Pupil Premium Review by National Leader of Education

Tupton Hall School visit 31st October / 11th December 2017	
Summary of school's existing areas of focus and approaches	The school has acted decisively following its review of the PP Strategy in place in previous years and has made significant changes in terms of strategy and staffing in order to address more effectively the differences in terms of outcomes of its students eligible for PP funding and their more advantaged peers. Staff have drafted a preliminary Pupil Premium Strategy Statement using a template provided by NCTL/TSC and intend to firm this by further redrafting following the outcomes of discussions and the findings of this review. This is a very positive approach given the current status of the school and the need for urgency in addressing the needs of the current student population. There have been changes in Senior Leadership due to the retirement of the previous Deputy Headteacher; the responsibilities of senior team members have been reviewed in light of this and the Head of Humanities has been seconded as a senior leader working with colleagues to improve the capacity and quality of Middle Leadership. In addition, an experienced pastoral leader has been seconded to an Associate Senior Leader post with a specific portfolio focused on improving the attendance and securing parental engagement of students eligible for PP funding. School Leaders reported that they are still waiting for any significant progress in terms of the process following receipt of the academisation order imposed further to the Ofsted Inspection. The school has identified 3 in-school barriers to student success: ➤ PP Student progress across KS3 limiting success at KS4 particularly in relation to "High Attaining Pupils" ➤ A "Legacy Curriculum" which impacts upon student compliance with Ebacc and P8 measures ➤ Lack of Parental Engagement disproportionate for PP students and 1 external barrier: ➤ Attendance of PP students – 92.89% compared to whole school attendance of 96.05%.
Summary of how effectively school uses evidence to identify effective approaches	The school has refocused its energies on available evidence from the Education Endowment Foundation (EEF) Toolkit and elsewhere to ensure that students receive quality first teaching and that, within this remit, the underperforming PP cohort is a priority for all staff and leaders. The **EEF** is an independent charity dedicated to breaking the link between family income and educational achievement. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ links to data showing the evidential impact of various strategies linked to cost. Within the school there is now much greater clarity around the rationale for the strategies adopted and a greater sense that they will lead to better outcomes for the students.

Area (including sources of evidence)	Findings	Strengths	Areas for development
Pupil characteristics	Within the school there are 387 students eligible for PP funding. This represents 24.2% of the school population. PP funding amounts to £363,645. This represents a fairly stable pattern of eligibility over previous years. Senior leaders are aware of the numbers and patterns and the particular socio-economic make-up of their community. They have specific knowledge of students gained by working with families over a long period of time and are fully aware that "PP/disadvantaged" covers a heterogeneous group of students and that some of this group will be making good progress, attend regularly and have very positive profiles despite their socio-economic position. **UPDATE: 5 July 2018** **Following the Governors PP Review, within the school there are 382 students eligible for Pupil Premium funding. This represents 30.8% of the school population.**	Staff knowledge of the particular circumstances of individual children and families over time.	All staff must understand the eligibility criteria for PP and that the national aim is that there is no gap between these students and their peers. They must hold high expectations and aspiration for these students.

| Achievement[1] | The school is starting to make greater use of evidence in relation to diminishing the differences in outcomes between groups of students; this is resulting in a more targeted approach to improving attainment, progress and outcomes for all students not just the disadvantaged cohort. Evidence-based systems for the evaluation of the impact of various strategies do exist and greater use is being made of this by senior and middle leaders.

The progress of disadvantaged students is still of significant concern; recent changes have not yet had the chance to impact greatly on progress. As the year progresses, the effectiveness of new teaching and learning practice will have greater impact and data drops will show a more accurate and as projected by senior leaders, a more positive picture. Even given the above, outcomes for disadvantaged students will, in all likelihood, continue to show gaps with national average figures.

There is now a greater coherence and consistency of practice in terms of reviewing achievement across faculties and this is monitored by senior leaders. Quality assurance activities include consideration of performance data after each new data drop takes place. In addition, allied processes of feedback and marking have been checked during phase 1 of QA in October /Nov 2017.

Leaders of Intervention have been identified, including one of the Senior Assistant Headteachers, and their remit is to review and oversee spending on intervention in order to diminish differences both in outcomes and in practice across faculties spanning students in Y7 – Y11. Maths and English curricular areas have been prioritised in relation to this initiative.

Students reported that their learning experience has improved and younger students in particular were very certain that teachers would let them know if they needed to "step it up a bit". They felt that the library was a very useful resource with lots of opportunities for support for their learning. The school's "Strive for Five" initiative was also clear to students and they realised the benefits of organising their work and presenting it well as part of the overall requirements for study. Older students were less positive and more critical of teaching. They felt that the best teachers were very clear in terms of their explanations and expectations. They raised concerns regarding the balance of achievement standards expected and mental health and well-being needs.

Lessons observation showed that students were engaged with their learning and keen to achieve. There was an interesting discussion following the observation of a Year 9 lesson in English where students had been selected on gender and prior attainment i.e. girls, high prior attainment as to the lessons learned from this initiative. | Teachers have greater accountability for the achievement of students eligible for PP funding as they have a centrally set appraisal objective focused on these students. | The school should continue to work towards improving outcomes for all students as this will have a concomitant positive impact on the disadvantaged cohort.

The profile of this cohort should continue to be raised with all staff alongside the accountability for the achievement of these students as part of every teacher's appraisal targets.

Monitoring, tracking and communication of staff judgements of student achievement should continue to be coordinated across all faculties following data drops.

In addition, the tightening of success criteria in relation to the desired outcomes of the school's approaches and clearly defined timescales would be beneficial. |
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Area (including sources of evidence)	Findings	Strengths	Areas for development
Leadership & Management	**This is an area of significant improvement since the previous review;** the changes that have been made in terms of spreading the responsibility for the progress of disadvantaged students across senior leaders and the massively increased focus on what happens in each and every lesson and classroom are all geared to improving outcomes for **all students but particularly the PP cohort.** These strategies are already showing signs of improving the overall impact of learning and teaching. A huge amount of work has been undertaken by senior leaders in a very short space of time and the work of those with responsibilities for Teaching and Learning and QA has resulted in a demonstrably more coherent strategy for ensuring "quality first teaching". In addition, the strategic removal of a plethora of intervention activities, which in the past were designed to redress the deficits of ineffective teaching, has resulted in a greater energy and capacity for developing a more systematic approach to monitoring the consistency of practice across faculties. Middle leaders were fulsome in their praise for the changes they have been part of. They feel that there is much more of a team approach at Middle Leadership level and that the expectations of their contribution to and responsibilities for school improvement have been made clearer. They reported that SLT have been extremely supportive and they were confident that colleagues across their level would be held to account by line managers to a much greater extent than before. They stated that a greater proportion of their time is being spent in classrooms observing general practice and the adherence of students and staff to school minimum expectations. They were energised by these changes and appreciated the input of the seconded colleague to driving things forward. They were confident that they could access PP funding for activities geared to improving outcomes for these students. They described the much higher prioritisation of the progress of PP students throughout all QA activities. These changes are still in embryonic stages but they are most definitely steps in the right direction for the school. At present, they are of necessity geared to improving outcomes for all students but within this the PP cohort has a much higher profile.	The ongoing determination of the Headteacher to do all that he can to improve the overall quality of leadership, management and teaching to ensure improved outcomes within the shortest timeframe. The simplification and clarity of focus of the processes is an emerging strength which is leading to increased capacity for leadership and management. This in turn is ensuring that the overall quality of middle leaders as "leaders of teaching" has further improved.	Continued sharing of best practice at Middle Leader level will help to reduce intra-school variation. Maintained focus on the monitoring of practice from senior leaders through to classroom practitioners will see standards improve. Leaders must hold themselves and others to account for ensuring that the good work that has gone into the review of practice and the revised systems for improvement results in impact. The school wide inculcation of the belief that all students are capable of aspirational outcomes Is key to making those achievable.

Area (including sources of evidence)	Findings	Strengths	Areas for development
Teaching	The developments in terms of Learning and Teaching have been significant and there is now a greater coherence running across the various systems in place for the assurance of "quality first teaching". The work of the Teaching and Learning Group is pivotal in ensuring greater consistency across faculties The development of the Tupton Teaching Charter, the focus on best practice in terms of CPD and the instigation of the "Tupton Triads and Coaching Communities" as a mechanism for peer coaching and development should ensure that all staff recognise and take responsibility for their own professional development and that of others as outlined and expected in the DfE Teacher Professional Standards.

In addition, the review and rationalisation of the quality assurance systems, in particular that for Appraisal, link very clearly with and complement the above. There is now a very clear signalling of the expectations of teaching staff and of the exemplification of the support and challenge that will be provided to secure same at every level of responsibility from the most recently appointed to teachers of long standing within the school. All of this was borne out in the lesson observation activities undertaken in this review, in talking with staff and students and in the consistency with which information to assist the teacher's planning and to inform observer was presented by teachers. The minimum expectation of evidence to be provided by teachers includes records of strategies employed by teachers to address deficits in progress of specific students and an evaluation of their impact.

Pupil Premium features within the lines of enquiry proposed for study within the teacher triads. One in particular, "Can we improve questioning to ensure improved progress and student outcomes for PP students" provides scope for exploring pedagogy without limiting by year group, gender, learning need etc.

In response to the question "How well does the school plan for and achieve quality first teaching for disadvantaged pupils?" it has to be recognised that the school faced and is still facing considerable challenges in terms of improving the quality of teaching overall. This is a work in progress but will make a contribution alongside other targeted activities aimed at raising the attendance, contribution, engagement and performance of the disadvantaged cohort across the school. | Teaching observed during this review showed a clearer grasp of pedagogy than that seen previously. | Continued focus on whole school strategies to improve quality first teaching.

Within the above, an increased awareness of the heterogeneity of the PP cohort and a focus on the under-performing PP students when teachers are planning for progress.

Continued development of teacher accountability for the progress of students as a result of their teaching will lead to improvement for all students. Observation of lessons and feedback will be key to making those critical gains. |

| **Behaviour & safety** | Senior leaders have reviewed their use of funding in relation to intervention programmes and have retained those that they believe assist students to develop positive attitudes to learning and a thirst for knowledge across all learning contexts. They have continued to develop systems to ensure that behaviours for learning are improved. Staff and students report that the changes to the school's mobile phone policy have been beneficial in this regard.

Students report positively regarding school support where there are financial difficulties for families in relation to basic items of uniform, kit and school visits.

There has been a specific focus on improving the attendance of students eligible for PP funding. This involves both in-school strategies related targets, communication of actuals, rewards as well as work with targeted students and parents with case studies available to highlight the results of this work.

In addition, attention has been given to reducing the likelihood of exclusion from school by providing access to an appropriate curriculum in-house and using alternative provision for the most vulnerable students and those most at risk of disaffection. The Aspire Centre continues to offer on-site support and intervention for students. This is a high cost provision given the salary implications to staff it and the costs of external alternative provision.

Parental engagement has been targeted for improvement and this extends from the transition from Y6 through to the end of the child's time in school. Collaborative work with the North Midlands Collaboration of schools has been undertaken in this regard.

In addition, the school has identified a group of Year 7 students for support from a literacy based programme given the evidence that improvements in literacy can lead to increased accessibility and engagement across the rest of the curriculum. | The emerging and apparent improvements in behaviour around the school as noted by staff and students. | An ongoing focus on the culture and ethos of the school in relation to the latest evidence of effective provision.

It may be helpful for the school to consider involving students in discussions of what additional support the school could provide on a more personalised level. This could also lead to a more constructive relationship with some families. |

Pupil premium strategy statement (secondary)

1. Summary information					
School	Tupton Hall School				
Academic Year	2017/18	Total PP budget	£363,645	Date of most recent PP Review	Sept 17
Total number of pupils	1594	Number of pupils eligible for PP	382 - 30.8%	Date for next internal review of this strategy	July 18

2. Key Indicators (most recent Year 11)	Data Source: ASP	Unvalidated		Validated	
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Key Stage 2 Fine Point Level (Cohort size)	4.43 (73)	4.94 (160)
% Attaining 9-7 in English (Best) and Maths	9.6%	20%
% Attaining 9-5 in English (Best) and Maths	16.4%	39.4%
% Attaining 9-4 in English (Best) and Maths	31.5%	68.1%
Progress 8 score average	31.47	46.3
Progress 8 English	7.21	9.98
Progress 8 Maths	6.3	9.05
Progress 8 English Baccalaureate Slots	8.22	12.55
Progress 8 Open Slots	9.74	14.73
Progress 8 score average for Higher Ability Pupils	47.53	56.82
Attainment 8 score average	31.47	46.3
% Entering the English Baccalaureate	5.5%	16.9%
% Attaining 9-5 in the English Baccalaureate	1.4%	11.9%
% Attendance	90.92%	
% Persistently Absent		
% Staying in education or entering employment after Key Stage 4		

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

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

A.	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
B.	Legacy curriculum model not allowing for large proportion of students to fill appropriate elements for EBacc/P8 **Evidence of need: The current Y11 are the final year group group whose options did not fit the P8 option block pathway.**
C.	Lack of parental engagement disproportionate for PP students. **Evidence of need: 2016-17 demonstrated overal Parents' Evening attendance demonstrated: Non PP - 72% PP - 46%**

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 **Evidence of need: 2016-17 attendance demonstrated: Non PP – 96.11% PP – 90.42%**

4. Desired outcomes *(desired outcomes and how and when they will be measured)*	Success criteria
A. 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
B. Developed curriculum model impacting on alternative pathways	Increase in PP students with access to all elements
C. Increased attendance rates for pupils eligible for PP **Outcome: DP1: 93.19**	Attendance in line with non PP pupils
D. 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. **Outcome PE: Gap in attendance at engagement events between PP and Non-PP to be reduced, currently 26% difference.**	100% of PP students' parents/carers to attend key school events such as parents evenings

5. Planned expenditure

Academic year	**2017/18**

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 £30,000
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	QA Weekly Middle Leader Meetings
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.
				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. The clear focus is based on the more students attend the better their attainment. This has been tracked each year and is shared within assemblies and at open evening events to encourage improved attendance.	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. Resources for open evenings. Attendance panels to have this information as part of their discussions.	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 + Learner Mark Awards (badges, events etc) £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 / GNE / GHE	English Lea Green – 31 Jan - 3 Feb Maths Lea Green – 20 + 21 Sep £3,000	

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.	GNE / EKE / ANE	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 CSI Intervention leads within Maths and English faculty RMA	Oversee use of PP funding and orchestrate intervention. Direction and challenge is required to drive this focus from leadership to classroom level. Previous years have demonstrated that each faculty has had different foci which ultimately has led to gaps in performance. The focus on this area has begun to demonstrate a narrowing of these gaps with further work required in this area. The major focus required for intervention groups in Maths and English requires staffing with this as a primary focus. The intervention meetings with the HoF has begun to drive this agenda and showing impact of narrowing gaps.	Regular intervention meetings. Address need as and when presented from within faculties and year groups. Faculty review of progress and impact. Data summits to share and target key work	NME / CSI	20% of PP funding Regular review through DP 12 Oct, 14 Dec, 28 March and 12 July. Use of the QA windows to challenge and review the data submitted. £70,000
Total budgeted cost					£93,500

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.	Reviewing previous years it is clear that there is a link between underperformance of students and families where we struggle to engage with them. We believe that utilising and supporting parents as resource and mechanism for supporting students learning, positive behaviour, attendance and raising aspirations will all have a positive impact on outcomes.	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 Sharing information through staff prior to school events, Monitoring attendance to follow up those who do not attend and offer support.	CSI	KS3 Assessment Evening attendance. October Y7 Welcome Evening attendance and survey. Well-being team home visits for individuals followed up with regular contact throughout the year £1,000
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	AWE / NME	ATL, attendance and behaviour through Data Points and Reporting Case studies created for students receiving support and its impact on attendance, ATL, progress and next steps. £140,000 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				Alternative provision Offsite Case studies to evidence impact

					£60,000
Improving Maths and English attainment	To appoint additional staffing who are Specialist Teaching & Learning Assistants LPA & SSH Develop a 1 to 1 tuition strategy for specific students.	To enable students to make improved attainment within English & Maths	Review of Data point analysis and feedback with faculty QA	GWA/GNE	Use in internal assessment and DPs to identify and target intervention needs £50,000 £5000
Whole child development through creating opportunities to engage in the full curriculum and opportunities	To allow all students to attend school equipped for learning irrespective of background – implementation of new school uniform, educational visits, extra-curricular activities, resources.	Improve attitude to learning to ensure there are no barriers to learning for students	Blazer cost supplemented as families contacted regarding uniform and the opportunity to access support. Staff able to put in PP bids to supplement opportunities for students in their class or year group such as educational visits and music tuition. Exam resources provided directly for students, pens, pencils, calculators, revision guides.	SSM	£10,000
Total budgeted cost					**£266,000**
TOTAL BUDGET SPEND					**£389,500**

6. Review of expenditure	£345,880 available			
Previous Academic Year	**2016 - 2017**			
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 vulnerable group target for as part of performance Management appraisal	**Medium:** Profile of importance of PP achievement continues to raise amongst staff. A range of staff have achieved this element of their performance management. **Success criteria:** not fully met. Approach beginning to have impact as gap begins to narrow. Staff continue to develop questioning and share best practice in briefings and faculty meetings.	Continue to drive this agenda throughout whole school staff meetings. Through PM implementation and review opportunities, develop discussions and increase challenge.	£30,000
Diminishing difference between achievement of PP pupils in line with national non PP pupils	Science intervention with A-A* cohort	**Medium:** **Success criteria** Of the 20 students involved in this intervention, 65% went on to achieve their A-A* with 25% achieving a B grade.	Selection of students needs be appropriate to ensure early engagement. Much of the work revolved around confidence and technique as opposed to subject knowledge.	
Diminishing difference within KS3 Maths and English	Maths and English early intervention to address differences and underperformance.	**Medium:** **Success criteria**: English and Maths catch-up work was re-directed this year into two new specific schemes - Hackney LIT and the Edge-Hill University "success@arithmetic" programmes. These were targeted at specific areas of need - basic literacy and numeracy. In 2016-17, 73% of students on the "Hackney LIT programme improved their reading age, with 64% by a year or more. (81% PP) In 2016-17, the success@arithmetic cohort increased their average 'arithmetic age' by 10 months over a 4 month project bringing students much closer in understanding to their peers. (84% PP)	Specific targeted programmes need to be reinforced through the normal curriculum offer. This has been planned with more precision this year and will be fully integrated from 2018/19.	

| 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. | **Low/Medium:**

Success criteria:
Increased wealth of resources that support learning at all ability levels. | This work leant more towards SEND students as opposed to PP students. Future resource development would need a greater focus towards motivating and raising confidence of PP students in order to be successful. | |

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
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.	**Medium:** **Success criteria:** PP attendance averaged 92.67% which was above National Average at 91.50%. Herringbones allowed for earlier identification and intervention for support, contact with home and SAP's. Regular reference to attendance through assemblies, as part of the Character Time program for registration and reward opportunities, the attendance target had increased emphasis.	The rewards approach works for a large number of students but there are still a large number that fail to meet expectation. Applying pressure from a more formal and often a fine related approach does increase the impact we can have, although at the detriment to school and home relationships. We will continue with this approach as it is showing to have some positive impact on whole school data.	£10,000 £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.	**Medium:** **Success criteria:** Residentials in maths and English proved fairly successful in the past and have hence been reapplied allowing us to immerse students in a specific subject for a day and a half. Targeted students did see a positive impact on their attainment through the improvement in subject knowledge or confidence to succeed.	Changes to the maths and English examinations, moving away from controlled assessment and the introduction of the 9-1 grade system made targeting the right students more complex than in previous years. The yard stick measurements were not easy to identify and could only use past approaches and estimations based on grade boundaries. Working with a collaboration of schools in the future will enable us to set appropriate grade boundaries that will help us target support for underperformance.	£6,651.93

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
Increase access to curriculum	PC and equivalent resources to increase access to the curriculum.	**Medium:** **Success criteria:** Providing students with laptop use both in school and to take home where appropriate has meant that a number of students can access learning despite restrictions caused through injury and such like. It is hard to provide a measurable statistic to this approach as often the need for such resources is short/medium term only.	This approach will be maintained out of a need to ensure all students can be active learners in lesson or at home if required in order to remove any barriers to learning.	£10,000
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.	**High/Medium:** **Success criteria:** These were targeted at specific areas of need - basic literacy and numeracy. In 2016-17, 73% of students on the "Hackney LIT programme improved their reading age, with 64% by a year or more.(84% PP)	Specific targeted programmes need to be reinforced through the normal curriculum offer. This has been planned with more precision this year and will be fully integrated from 2018/19.	£500
Specific key school roles	Leaders of intervention (CSI) alongside Intervention leads within Maths and English faculty RMA & SPA)	**Medium:** **Success criteria:** Evidence from the work completed shows that many of the interventions have had impact. These results have influenced the overall achievement but with improved forecasting in the future we can make this more bespoke.	The focus is that intervention in the main needs to completed at a classroom level. A reduction in the amount of intervention is key and put the effort in to ensuring practice in the classroom is right – quality teaching first approach.	£70,000

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
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.	**Medium:** **Success criteria:** Parental increased through parents contacting the school or coming in to school for events such as Parents Evening, SAPs etc...	Continue to work with staff to develop the ability to have a dialogue that supports difficult conversations. Support materials for parents for dealing with adolescents.	£1,000

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.	**Medium:** **Success criteria:** Student attendance, ATL and engagement improves at school, thus reducing FTE and PEX's.	This process and outcome is seen to meet the child's needs although sadly not that of Ofsted or a P8 figure. Morally the right approach that is given students the support and life skills required.	£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	**High/Medium:** **Success criteria:** Student attendance, ATL and engagement improves at school. Students follow appropriate pathways providing the appropriate stepping stones for their future career.	This process and outcome is seen to meet the child's needs although sadly not that of Ofsted or a P8 figure. Morally the right approach that is given students the support and life skills required.	£60,000
Improving Maths and English attainment	To appoint additional staffing who are Specialist Teaching & Learning Assistants (LPA & SSH)	**Low/Medium:** **Success criteria:** Improvement in attainment at KS3 and KS4 through targeted support and intervention.	Greater impact witnessed more so a KS3 than at KS4. The work is seen as a long term goal in narrowing gaps from the outset using a preventative approach as opposed to curing a long term ailment.	£48,000
Improve ATL and resilience towards school work	Character Education related work with specific leadership role attached	**Low/Medium:** **Success criteria:** Improved ATL across the school with a positive impact on attainment. Students need to feel that they can achieve at all levels and have the skillset required to pass their exams/tests.	Recognising this is a cultural issue and therefore is a slow burner that will take time to overcome. There is a need for an emphasis on rewarding and recognising good ATL rather than just on punitive approach to poor ATL.	£500
Whole child development through creating opportunities to engage in the full curriculum and opportunities	To allow all students to attend school equipped for learning irrespective of background – implementation of new school uniform, educational visits, extra-curricular activities, resources.	**Medium:** **Success criteria:** Removal of issues that impact student's ability to participate fully within the Tupton Hall School curriculum.	In most cases we have been able to remove barriers to learning or issues that are impacting on students blending in with the masses. In some cases the support has removed one excuse only to unearth another. This has enabled us to get to the source of this issue more readily.	£10,000
				£404,500