

Tenbury High Ormiston Academy Pupil Premium Strategy Statement 2018/2019

1. Summary information					
School	Tenbury High School				
Academic Year	18/19	Total PP budget	£68795	Date of most recent PP Review	OFSTED
Total number of pupils	385	Number of pupils eligible for PP	68 funded by census	Date for next internal review of this strategy	December 2019

2. Attainment 2019 Y11 exam cohort		
	Pupils eligible for PP	Whole cohort
% achieving Basics 5+	24%	41%
% achieving 5+ English Language/Literature	35%	55%
% achieving 5+ Maths	29%	48%
Progress 8 score average	-0.37 (National = -0.45)	-0.15 (National = -0.03)
Attainment 8 score average	34.70 (National = 36.54)	45.59 (National = 46.55)

3. Current Attainment (2018-2019 cohort) compared to the 2017-2018 cohort						
THOA	Overall P8		English P8		Maths P8	
	2018	2019	2018	2019	2018	2019
THOA Cohort	+0.48	-0.15	+0.51	-0.16	+0.09	-0.08
THOA PP	+0.13	-0.37	+0.16	-0.41	+0.01	-0.11
THOA Internal gap	-0.35	-0.22	-0.35	-0.25	-0.08	-0.03
National PP	Not Published	-0.45	Not Published	-0.44	Not Published	-0.39
National Non PP*	+0.13*	+0.13	+0.11*	+0.11	+0.12*	+0.11

*England State-funded schools other (non-disadvantaged) pupils

²Local Authority state-funded schools other (non-disadvantaged) pupils

Prior attainment - KS2 average fine points on entry current cohort (2018/19)

Year	PP	Non PP	Gap
11 (2018/19)	4.4	5.0	-0.6
11 (2019/20)	4.4	4.9	-0.5
10	4.9	4.9	0.0
9	4.8	4.9	-0.1
8	4.6	4.9	-0.3
7	4.8	5.1	-0.3

Attendance:

1st September 2018 – 20th July 2019

The following table demonstrates that THOA pupils' attendance exceeds national, reflecting the outstanding work the pastoral and attendance team carries out on a daily basis.

Year	NOR	PP Cohort	Non PP Cohort	Attendance %	PP Attendance %	Non PP Attendance %
7	84	25	63	95.8	94.8	96.1
8	82	19	63	93.1	91.5	93.6
9	73	13	60	95.1	91.2	96.0
10	83	16	67	93.5	91.6	94.0
11 (until exam period)	68	18	50	93.7	92.5	94.2
Total	390	87	303	95.4 (94.5%*)	91.3 (90.8%*)	94.7 (95.9%*)

*Figures in brackets represent the national attendance % for 2017-2018

Current attendance 4th September 2019 – 25th October 2019

Year	NOR	PP Cohort	Non PP Cohort	Attendance %	PP Attendance %	Non PP Attendance %
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7	84	21	63	97.5	98.8	97.1
8	82	26	56	94.3	91.8	95.4
9	73	20	53	95.2	95.2	95.2
10	83	13	70	96.2	95.3	96.4
11	68	18	50	92.0	87.2	93.3
Total	390	98	292	95.1	93.6	95.5

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

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

A.

Attainment gap when students arrive from primary.

B.

Multiple vulnerabilities in the pupil premium cohort.

C.

Additional needs (SEND/alternative curriculum).

D.

Access to a wide range of enrichment activities.

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

A.

Lower attendance rates than non PP students

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

Success criteria

A.

PP cohort will continue to reduce the gap with their non PP cohort with regard to performance measure; Progress 8, and attainment measures – 4+/5+ Basics and Ebacc average points score.

Tracking of students via the data collections in year 11.
QA – drop ins, learning walks, book scrutinies, Assessment review meetings.

B.

PP students requiring additional support or an alternative curriculum to meet their needs to ensure their curriculum is fit for purpose.

Additional qualifications and interventions.

C.

PP students have the same opportunities to access, and to attend enrichment activities, so these are not cost prohibitive.

Tracking data

D.

Attendance gap will continue to diminish (note attendance of PP students is in line or above the national figure).

Weekly tracking and pastoral interventions.

E.	Behaviour points and exclusion (internal and external) gap continues to diminish	Weekly tracking and pastoral interventions as appropriate
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6. Planned expenditure 2019/2020					
Academic year		£76,670 (not including LAC funding)			
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 Led	When will you review implementation?
Improve outcomes for PP students in the Core subjects	Provision of an additional teaching group in year 10 English, Maths and Science	This approach has been successful in previous years.	Monitored via the grade run data collection.	SLT, HK	Termly as part of the grade run analysis reports back to SLT, LGB meetings.
Improve outcomes for PP students with multiple vulnerabilities (SEND/EAL/behaviour)	SEND support, specialist TA support	A proven successful in previous years.	Vulnerables meetings, grade run data collections.	Pastoral leaders, SENCo	Termly as part of the grade run analysis reports back to SLT, LGB meetings.
Improve outcomes for PP students in subjects across the curriculum	Afterschool boys' club, girls' club and lunch time homework club	A proven method in previous Years.	Vulnerables meetings, grade run data collections.	SLT, middle leaders	Year 11 data collections.

Progress 8 gaps for PP and non-PP students to reduce.	CPD sessions to focus on classroom strategies, lesson planning focused interventions, weekly line management meetings	Successful in previous years	QA – learning walks, SLT line management meetings, data collection analysis.	SLT, HOFs	Year 11 data collections, Data review meetings
Total budgeted cost			£37,167 (£6,200 + £17,850 + £2,512 + £10,605)		

ii. 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 Led	When will you review implementation?
Diminish the internal gap between the progress of PP students and non-PP students.	Academic mentoring, rigorous tracking and monitoring of PP pupil progress.	Internal data for the last academic year for this cohort showed a gap in attainment. Impact of data manager.	SLT meeting, data analysis meetings	SLT, CMP, HK	Termly data collections.
PP Students with multiple vulnerabilities supported to make progress and access the curriculum	Alternative course – Health and Social Care	This will enable pupils to access the curriculum, course was successful with year 10 cohort last year.	Data collection and analysis, pupil voice.	SLT, ET	Termly data collections.
Total budgeted cost				£15,265 (£7,970 + £7,295)	

iii. 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 Led	When will you review implementation?
Reduce the gap between the progress of PP students and non-PP students	Enrichment and access to the full extended curriculum, trips, equipment and resources	Motivation and engagement with the curriculum – raising aspirations.	Subject leaders to record number of revision guides distributed to PP cohort. Catering and RM team to record equipment/resources provided.	Subject leaders, catering and RM staff.	Department meetings.
Continue to build the expertise of the teaching staff so that they can further develop the progress and attainment of PP students.	Attainment and progress of PP students keep high profile via bespoke CPD.	Detailed analysis of the 2017 cohort as well as current tracking of the current Y11 cohort.	Through tracking and monitoring via the QA cycle, and data analysis via the 3 data collections this academic year.	Teaching and learning team	Data collections.
Raise post-16 aspirations of PP pupils	Careers advice	To build esteem and motivation for all PP students. To provide information and guidance/support about post-16 options.	Monitoring of post-16 course applications, development of personal profiles, NEET data.	Careers lead and careers advisor	Careers Line Management meetings
Personal allowance to give individuals the flexibility to subsidise activities/resources of their choice	£100 personal plan for each Pupil Premium Pupil	Successful strategy previously.	Budget monitoring of personal plans, SLT 'sign off' for each request	SLT, KC	SLT meetings.
Ensure all pupils are able to access the full selection of KS4 option subjects including those with an element	Provision of materials used by FSM in catering course	Increasing numbers choosing catering, who may need support in purchasing ingredients which would have	Ensure that PP pupils are offered additional support with more costly items.	SH/KC	Line management meetings

of cost for course materials		previously deterred them from choosing to follow the course.			
Total budgeted cost			£24,238 (£2,600 + £7,500 + £3,100 + £8,500 + £2,538)		

7. Review of expenditure 2018/2019				
Previous Academic Year		£72,930		
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
Improve outcomes for PP students in the Core subjects	Provision of an additional teaching group in year 10 English, Maths and Science	All pupils were able to gain more targeted support, therefore improving outcomes for all pupils. The gap between PP and non-PP learners has got smaller; PP pupils were at -0.62 at the start of year 11, they were -0.37 overall and so the gap got smaller. KS2 had an average point score gao of -0.6, the gap at the end of year 11 was P8 -0.22.	This approach will be run again as it allowed for more bespoke support to pupils and rates of progress across the year were positive.	£6,055
Improve outcomes for PP students with multiple vulnerabilities (SEND/EAL/b ehaviour)	SEND support, specialist TA support	All pupils were able to gain more targeted support, therefore improving outcomes for all pupils. The gap between PP and non-PP learners has got smaller; PP pupils were at -0.62 at the start of year 11, they were -0.37 overall and so the gap got smaller. KS2 had an average point score gao of -0.6, the gap at	This approach will be run again as it allowed for more bespoke support to pupils and rates of progress across the year were positive.	£17,281

Improve outcomes for PP students in subjects across the curriculum	Afterschool boys' club, girls' club and lunch time homework club	Attendance at boy's club was strong. Key pupils attended and carried out supervised revision tasks. The gap between PP and non-PP learners has got smaller; PP pupils were at -0.62 at the start of year 11, they were -0.37 overall and so the gap got smaller. KS2 had an average point score gap of -0.6, the gap at	We will continue this approach to ensure that PP pupils have access to high quality support and modelling of academic work outside of the classroom.	£2,450
Progress 8 gaps for PP and non-PP students to reduce.	CPD sessions to focus on classroom strategies, lesson planning focused interventions	Improving the quality of T&L across the school has had an impact on the outcomes of PP who have benefitted from a personalised approach to planning and delivery of lessons. The quality of teaching and learning has improved across the year. The gap between PP and non-PP learners has got smaller; PP pupils were at -0.62 at the start of year 11, they were -0.37 overall and so the gap got smaller. KS2 had an average point score gap of -0.6, the gap at the end of year 11 was P8 -0.22.	We will continue this approach to ensure that PP pupils have access to the best quality teaching and learning to accelerate progress.	£10,345
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
Diminish the internal gap between the progress of PP students and non-PP students.	Academic mentoring, rigorous tracking and monitoring of PP pupil progress.	Interventions are more timely and more clearly planned. Pupil feedback for academic mentoring is wholly positive and pupils state a positive impact on their progress and well-being, as does internal tracking data.	We will continue with this as mentoring has a positive impact on attainment and wellbeing year on year. Rigorous attendance and intervention tracking will close the attainment gap for PP and non PP even further.	£7,775

PP Students with multiple vulnerabilities supported to make progress and access the curriculum	Alternative course - ASDAN	Pupils had a curriculum which was broad and allowed pupils to have courses which are aimed at a variety of pupils. Some course choices were more successful than others.	We will continue with this approach but with different alternative courses as there needs to be a more bespoke offer for each cohort based on individual needs. Health and Social care has been introduced as one example.	£7,100
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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
Reduce the gap between the progress of PP students and non-PP students	Enrichment and access to the full extended curriculum, trips, equipment and resources	Attendance records show our PP pupils engage fully with the whole range of extra-curricular activities offered by the school.	We will continue this approach due to the historic success.	£2,574
Continue to build the expertise of the teaching staff so that they can further develop the progress and attainment of PP students.	Attainment and progress of PP students keep high profile via bespoke CPD.	Improving the quality of T&L across the school has had an impact on the outcomes of PP who have benefitted from a personalised approach to planning and delivery of lessons. The quality of teaching and learning has improved across the year.	We will continue this approach to ensure that PP pupils have access to the best quality teaching and learning to accelerate progress.	£10,345

Raise post-16 aspirations of PP pupils	Careers advice	This has contributed significantly to our PP outcomes through raising aspirations and provided a clear route through post 16 for our pupils. Year on year we have no NEETS. All of the recent cohort except one enrolled onto post-16 courses. The other is being supported back into education.	We will continue this approach due to the historic success.	£2,000
Personal allowance to give individuals the flexibility to subsidise activities/resources of their choice	£100 personal plan for each Pupil Premium Pupil	Overview of expenditure of personal allowance shows use of spend on revision resources to help close the attainment gap and also enrichment activities to ensure cultural capital.		£8,000