

TDMS Pupil Premium Strategy 2017-18

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 2017-18 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 £1,900 per pupil. Service children attract funding of £300.

TDMS context

Key information about TDMS pupil Premium

- 21.84% of TDMS pupils are eligible for PP funding. This is below the national figure (29.3%) for 2016 - 2017.
- The level of funding received by TDMS for Pupil Premium pupils is **£211,635** for 2017-18 (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.

At TDMS there are 211 pupils in receipt of PP funding:

- 38 pupils in Years 7 - 11 attract funding of £1320 each (total £50160)
- 165 pupils in Years 7 - 11 attract funding of £935 each (total £154275)
- 5 pupils are service children and attract funding of £300 each (total £1500)
- 3 pupils are Post-LAC and attract funding of £1900 each (total £5700)

Aims of TDMS Pupil Premium Strategy 2017-18

Through our PP Strategy for 2017-18, 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 some 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 is on developing Teaching and Learning/Resources)

Key Improvement Priorities

Our plan for 2017-18 also addresses the issues raised in our Ofsted report of May 2017, and which have been translated in to the following Key Improvement Priorities in our School Improvement Plan (see below)

The strategy was further revised in November 2017, following an external review carried out by Helen Pretty from Babcock.

Review Process

The Pupil Premium Strategy 2017-18 has been evaluated after each data capture and RAG-rated to show the impact of individual actions using internal data for the relevant year groups, or sub groups. The strategy is reviewed by the Governors’ School Improvement Committee.

The final data capture for the 2017-18 academic year, will take place in July 2018, so the Strategic Plan has been updated as far as Data Capture 3 (April 2018).

The impact of many of the individual actions for Year 6 and Year 11, cannot be properly gauged until SATS and GCSE outcomes are published in July and August 2018 respectively. A final review of the 2017-18 plan will be carried out in September 2018.

Tim Dolan, June 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 2017-18

Ref	Action	Date	Rationale	Intended impact?	KPI	Year	Pupils	Cost	Faculty or Area	LMG	What is/was the impact? DC = Data Capture; P8 = Progress 8 students (RAG rating current position)
1	Pay a proportion of school counsellor salary	ongoing	>21% of time spent supporting PP students, who are more vulnerable to MH issues	Improve PP ATL, progress and attendance	1 10	ALL	ALL	£4937	Inclusion	SW	PP ATL DC1: 1.92 (1.74) Gap -0.18 PP ATL DC2: 1.9 (1.7) Gap -0.2 PP ATL DC3: 1.90 (1.69) Gap -0.21
2	Pay a proportion of PP champion salary	ongoing	To champion the needs of PP students at TDMS, especially MABLE PP	Improve MABLE PP ATL, progress and attendance	4 6 10	6-11	211	£13461	Progress & Standards	TD	All Faculties have identified PP case studies in each year group and have listed in Progress Plans – deadline Easter 2018 Costed program delivered to LT 18/04/2018 Y9 MABLE P8 PP DC1 (Gap -0.001) Y9 MABLE P8 PP DC2 (Gap +0.077) Y9 MABLE P8 PP DC3 (Gap -0.099) Y10 MABLE P8 PP DC1 (Gap -0.032) Y10 MABLE P8 PP DC2 (Gap +0.041) Y10 MABLE P8 PP DC3 (Gap +0.037) Y11 MABLE P8 PP DC1 (Gap +0.085) Y11 MABLE P8 PP DC2 (Gap +0.093) Y11 MABLE P8 PP DC3 (Gap +0.029)
3	Pay a proportion of SITs salary for all Years 6-11	ongoing	>21% of time spent supporting PP students	Improve ATL	1 6 10	6-11	211	£15303	Inclusion	MS	Y6 ATL PP DC1: 1.97 (1.8) Gap -0.17 Y6 ATL PP DC2: 1.88 (1.69) Gap -0.19 Y6 ATL PP DC3: 1.93 (1.67) Gap -0.26 Y7 ATL PP DC1: 1.76 (1.67) Gap -0.09 Y7 ATL PP DC2: 1.74 (1.64) Gap -0.10 Y7ATL PP DC3: 1.77 (1.65) Gap -0.12
4	Pay a proportion of HOL salary for Years 6-11							£69453			Y8 ATL PP DC1 1: 1.96 (1.8) Gap -0.16 Y8 ATL PP DC2: 1.89 (1.77) Gap -0.08 Y8 ATL PP DC3 1.96 (1.70) Gap -0.26 Y9 ATL PP DC1: 1.83 (1.66) Gap -0.17 Y9 ATL PP DC2: 1.89 (1.77) Gap -0.08 Y9 ATL PP DC3 1.73 (1.60) Gap -0.13 Y10 ATL PP DC1: 2.09 (1.8) Gap -0.29 Y10 ATL PP DC2: 2.08 (1.71) Gap -0.37 Y10 ATL PP DC3 1.99 (1.73) Gap -0.26 Y11 ATL PP DC1: 2.05 (1.89) Gap -0.16 Y11 ATL PP DC2: 2.1 (1.89) Gap -0.22 Y11 ATL PP DC3 2.11 (1.86) Gap -0.25
5	Pay for additional English teaching in Year 11	ongoing	Create additional teaching group	Diminish En P8 difference	10 a	11	34	£9666	English	FL	Y11 DC1 P8 En Gap -0.037 Y11 DC2 P8 En Gap -0.242 Y11 DC3 P8 En Gap -0.093
6	Pay for additional Maths teaching in Year 11	ongoing	Create additional teaching group	Diminish Ma P8 difference	10 a	11	34	£9666	Maths	TD	Y11 DC1 P8 Ma Gap -0.26 Y11 DC2 P8 Ma Gap -0.163 Y11 DC3 P8 Ma Gap -0.137
7	Pay for additional Science teaching in Year 11	ongoing	Create additional teaching group	Diminish Sci P8 difference	10 b	11	34	£9666	Science	TD	Y11 DC1 VA Sci Gap -0.457 Y11 DC2 VA Sci Gap -0.592 Y11 DC3 VA Sci Gap -0.49
8	Pay for additional English teaching in Year 9	ongoing	Create additional teaching group	Diminish En P8 difference	10 a	9	33	£9934	English	FL	Y9 DC1 P8 En Gap -0.216 Y9 DC2 P8 En Gap -0.278 Y9 DC3 P8 En Gap -0.305
9	Pay for additional Maths teaching in Year 9	ongoing	Create additional teaching group	Diminish Ma P8 difference	10 a	9	33	£6407	Maths	TD	Y9 DC1 P8 Ma Gap -0.184 Y9 DC2 P8 Ma Gap -0.079 Y9 DC3 P8 Ma Gap -0.195

10	Pay a proportion of salary for Attendance Administration	ongoing	PP students' attendance is lower than average	Improve PP attendance to national level of 94.8% (2016)	1e	6-11	211	£5820	Inclusion	MS	Improving PP attendance figures HT1 PP att 90.6% (94.7%) Gap -4.1% HT2 PP att 90.3% (94.5%) Gap -4.2% HT3 PP att 90% (92.7%) gap -2.7% HT4 PP att 90.4% (94.4%) Gap -4% Reducing PP incidence of PA HT1 Number of PP PA 54 HT2 Number of PP PA 92 HT3 Number of PP PA 72 HT4 Number of PP PA 61
11	Pay a proportion of the AP coordinator salary	ongoing	The majority of college students are PP	Support PP retention and achievement	5a 10 a	9-11	29	£15597	Enterprise	SW	PP students taking MVE or HB have higher residuals in BTec courses than non PP Y9 DC 1 MVE (+4.33) HB (+3.32) vs +1.34 Y9 DC 2 MVE (+4.22) HB (+3.26) vs +1.22 Y9 DC 3 MVE (+4.17) HB (+1.48) vs +1.09 Y10 DC 1 MVE (+2.85) HB (+2.44) vs 0.00 Y10 DC 2 MVE (+2.68) HB (+2.38) vs -0.28 Y10 DC 2 MVE (+2.79) HB (+2.26) vs 0.41 Y11 DC 1 MVE (+1.92) vs -0.14 Y11 DC 2 MVE (+2.15) vs -0.08 Y11 DC 2 MVE (+2.42) vs -0.21
12	Pay a proportion of KS4 College provision							£31250			
13*	Purchase CGP Revision packs in core subjects (KG)	From 12/2017	Internal data indicates that PP MABLE is our weakest sub-group	Improve score across 7 or 8 of P8 buckets for PP	10 a 10 b	11	31	£700	Progress & Standards	TD	Improving P8 score in Y11 MABLE PP in English, Maths and Science from DC2 to DC3 Eng MABLE PP DC2 to DC3 change -0.034 Maths MABLE PP DC2 to DC3 change -0.015 Science MABLE PP DC2 to DC3 change -0.013
14*	Purchase ingredients for Food and Nutrition Y6-11 (CT)	From 01/2018	PP students often struggle to afford basic ingredients for practical	Improved ATL in Y6-11 and improved progress Y9-11	1 5 10	6-11	110	£876	Enterprise	SW	Improved academic performance for PP in Years 9-11 GCSE groups from DC2 to DC3 Y9 DC2 to DC3 APS change +1.09 (nonPP 0.88) Y10 DC2 to DC3 APS change 0 (non PP +0.07) Y11 DC2 to DC3 APS change -1 (non PP -0.36)
15*	Purchase GCSE Psychology textbooks (RHU)	From 01/2018	Psychology textbooks are very expensive	Improved progress in Y9-11	5 10	9-11	17	£368.74	Humanities	FL	Improved academic performance for PP in Years 9-11 GCSE groups from DC2 to DC3 Y9 DC2 to DC3 APS change -0.86 (non -0.70) Y10 DC2 to DC3 APS change -1.20 (non -1.00) Y11 DC2 to DC3 APS change +1.33 (non +1.32)
16*	Purchase Music lessons to support GCSE Music students (NJ)	From 01/2018	Music lessons are expensive; this is an investment in cultural capital	Improved progress and attitude to learning in Y9-11	5 10	9-11	25	£2400	PE and Performing Arts	SW	Improved academic performance for PP in Years 9-11 GCSE groups from DC2 to DC3 Y9 DC2 to DC3 APS change +0.44 (non +0.50) Y10 DC2 to DC3 APS change +0.20 (non +0.38) Y11 DC2 to DC3 APS change +0.20 (non +0.05)
17*	Payment for Y7 Maths trip to Stratford Racecourse (RHA)	From 01/2018	To support practical and engaging application of numeracy	Improved progress and attitude to learning in Y7	1 5	7	30	£150	Maths	TD	Improvement in Y7 PP progress in Maths from DC2 to DC3: +0.76 points of progress. Too soon to see significant change as trip only a few weeks before Easter.
18*	Purchase of books for the hub to support students in Y9-11 in the hub (KC)	From 01/2018	To facilitate better academic support for pupils with lessons in the hub.	Improved progress and attitude to learning	10	9-11	15	£161	Inclusion	SW	Improved attitude to learning for PP in Years 9-11 GCSE groups from HT3, through feedback from Kathy Cross Awaiting Report
19*	Purchase of phonics books for Y6 pupils (JCO)	From 01/2018	To support tutor time intervention work for PP pupils with weakest reading skills	Improved progress in Reading	9	6	9	£248.90	Communication	FL	Improved progress scores for Year 6 PP students in Reading: PP 3.87 pts progress from DC1 to DC3 Non PP 3.63 pts progress from DC1 to DC3
20*	Purchase of materials to support 1 above (CCO)	From 01/2018	To support greater awareness of MH issues	Improved ATL, attendance, and progress	1 7 10	8-11	40	£100	Inclusion	SW	Improved attitude to learning through feedback from CCO Awaiting Report

21*	Purchase of revision materials (JP)	from 15/01	To support accelerated progress in SATs	Improved progress and attitude to learning	9	6	17	£238	Year 6 team	FL	Improved progress scores for Year 6 PP students in RWM PP E% 17.65% improvement DC1 to DC3 Non PP E% 27.95% improvement DC1 to DC3
22*	Purchase of revision and course materials (SL)	From 16/01	To support accelerated progress in Media	Improved progress	10	9-11	23	£695.18	Communication	FL	Improved academic performance for PP in Years 9-11 GCSE groups from DC2 to DC4 DC3 Year 9 PP avg 1.25 non PP 1.06 Gap +0.19 DC3 Year 10 PP avg 1.82 non PP 2.59 Gap 0.77 DC3 Year 11 PP avg 4.18 non PP 4.51 Gap 0.33
23*	Purchase of resit exam if needed (CMN)	From 08/03	To support better progress in CiDA ICT course	Improved progress from higher exam mark	10	11	10	£176.00	Enterprise	SW	Improved academic performance for PP in Year 11 CiDA from HT3 Awaiting grades from Summer Exams
24*	Purchase of revision workbooks in Science (LL)	From 25/01	To improve the progress of PP students in Science	Improved progress in Science VA, especially higher	10	11	34	£552.00	Science	TD	Improved academic performance for PP in Year 11 Science from HT3 DC2 Sci VA (all) -1.023 DC3 Sci VA (all) -1.057 DC2 Sci VA (PP) -1.389 DC3 Sci VA (PP) -1.453 DC2 Sci VA (higher) -1.118 DC3 Sci VA (higher) -1.146
25*	Purchase of basic equipment (RHA)	From 25/01	To improve the ATL of Y7 students identified by SIT	Improved ATL	1f	7	20	£170.00	Inclusion	SW	Improved ATL in target group from HT3. Baseline from DC2 was 1.63 DC3 Average ATL score – awaiting RHA update DC4 Average ATL score – awaiting RHA update
26*	Purchase additional resources for Business (PCH)	From 26/01	To improve the progress of PP students in Business	Improve average points score	10	9-11	16	£312.40	Enterprise	SW	Improvement in average grade from Data capture 2 onwards Y10 DC 2 Avg points PP (2.40) and non PP (2.47) Gap (-0.07) Y10 DC 3 Avg points PP (2.60) and non PP (2.61) Gap (-0.07) Y11 DC 2 Avg points PP (2.75) and non PP (3.03) Gap (-0.28) Y11 DC 3 Avg points PP (2.75) and non PP (3.06) Gap (-0.31)
27*	Purchase additional resources for Hari and Beauty (SWE)	From 29/01	To improve the progress of PP students in H&B	Improve average points score	10a	9-10	11	£150.00	Enterprise	SW	Y9 DC 2 HB 0 Cohort Avg 0 Y9 DC 3 HB 2.00 Cohort Avg 2.19 Y10 DC 2 HB PP 4.21 Cohort Avg 2.04 Y10 DC 3 HB PP 4.21 Cohort Avg 2.37
28*	Purchase part year membership of PiXL club (TD)	From 01/03	To discover best practice from in accelerating PP progress from a well-respected network of 1700 secondary schools	Implement new strategies that will have accelerate PP progress	4 1 9 10	ALL	ALL	£1200.00	Progress and Standards Team	TD	Report back to SLT and Governors' School Improvement Committee during the summer term, with new suggestions for delivering better support for PP students Joined in April 2018
29*	Fund a PP student to attend Rewards trip (SG)	From 01/02	To promote further improvements in attendance and ATL for a Y8 student (EB)	Improve ATL and Attendance	1 5	8	1	£14.00	Inclusion	SW	Improve average ATL and ATT for EB HT2 ATL (?); ATT (?) HT3 ATL (?); ATT (?) Awaiting Report from SG
30*	Purchase Emotional Health resources (LMCP)	From 01/02	To support students in Y9 and Y10 that need emotional support	Improved ATL		9-10	12	£7.50	Inclusion	SW	Improved average ATL grade from DC2 Y9 DC2 average ATL for identified students (?); DC3 (?); Gap (?) Y10 DC2 average ATL for identified students (?); DC3 (?); Gap (?) Awaiting report from LMCP
31*	Purchase tablet computers for acting PP champion and RS Lead (TD)	From 01/02	To support more effective working practice of acting PP champion	positive feedback from Governors, SIA, Babcock and HMI etc...	4	ALL	ALL	£468.14	Progress and Standards Team	TD	Positive feedback on KIP 4 from key audiences Governors (SIP Committee 02/05/2018) SIA (Mini Ofsted 23/05/2018) HMI (Monitoring Visit?)
32*	Purchase resources for DT KS4 courses (JRA)	From 01/02	To support Y10 PP students' progress in DT subjects (RM)	Improved average grade from DC2 onwards	10	10	13	£331.50	Enterprise and Innovation	SW	Improvement in average grade from DC2 DC2 PP avg (1.75); non PP avg (1.6); Gap +0.15 DC3 PP avg (2.00); non PP avg (2.00); Gap 0

											DC4 PP avg (?); non PP avg (?); Gap
33*	Fund pupil visits to an adventure playground (RHA)	From 01/02	To improve ATL of targeted Y7 PP students	Improvement in average ATL	15	7	9	£200.00	Inclusion	TD	Improvement in average ATL from DC2 Awaiting Report from RHA
											DC2 Av ATL (1.80); All (1.69); Gap (-0.11)
											DC3 Av ATL (?); All (?); Gap (?)
											DC4 Av ATL (?); All (1.69); Gap (?)
34*	Purchase additional resources for KS4 Media Studies	From 01/02	To improve progress in Year 9 and 10 Media Studies	Improvement in average grade	1	9-10	19	£ 210.34	English and Media	FL	Improvement in average grade from DC2
											Y9 DC2 Avg grade PP (1.25); non PP (1.06); Gap (+0.19)
											Y9 DC3 Avg grade PP (1.25); non PP (1.06); Gap (+0.19)
											Y10 DC2 Avg grade PP (1.82); non PP (2.55); Gap (-0.73)
											Y10 DC3 Avg grade PP (1.82); non PP (2.59); Gap (-0.77)
35*	Purchase resources for KS4 Geography (ES)	From 02/02	To improve PP progress in Y10 and 11 Geography	Improvement in average grade	10	10-11	14	551.00	Humanities	FL	Improvement in average grade from DC2
											DC2 Y10 PP av grade (2.25) non av (2.58): Gap (-0.33)
											DC3 Y10 PP av grade (2.44) non av (2.70): Gap (-0.26)
											DC2 Y11 PP av grade (1.63) non av(2.96): Gap (-1.33)
											DC3 Y11 PP av grade (2.25) non av (3.27): Gap (-1.02)

Total								£211,468.80	Remaining		£166.20
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