



Pupil premium strategy statement: Tupton Hall School

1. Summary information					
School	Tupton Hall School				
Academic Year	2016/17	Total PP budget	£345,880	Date of most recent PP Review	Sept 2016
Total number of pupils	1555	Number of pupils eligible for PP	379 (25.72%)	Date for next internal review of this strategy	July 2017

2. Current attainment (DP3)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015/16 only)	36%	57.4%
% achieving expected progress in English / Maths (2015/16 only)	61% / 52%	79% / 71%
Attainment 8 score average (from 2016/17)	44.36	52

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	Lack of parental engagement disproportionate for PP students.
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils across Key Stage 3, preventing sustained high achievement through KS4. Achieving L6 in E/M/S + 3 others = 85% PP versus 95% non PP
C.	Legacy curriculum model not allowing for large proportion of students to fill appropriate elements for EBacc/P8
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Attendance of PP students is lower than Non PP students and National Average (Attendance of PP students averaged at 92.89% compared to whole school of 96.05%)

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase in parental engagement with key school events to support and influence on their child's education. To be measured by attendance figures logged from school evenings/events.	100% of PP students parents/carers to attend key school events such as parents evenings
B.	Increase levels of progress within Key Stage 3, for sustained achievement at KS4	PP high attaining pupils achieve in line with non PP high attaining pupils
C.	Developed curriculum model impacting on alternative pathways	Increase in PP students with access to all elements
D.	Increased attendance rates for pupils eligible for PP	Attendance in line with non PP pupils

5. Planned expenditure

Academic year	2016/17
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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?
Improve attainment across the curriculum for PP students.	All staff set vulnerable group target for as part of performance Management appraisal	Raising the profile of this key group to ensure staff are aware of who they are and the progress they are making compared to non PP students.	Regularly reviews throughout the year through conversations with line managers. Faculty QA to target these areas and challenge underperformance and diminishing difference	ANE / AJK	Faculty QA's Line management meetings. Half yearly reviews. 3 hours a year per member of staff Additional PPA time for staff above 10% £30,000
Diminishing difference between achievement of PP pupils in line with national non PP pupils	Science intervention with A-A* cohort	Science intervention that focuses on developing independent thinking, particularly through planning, monitoring and evaluating (such as in scientific investigations) can have a high impact on pupil's learning. This is evidenced in the EEF (Education Endowment Foundation) Toolkit.	Utilising the PiXL programme of interventions. To prioritise PP pupils including higher ability pupils requiring further support. Consistent monitoring of interventions	VHE / PLA / SDA	Each data point Internal exams and assessment. £0

Diminishing difference within KS3 and KS4 Maths and English	Maths and English early intervention to address differences and underperformance.	Reducing the difference in performance between PP and non PP earlier in order to get students back on track before moving into KS4.	Regular assessment and review to establish if the registration intervention is having the desired impact.	NME / CSI	Half termly, with each group regularly changing based on student need and progress. £0
Best practice surrounding strategies to support Progress for All shared at all group meetings and disseminated to all faculty areas.	Through the work of the cross faculty Teaching and Learning Group review resources that support differentiated approaches to teaching and learning, with a particular focus on disadvantaged students.	Enabling progress for both PP and non-PP through differentiated teaching and strategies to stretch most able as well as meeting the needs of lower ability students.	Terms of reference for the group developed, shared and agreed. Strategies to support Progress for All and disseminated to all faculty areas. Individual work plans developed and activated for post holders	ANE	Feedback to Teaching and Learning Development group £0
Total budgeted cost					£30,000
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 lead	When will you review implementation?
Increased attendance rates for pupils eligible for PP	Attendance clerk target Target 96% pupil's attendance target. Herringbone reviewed each week. Rewarding of achievement of attendance targets and above.	NFER research identifies attendance as a key factor.	Attendance targets are displayed in form classrooms. Visible rewarding for good levels of attendance. Form tutor and HoY contacts home for unknown absence. Same day calls and follow-up procedures consistently implemented by attendance clerk.	KBU and HoY's	Daily by attendance clerk through phone call and text for key students. £10,000 Weekly rewards through vivos Half termly rewards plus vivos Termly awards plus vivos £10,000
Accelerate the progress of struggling Year 11 in terms of English and Maths	Offsite residential opportunities to support students at risk of not achieving in line with targets.	Previously applied process with considerable impact that has had knock in terms of both achievement and social development.	Close scrutiny of those likely to be involved and communication with families.	CSI / NME / M and E HoF	£4,000

Increase access to curriculum	PC and equivalent resources to increase access to the curriculum.	Specialist provision need for students either disengaged or unable to access classwork due to infidel need.	Close scrutiny of use of resources and review of impact on ATL and quality of work	NME	£10,000
Humanities most able PP to achieve in line with non PP students. Pilot into whole school strategy.	Focusing across history, geography and religious studies on the performance of most able	Previous underperformance of this cohort has identified this as a particular area of need.	DP/QA Analysis. Specific intervention records. NME monitoring.	RCR / NME	Each DP. After initial Humanities pilot. £500
Accelerate the progress of struggling Year 7 students improving students' thinking, spoken English, grammar, reading and writing skills.	Develop the Key Stage 3 Hackney Reading programme to accelerate the progress of struggling Year 7 students to allow greater access to the curriculum and to enjoy reading more.	NFER notes that development of literacy has a statistically significant impact on pupils' attitude to school, self-assessed ability in reading, and their confidence in and enjoyment of writing. Student progression is accelerated so that pupils can work at age-related expectations and with enhanced access to the mainstream curriculum. Learners confidence is strengthened and resilience so that they can work with greater independence and fulfilment across the curriculum Students enjoy reading more	Use of registration periods to complete focused intervention to develop literacy skills. English HOF oversight. NME reviewing quality of teaching. Regular progress reviews – Line management, SLT and at Governors – as part of intervention reports.	CSA / NME / CSI	Half termly blocks of work with assessment to identify students to move into and out of this group. £500
Specific key school roles	Leaders of intervention Intervention leads within Maths and English faculty	Oversee use of PP funding and orchestrate intervention To lead in faculty intervention and oversee the programmes developed at whole school level	Regular intervention meetings. Address need as and when presented from within faculties and year groups. Faculty review of progress and impact.	CSI / NME	20% of PP funding £70,000
Total budgeted cost					£105,000

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 lead	When will you review implementation?
Increase in parental engagement with key school events to support and influence on their child's education.	Parental Engagement through development of the transition process for both students and parents / families / carers.	To be utilise parents as resource and mechanism for supporting students learning, positive behaviour, attendance and raising aspirations.	Working with support from Parental Engagement Network and shared work as part of the North Midlands Collaboration (Tupton, Frederick Gent, Ashfield and Tibshelf). Constant reflection of key areas ATL and attendance between this and previous years at school and events	CSI	KS3 Assessment Evening attendance. October Y7 Welcome Evening attendance and survey. Well-being team home visits £1000
Access to appropriate curriculum and a reduction of permanent exclusion for those at risk.	On-going employment of specialist support staff in the Aspire Centre to lead support and intervention for the school's most vulnerable pupils and those and at risk students of permanent exclusion.	Support and intervention to improve student ATL and engagement at school.	Regular review of ATL, attendance and behaviour through Data Points and Reporting	AWE / NME	ATL, attendance and behaviour through Data Points and Reporting £150,000 Aspire Staffing
	The offer of alternative vocational curriculum pathways for KS4 (Year 10 and 11) students and for disaffected Year 9 students through partnership working with Chesterfield College and other vocational providers				Alternative provision Offsite £60,000
Improving Maths and English attainment	To appoint additional staffing who are Specialist Teaching & Learning Assistants	To enable students to make improved attainment within English & Maths	Review of Data point analysis and feedback with faculty QA	GWA/CSP	£48,000

Improve ATL and resilience towards school work	Character Education related work with specific leadership role attached	Creating resilience in young people helps them deal with setbacks, something the least advantaged may experience to a greater extent than others, regardless of ability.	Utilising tutorial and L4L sessions to embed the program and rewarding students for completion of each level.	RCO / AWE / RHO	Termly but with further reviews based around a student's ability to access the next level of recognition – Bronze, Silver and Gold. £500
Removal of barriers to learning in and out of school.	PP Student Voice	The ability to access specific barriers to learning and achievement in and outside of school through student feedback.	Review of survey – ensure appropriate questions prior to launch. Include parents in the review of responses. Develop exit action plan to develop strategies linked to responses.	NME / CSI	Before, during and after surveys. Detailed action plan reviewed on completion. Impact of strategies reviewed. £0
To allow all students to attend school equipped for learning irrespective of background – implementation of new school uniform	To fund school uniform including new blazer	Improve attitude to learning to ensure there are no barriers to learning for students	Continued approach	SSM	£10,000
Total budgeted cost					£269,500

6. Review of expenditure £ 368,618				
Previous Academic Year		2015/16		
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 attainment across the curriculum for PP students.	All staff set PP target for as part of performance Management appraisal	<i>Mixed:</i> Linking this key area to performance management has raised its whole school profile. Success criteria: not fully met. Approach shows promise gaps in PP v non-PP beginning to close – best practice shared in briefings. However, Progress 8 data shows that PP students did not make expected progress. However, Progress 8 data shows that PP students did not make expected progress, -0.74, although three year trend indicates a continuous improving picture.	The need to incorporate PP and SEND as part of this Performance Management target headed as Vulnerable students. At the interim points of LM, staff to address the work and impact of the vulnerable work being completed	Staff INSET to introduce the PM targets and the application of SMART targets. Additional PPA time for staff above 10% £30,000
	'Growth mind-set' course	<i>Mixed:</i> training has informed approach to building aspiration within Tupton Hall School. Impact measured on attainment for all children, not just PP eligible. Success criteria: not fully met. Approach shows promise as evident from staff developing questioning technique as seen in lesson observation – best practice shared in briefings, faculty meetings.	Staff were positive about the training and believe it has affected attitudes of students. We will not repeat the training, but continue implementing the approach and monitoring pupil response.	£0
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 Year 7/8/9 literacy and numeracy intensive programmes	Small group tuition delivered by qualified teacher	High: observed increased progress with students catching up with peers, increased student involvement in classroom discussion. Success criteria: Decrease need for intervention, Data Point evidence – reduction	This seemed to be most effective when the focus area was determined by the class teacher based on their observations of the pupil. We will continue next year.	Photocopying £300 Freeing up staff 40 mins per week x6 weeks (per 6 half terms) £6,000

Access to appropriate curriculum and a reduction of permanent exclusion for those at risk.	On-going employment of specialist support staff in the Aspire Centre to lead support and intervention for the school's most vulnerable pupils and those and at risk students of permanent exclusion.	Support and intervention to improve student ATL and engagement at school.	Regular review of ATL, attendance and behaviour through Data Points and Reporting	ATL, attendance and behaviour through Data Points and Reporting £150,000 Aspire Staffing
	The offer of alternative vocational curriculum pathways for KS4 (Year 10 and 11) students and for disaffected Year 9 students through partnership working with Chesterfield College and other vocational providers			Alternative provision Offsite £80,000
Improving Maths and English attainment	To appoint additional staffing who are Specialist Teaching & Learning Assistants	To enable students to make improved attainment within English & Maths	Review of Data point analysis and feedback with faculty QA	£48,000
Improved progress and attainment. More focussed interventions based on individual needs.	Assertive mentoring to support underperformance	<i>Mixed:</i> 5 moved to a positive P8 score 4 improved their P8 score but still remained negative. 7 remained the same or so a decrease in their P8 score	Use staff who can fully commit to the process. Engage parents as part of the process to create a network around the student.	£0
	learntoloveexams.com	<i>Low/Mixed:</i> 5 moved to a positive P8 score 4 improved their P8 score but still remained negative. 7 remained the same or so a decrease in their P8 score	Student feedback was that this strategy did not work for them. This approach felt forced rather than a natural strategy and didn't fall in with techniques used previously. This strategy will not be used again	£520 16 learn to love exam packs at £32.50 each
	Structured conversations	<i>Low/Mixed:</i> 1 moved to a positive P8 score 6 improved their P8 score but still remained negative. 9 remained the same or so a decrease in their P8 score	Further training needs to support staff conversation in this area. SLT are not necessarily the best people to do this. Staff with closer links to the family may be more beneficial when having these conversations.	£0

	English and Maths targeted intervention through staffing and application of teaching assistants to support specific needs are addressed in preparation for examinations.	Mixed/High: Target those achieving a C in Maths and NOT in English 7 out of the 19 attained their C Grade 17 out of the 28 attained their C Grade	Earlier identification needed. For those not engaging, early decisions or action must be taken to get them on board or utilise this opportunity elsewhere.	£6000
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
Whole child development through creating opportunities to engage in the full curriculum and opportunities	Bid applications completed by HoY/HoF/SLT to seek financial guidance and support	Medium: Although complex to evident circumstantial impact, the ability of students to access all elements of the curriculum such as educational visits and Success criteria: met in part.	A continued approach with strong focus on how it will result in a positive impact on an individual/group in terms of achievement/attendance/behaviour.	£3,000
To allow all students to attend school equipped for learning irrespective of background	To fund school uniform	Improve attitude to learning to ensure there are no barriers to learning for students	Continued approach	£5,000
Increased pupil engagement and aspiration through Expressive Arts opportunities	Music tuition for students	Improve attitude for learning – and access all areas of the curriculum	Continued approach	£10,000
Increased attendance rates for pupils eligible for PP	Attendance clerk target Target 96% pupil's attendance target. Herringbone reviewed each week. Rewarding of achievement of attendance targets and above.	NFER research identifies attendance as a key factor.	Attendance targets are displayed in form classrooms. Visible rewarding for good levels of attendance. Form tutor and HoY contacts home for unknown absence. Same day calls and follow-up procedures consistently implemented by attendance clerk.	Daily by attendance clerk through phone call and text for key students. £10,000 Weekly rewards through vivos Half termly rewards plus vivos Termly awards plus vivos £10,000

Specific key school roles	<p>Leaders of intervention</p> <p>Intervention leads within Maths and English faculty</p>	<p>Oversee use of PP funding and orchestrate intervention</p> <p>To lead in faculty intervention and oversee the programmes developed at whole school level</p>	<p>Regular intervention meetings. Address need as and when presented from within faculties and year groups.</p> <p>Faculty review of progress and impact.</p>	<p>£30,000</p>
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7. Additional detail

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

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