



Pupil Premium Allocation, Spend and Impact Executive Summary 2019

Summary for Governors

Item of PP expenditure (three highest)	Amount	RAG - Impact
Specialist adults to work with students to help them to overcome barriers to their learning together with strategic leadership from the academy.	£120,000	
Behaviour and Correction supervisors	£55,000	
Increase staffing in Maths and English.	£35,000	

Pupil Premium Strategy / Impact

1. Summary information							
Academic years	2019-2021		Total PP budget	£248,127.50		Date of most recent PP Review	
Total number of pupils	534		Number and % of pupils eligible for PP	239	45%	Date for next internal review of this strategy	
	KS3	KS4		KS3	KS4	Year 7 Catch Up Funding Allocation	£13089.00
Number of PP eligible pupils by key stage	152	87	Budget split by key stage	£162,687.50	£85,440	Number of pupils with dual eligibility PP/catch-up	45
Allocation of PP funding	Ever 6		£246,772	LAC	£1,365	Service Children	£0

Current achievement					
2019 Outcomes	Pupils eligible for PP (previous year)	Pupils not eligible for PP	Pupils not eligible for PP (National Average)	UL target for PP students	Difference outcome to previous year (RAG)
Progress 8 score average	0.11	1.07	0.13		-0.15
Attainment 8 score average	41.26	56.41	50.1		-4.9
4+ Basics	63%	85%	71.5%	80%	-7%
5+ Basics	37%	69%	50.1%	60%	-15%
5+ GCSEs including English and maths (9-4)	56%	80%		76%	-1%

2. Planned expenditure 2019 - 2021		
The five headings enable you to demonstrate how you are using the Pupil Premium: to improve classroom practice; to provide targeted support; to improve attendance and behaviour; to support pupils who need to catch up; and to address pupils' special educational needs.		
i. Quality teaching for all		
Action	Intended outcome	Cost
Increase staffing in Maths and English.	Reduction in class sizes, allowing for quality teaching for all students in KS4 and therefore improved outcome for students in English and Maths. Increased number of teachers will allow improve outcomes for students in literacy at KS3	£35,000
Knowledge organisers to increase student retention of key knowledge.	Knowledge organisers for every subject in each Key stage to include key information for student success. All students to develop key memorisation techniques that also transfer into revision techniques. Reduce student cognitive overload by building student memory and database of automatic re-call for fundamental knowledge in each subject, so students can use higher order thinking skills with ease.	£500
Total budgeted cost		£35,500
ii. Targeted support and intervention		
Action	Intended outcome	Cost
Year 11 Intervention Programme	All Year 11 students received targeted intervention in all of their subject areas from September ensuring they have more contact time with their class teacher to close gaps in their learning.	£0

Revision workshop with MADE Training	Delivery of an all day workshop for all year 11 students to teach them strategies for effective revision.	£1,200
Development of the enrichment programme.	All students to attend at least one after school club per week over the course of the year with over 20 different after school clubs covering a wide range of arts, drama, sport and academic interests. Clubs available to all year groups.	£5,000
Total budgeted cost		£6,200

iii. Behaviour and Attendance improvement strategies		
Action	Intended outcome	Cost
Behaviour and Correction supervisors	Supporting the most challenging students and offering them mentoring and behavioural support.	£55,000
Attendance interventions	Support all students at TTA to have high levels of attendance. Barriers to attendance for PP students overcome by targeted interventions such as house visits, parental workshops and student incentives.	£2,000
Place2Be	Improved emotional, social and behavioural skills for students needing specialist support. Students receive high quality regular therapy 3 times per week in the school by a specialist child therapist who leads a team of specialist volunteers.	£20,000
Uniform and resources provided in certain circumstances to support the inclusion and attendance of students	Minimising barriers to attendance and learning through providing uniform to students where necessary.	£2,000

		Total budgeted cost	£79,000
iv. Catch-Up Premium improvement strategies (including transition Y6-Y7)			
Action	Intended outcome	Cost	
Hegarty Maths and Times Table Rock Stars	All Students to complete Hegarty Maths every week for homework. Launch and celebrate Hegarty Maths with students in assemblies and lessons. Develop student independence and numeracy skills through use of Hegarty Maths and Times Table Rock Stars	£3,000	
Specialist adults to work with students to help them to overcome barriers to their learning together with strategic leadership from the academy.	An EAL Coordinator, SENCO, school counsellor, Educational Psychologist, and a school attendance team all worked to ensure that students could overcome any challenges and focus on making maximum progress	£120,000	
English and Maths Class Sizes	Continue to keep reduced class sizes in English and Maths in Year 7 and KS3 to ensure student are receiving targeted numeracy and literacy support.	As above	
		Total budgeted cost	£158,000
v. SEND improvement strategies (PP eligible pupils who also have identified SEN)			
Action	Intended Outcome	Cost	
CPD and Spotlight sessions for teaching staff to share strategies to support SEND students	Regular spotlight sessions to share strategies for students with specific needs. Staff and class teachers to attend for students they teach or work closely with in order to ensure they are able to support the student to make excellent progress and overcome any barriers to their learning.	£5,000	

Year 6-7 SEND transition day	Small group induction for SEND students to support transition from year 6. More time to focus on routines, expectations and knowledge of the school following lesson concerns and needs highlighted from primary.	£500
Inclusion homework club and lunch time clubs	A space for SEND students to complete their homework and develop their skills outside the classroom through clubs in smaller groups.	£1,300
Total budgeted cost		£6,800

i. Behaviour and Attendance improvement strategies		
Action	Impact	Lessons learned (and whether you will continue with this approach)
Behaviour and Correction supervisors	There was a reduction of fixed term exclusions and correction referrals. No permanent exclusions in 2017/18 and 2018/19.	Correction has offered a space where students can reflect on behaviours which are impacting upon their learning.
Attendance interventions	Regular communication and support helped to overcome barriers to PP students attending school.	Continue a tailored approach with more specific intervention and support, improving attendance to school for all PP students.
Place2Be	Improved emotional, social and behavioural skills which has improved attendance.	Continue to offer the service to all students.

Uniform and resources provided in certain circumstances to support the inclusion and attendance of students.	Reduction of barriers which prevent students attending school.	Continue supporting the most vulnerable financially.
ii. Catch-Up Premium improvement strategies (including transition Y6-Y7)		
Action	Impact	Lessons learned (and whether you will continue with this approach)
Hegarty Maths	Students watch an online learning video and complete tests and assessments. Teachers track effort, accuracy, and time spent on Hegarty Maths so that they can set personalised targets and tasks.	Approach will continue.
Times Table Rock Stars	Students use this programme to develop their accuracy and speed with times tables. This is monitored through assessments and baseline tests so that the impact can be regularly evaluated.	Approach will continue.
Step-Up Literacy Programme	Increase in literacy levels for the weakest students.	Approach will continue.

iii. SEND improvement strategies (PP eligible pupils who also have identified SEN)		
Action	Impact	Lessons learned (and whether you will continue with this approach)
CPD and Spotlight sessions for teaching staff to share strategies to support SEND students	Strategies shared with teachers and staff who work with students with specific needs e.g. visually impaired. Impact on progress and attainment of students, teachers or staff who teach the students highlighted.	These sessions will continue.
Year 6-7 SEND transition day	Students feel supported and confident to attend school in September. Staff and parents develop a working relationship early to ensure all needs are met.	Insist on the primary schools identifying students they feel require more support. This transition day will continue.

3. Additional detail
<p>The remaining funding has been utilised to reduce barriers to learning for students in the following ways:</p> <ul style="list-style-type: none"> • Assistance with transport (taxi and bus passes) • Uniform and equipment • Curriculum resources • Revision guides, workbooks, other learning resources. • Other costs as they arise from PP contingency (e.g. Music Instrumental lesson bursaries)

