 9-11	99		Improve performance by ensuring that all PP students have basic equipment	500	Maths	TD	
16	Hair and Beauty Show (SWE)	18		Raise aspirations	60	Enterprise	SW	
17	Elevate Study Skills package (ABA)	36		Raise aspirations and build resilience	800	N/A	MS	

18	Protective clothing for college (SWE)	18		Improve performance by ensuring that all PP students have basic equipment for core subjects	499	Enterprise	SW	
19	Revision material for tutor time (ABA)	36		Improve use of tutor time	350	N/A	MS	
20	Improve Progress in KS4 English	69		Refer to itemized plan for English	2000	English	AD/FL	
21	Improve Progress in KS4 Maths	69		Refer to itemized plan for Maths	2000	Maths	TD	
22	Improve Progress in KS4 Ebacc element	69		Refer to itemized plan for Ebacc element	3000	Science & Humanities	TD/FL	
23	Improve Progress in KS4 Open element	69		Refer to itemized plan for Open element	3000	Enterprise & PEPA	AD/SW	
24	Improve Progress in Year 6	17		Refer to itemized plan for Year 6	1000	N/A	MS	
25	Improve Progress in Year 7	39		Refer to itemized plan for Year 7	1000	N/A	MS	
26	Improve Progress in Year 8	31		Refer to itemized plan for Year 8	1000	N/A	MS	

27	Improve Progress in Year 9	30		Refer to itemized plan for Year 9	1000	N/A	MS	
28	Improve Progress in Year 10	36		Refer to itemized plan for Year 9	1000	N/A	MS	
29	Improve Progress in Year 11	33		Refer to itemized plan for Year 10	1000	N/A	MS	
30	Improve Progress of KS4 PP students with SEND and EAL status	24		Refer to itemized plan for SENDCO	1500	N/A	SW	
31	Improving Aspirations Programme	173		Raise aspirations	1250	N/A	TD	
32	Contingency Fund	190		To be released for Tranche 2 for items 26-36 above	7199	All	TD/AD	