

Tupton Hall School
REDHILL ACADEMY TRUST



PUPIL PREMIUM STRATEGY

2018/19

Academy overview:

Number of students on roll: 1243

Number of students eligible for PP funding: 388 (31%)

Year 7	80
Year 8	94
Year 9	79
Year 10	64
Year 11	71

Progress 8 results & predictions:

Progress 8 trends	2016-17 (actual results)	2017-18 (actual results)	2018-19 (predicted results)	2019-20 (predicted results)
All students	-0.38	-0.89	-0.52	-0.33
Pupil Premium	-0.73	-1.46	-0.83	-0.54
Non-Pupil Premium	-0.26	-0.62	-0.42	-0.25
Gap (PP v nPP)	-0.73	-1.46	-0.83	-0.54

Date of most recent PP review: 21st March 2018













Expenditure overview:




Pupil Premium Income 2017-2018	£363,645	Pupil Premium Income 2018-2019	£371,460
Total Spend 2017-2018	£389,500	Total Projected Spend 2018-2019	£372,500





Barriers to future attainment:



Academic:	Other:
<input type="checkbox"/> Lack of aspiration - students opting to undertake low level courses that require a low GCSE grade entry. <input type="checkbox"/> Lower than average attendance <input type="checkbox"/> Poor/disruptive behaviour	<input type="checkbox"/> A disproportionate percentage of parental engagement for students that are PP <input type="checkbox"/> Social/emotional/health issues













Planned expenditure 2018-19:







2018/19 Strategies	Person responsible	Intended outcomes	Rationale & evidence (previous experience & EEF toolkit)	Budgeted Cost
All staff set vulnerable group target for as part of Performance Management appraisal.	ANE / AJK	The achievement gap between disadvantaged and non - disadvantaged students reduces to be at least in line with or better than the national average gap	<p>Through planned and well executed Quality First classroom practice, supported by knowledge of individual student learning needs, ensure all teaching is adapted to respond to the strengths and needs of all pupils to ensure that PP pupils taught achieve outcomes in line national expectations.</p> <p>Metacognition and self-regulation High impact for very low cost, based on extensive evidence.   </p> <p>Feedback High impact for very low cost, based on moderate evidence.   </p>	£30,000
Developing teaching and Progress for All	ANE	<p>Better quality T&L activities being delivered by staff.</p> <p>Increased student engagement.</p> <p>Reduction in use of on-call/ number of consequences given.</p> <p>Increased outcomes.</p>	<p>Tupton is focusing on developing resilient and independent students. We know that amongst many of our students, but especially some of our PP students, resilience is a key quality that we want them to develop further and is essential for their success. All staff CPD sessions and INSETs will be focused on developing students to become more resilient and become able to face the challenges education and life throw at them. We are also ensuring that feedback remains an important feature of teaching and learning, strengthening our marking policy, further supporting students through feedback to improve the quality of their work.</p> <p>Metacognition and self-regulation High impact for very low cost, based on extensive evidence.   </p> <p>Feedback High impact for very low cost, based on moderate evidence.   </p>	£0

2018/19 Strategies	Person responsible	Intended outcomes	Rationale & evidence (previous experience & EEF toolkit)	Budgeted Cost
Contribution to Attendance officer salary	AWE	PP student attendance to exceed 96%	<p>Tupton employs an attendance officer whose focus is to raise student attendance; this is achieved through a range of intervention methods employed across the school. Attendance as a whole continues to be above national average but a strategic focus is in place to target PP students/families where average attendance does not meet this level. The national average for student attendance in 2017/18 was 94.6%. EEF evidence shows that intervention to change student behaviour has a moderate impact on student progress, adding up to 3 months' progress.</p> <p>Behaviour interventions</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p> 	£10,000
Deepening Learning	CSI	The achievement gap between disadvantaged and non - disadvantaged students reduces to be at least in line with or better than the national average gap.	<p>Deepening Learning is a new programme being applied this year, but will become a regular feature for Year 11 students. The programme provides students with the opportunity to receive targeted support from a group of subject specialists to help address areas of underachievement in Maths/English/Science in the initial stages with a view to extending this into humanities. Teachers provide a comprehensive and specific sessions to students to move their progress forward. EEF evidence shows that providing students with effective and specific feedback has the potential to have a high impact on student outcomes with 8 months of added progress possible for some students. This has the potential to support students to maximise their achievement and progress at a minimal cost as sessions are delivered by existing teaching staff as part of the school day.</p> <p>Extending school time</p> <p>Low impact for moderate cost, based on moderate evidence.</p>  <p>Feedback</p> <p>High impact for very low cost, based on moderate evidence.</p> 	£0

2018/19 Strategies	Person responsible	Intended outcomes	Rationale & evidence (previous experience & EEF toolkit)	Budgeted Cost
Aspire and Link Centres	AWE	Removal of potential barriers to learning, progress and achievement. Access to appropriate curriculum and a reduction of permanent exclusion for those at risk.	<p>The Aspire and Link Centres are continually developing to meet the ever changing needs of the Tupton Hall intake. Students at risk of permanent exclusion, with behaviours negatively impacting on learning or requiring help relating to mental and social wellbeing receive supported and targeted intervention to help to improve behaviour, attendance and other barriers to students making expected progress. Evidence suggests that this type of intervention has a moderate impact on student progress with moderate cost implications. Aspire/Link play a vital role in support students with behavioural and/or social/emotional needs. The team works closely with students, parents and teachers in order to ensure that students maximise their achievement whilst receiving the support they need. Close links with external agencies to support students in the Aspire/Link has been essential; including: CAMHS, School Counsellor, School Nurse, Multi Agency Team, Social care and other voluntary organisations supporting families and young people.</p> <p>Small group tuition Moderate impact for moderate cost, based on limited evidence. </p> <p>Social and emotional learning Moderate impact for moderate cost, based on extensive evidence. </p> <p>Behaviour interventions Moderate impact for moderate cost, based on extensive evidence. </p>	£126,000 Aspire Staffing Alternative provision Offsite £60,000
Increase in parental engagement	CSI/ANE	Obtain stakeholder views annually. Develop whole school initiatives based on stakeholder feedback. Increased student outcomes.	<p>Accessing parental support is vital to maximise student achievement and progress. In addition, Tupton Hall is keen to ensure that all stakeholders' views are taken into account when making key decisions about whole school strategies. The EEF supports this and the evidence suggests that parental engagement can contribute up to 3 months' progress to a child.</p> <p>Parental engagement Moderate impact for moderate cost, based on moderate evidence. </p>	£5,000

2018/19 Strategies	Person responsible	Intended outcomes	Rationale & evidence (previous experience & EEF toolkit)	Budgeted Cost
Rewards	AWE/CSI	Further develop an ethos of celebrating success and raising aspirations.	<p>Tupton Hall strongly believe that celebrating student success and using a range of reward strategies contributes to raising student morale, motivation, aspirations and ultimately outcomes. A range of initiatives are used including the use of Learner Mark Awards, Vivos, postcards home, celebration events throughout the year, learner of the week (celebrated in assemblies) and 100% attendance awards.</p> <p>Although the EEF suggests that this type of intervention has lower impact than other interventions, we still believe rewards are essential for recognising the efforts of students.</p> <p>Aspiration interventions</p> <p>Very low or no impact for moderate cost, based on very limited evidence.</p> 	£10,000
Whole child development through creating opportunities to engage in the full curriculum and opportunities	CSI/RHO	PP students are supported to access to resources and educational visits to develop them as citizens. PP students to receive a revision guide for English, Maths & Science, plus other subjects where utilised.	<p>Again Tupton strongly believes in educating the whole child and enabling them to have access to resources and activities that widen their horizons or allow them to play an active part in learning. We recognise that effective revision plays a vital role in maximising student achievement and progress. EEF evidence shows that teaching students the skills to unpick theory and content as well as having a sound understanding of how to approach writing answers to exam questions is the key to success with up to 7 months' progress made by some students. All PP students are provided with revision guides in core subjects to support their preparation for terminal exams.</p> <p>Metacognition and self-regulation</p> <p>High impact for very low cost, based on extensive evidence.</p> 	£10,000

2018/19 Strategies	Person responsible	Intended outcomes	Rationale & evidence (previous experience & EEF toolkit)	Budgeted Cost
Assertive mentoring	CSI	Increased outcomes for PP students.	<p>The assertive mentoring programme at Tupton Hall is being developed to be much more rigorous in holding students to account and putting the onus on them to take responsibility for their learning. A team of experienced staff are mentors and they meet Y11 students weekly from January all the way up to their exams in order to support and set targets to raise student achievement and progress. EEF research suggests mentoring has a low impact, however, this initiative has been used extensively across the Redhill Trust and has proven highly successful in contributing to raising student achievement and progress.</p> <p>Mentoring Very low or no impact for moderate cost, based on extensive evidence.   </p> <p>Aspiration interventions Very low or no impact for moderate cost, based on very limited evidence.   </p>	£0
Contribution to specific key school roles	CSI/RHO/RMA	To lead on intervention for key target groups.	<p>Leaders for Intervention in KS3 and KS4 oversee the strategies implemented to tackle underperformance. Also intervention leads have been appointed with a remit of tackling underperformance in in Maths and English. They will take on key groups who are identified during data captures as underperforming and work to raise achievement and progress of the group. They will contribute to the Deepening Learning Intervention plus contribute to faculty CPD and T&L initiatives, providing support for colleagues. Research shows that all of the activities which fall within the intervention lead’s remit, positively contribute towards improving student progress by up to 8 months.</p> <p>Small group tuition Moderate impact for moderate cost, based on limited evidence.   </p> <p>Feedback High impact for very low cost, based on moderate evidence.   </p>	£70,000

2018/19 Strategies	Person responsible	Intended outcomes	Rationale & evidence (previous experience & EEF toolkit)	Budgeted Cost
Targeted reading programme	ANE	To improve reading age through increasing reading age utilising a variety of literacy based strategies.	<p>The Accelerated Reader Programme and work done to support students whose reading age is below age related expectation has seen positive impact for many students. Data demonstrates clear progress of students based on pre and posting testing (ARTi) having followed the Accelerated Reader Programme supported by whole school interventions such as DEAR (Drop Everything & Read) time in lessons. This work has also been supported by additional reading material within the school library.</p> <p>Reading comprehension strategies   </p> <p><i>High impact for very low cost, based on extensive evidence.</i></p>	£1500
Improving Maths and English attainment	CSI/ANE	To improve attainment of students in Maths and English through support in lessons and small group learning.	<p>Specialist Teaching & Learning Assistants have been put in place to bring about the improvement in attainment at Y7-11 and narrowing of gaps, based on accurate forecasting. Students receive support reducing the ratio of students to staff enabling smaller group tuition which the EEF recognises can add up to 4 months' progress.</p> <p>Small group tuition   </p> <p><i>Moderate impact for moderate cost, based on limited evidence.</i></p>	£50000

Review of expenditure 2017-18:

2017/18 Strategies	Cost (2017/18)	Key Stage	Estimated impact	Continue in 2018/19
Developing teaching	£30,000	3/4	This approach is showing signs of beginning to have impact as gap begin to narrow. Staff continue to develop questioning and share best practice in briefings and faculty meetings with performance management being weighted towards the progress being made by disadvantaged groups. Purchase of an on-line Teacher Toolkit will help standardise approaches for questioning, lesson planning and lesson pace.	Yes
Contribution to Attendance officer salary	£10,000	3/4	Whole school attendance for PP students in 2017/18 was 91.41% compared to 95.32% for non-PP students. Attendance of PP students was therefore above that of the National Average for PP students which stood at 91.10%. In Year 11, attendance for non-PP students was 94.64% and 90.15% for PP students, a gap of 4.45%.	Yes
Rewards	£10,000	3/4	Student success is regularly celebrated and routinely recognised throughout the year. Vivos are awarded by teaching staff to acknowledge success within the classroom. Monitoring of students attitudes to learning throughout the year at data points enables students to increase confidence, self-esteem and aspiration to achieve through recognition of the Learner Mark Award. Rewards for the students who have 100% attendance throughout each week and term provide short and long term goals. Assemblies build on the rewards approach recognising students for positive contributions and providing an ethos of achievement. The annual Celebration Evening is extremely well attended where parents are invited to share in our success.	Yes
Accelerate the progress of Year 11's in terms of English and Maths	£4,499.80	4	Residential' s in maths and English proved successful over the past few years but with changes to examinations structure and the absence of controlled assessment aspects of the course we feel that this approach is no longer having the desired effect. This approach can potentially be superseded through an in-house approach minimalizing the cost alongside the impact on other subject areas.	No
Accelerate the progress of struggling Year 7 students.	£500	3	The Accelerated Reader Programme and work done to support students whose reading age is below age related expectation has seen positive impact for many students. Data demonstrates clear progress of students based on pre and posting testing (ARTi) having followed the Accelerated Reader Programme supported by whole school interventions such as DEAR (Drop Everything & Read) time in lessons. This work has also been supported by additional reading material within the school library.	Yes
Contribution to specific key school roles	£70,000	4	The intervention lead alongside intervention specialists within Maths and English faculty were to enable students to make improved attainment within English & Maths.	Yes

2017/18 Strategies	Cost (2017/18)	Key Stage	Estimated impact	Continue in 2018/19
Increase in parental engagement	£1,000	3/4	Parental increased through parents contacting the school or coming in to school for events such as Parents Evening and SAPs. Year on year tracking still identifies there is a gap between attendance of PP and non-PP families yet that gap is narrowing. Whilst recognising this is not simply an overnight process, the communication channels have been developed in many cases before even starting at Tupton Hall School. Work with feeder primaries and early engagement has enable conversation to take place minimising likely issues such as low attendance.	Yes
Aspire and Link Centres	£140,000		Student attendance, ATL and engagement continues to improve at Tupton Hall School in relation to students who are vulnerable at risk students of permanent exclusion. Case studies demonstrate that students accessing support in this area and the programmes on offer, enable them to be successful in mainstream education and examination scenarios, reducing potential of NEETs, reducing FTE/PEX, not off-rolling students as well as improving attitudes to learning.	Yes
Access to appropriate curriculum	£60,000	3/4	Students followed appropriate pathways providing the appropriate stepping stones for their future career and reduction in the potential of being classified as NEET. The offer of alternative vocational curriculum pathways for KS4 (Year 10 and 11) students and for disaffected Year 9 students through partnership working with vocational providers has enabled students to raise aspirations and consequently minimise exclusion figures.	Yes
Improving Maths and English attainment	£50,000	3/4	The appoint additional staffing who were specialist Teaching & Learning Assistants have helped bring about the improvement in attainment at Y7-10 and narrowing of gaps, based on accurate forecasting. Unfortunately Year 11 attainment has not been as successful yet this was predicted in light of the challenges faced.	Yes
Whole child development	£10,000	3/4	Removal of issues that impact student's ability to participate fully within the Tupton Hall School curriculum, attending well and maintaining a positive attitudes to learning. Removing barriers to learning and areas that cause conflict has enabled students to focus on learning. Supporting opportunities for students to access the fuller sense of the curriculum such as educational visits has helped raise aspirations ultimately impacting on attitudes to learning.	Yes

Pupil Premium Income 2017-2018	£363,645
Total Spend 2017-2018	£386,000