

Taverham High School Pupil Premium Review 2019 – 2020 (Appendix 1)



Teaching & Learning				
Desired outcome	Chosen Approach	Cost	Review of impact	Conclusion
Improve standards of teaching in English	Additional staffing in English	£20,000	<ul style="list-style-type: none"> English faculty created their own 'Think it' resource following CPD from PiXL Walking Talking Mocks took place in English. Review of KS4 Literature texts and poems to bring commonality between sets and make interventions easier KLA (Keeping Language Alive) sessions began after Feb half term this time targeting PP students that hadn't already received interventions throughout the year. Horsforth Quadrant used to differentiate needs of cohort - Low effort high progress/ High effort low progress/ HAPS Masterclass/ PP) Literature WTM for Y11 in March to highlight intervention needs 	<ul style="list-style-type: none"> Keep – but with more explicit focus on PP intervention groups. Design impact tasks which ascertain impact on a more regular scale. Overview of intervention and impact needs to be centrally recorded. Workload needs to be delegated more efficiently to ensure that all strategies take place. For example, the reading of novels. Some planned interventions (English Masterclass) need to start earlier in the academic year. Internal review of intervention timings to take place to maximise impact. E.g. Before school/lunch/after-school.
Improve standards of literacy across the school	Literacy Lead	£5,000	<ul style="list-style-type: none"> Successful implementation of various literacy initiatives across the academic year. These include: Reading buddies, Zine Club, Literacy cards, Literacy Starters/Plenaries and leading Literacy workshops for parents across the academic year. 	<ul style="list-style-type: none"> There is a need to develop whole-school literacy and bring commonality between lessons. Literacy in lessons strategy to be formalised to develop whole school literacy further especially for disadvantaged and SEND students.

To improve professional development, networking and personalised learning for key groups	PiXL Membership	£5,000	<ul style="list-style-type: none"> Appointed an 'RSL' who focused on PP from January using PiXL strategies and sharing with staff. Staff bulletin used to share specific PiXL PP strategies and section on the staff bulletin created for sharing T&L strategies for disadvantaged students. Use of DTT strategies in intervention. PiXL independence resources shared with staff. Heads of Maths, English, Science and MFL all went to PiXL conferences on curriculum and supporting all students in their SOW including PP. Strive for 5 resources used by maths and English. Horsforth quadrant used with maths and English to effectively plan intervention for PP boys. Power to Perform resources used by Behaviour Lead in his disengaged boys group sessions. This group was focused on PP boys. 	<ul style="list-style-type: none"> Continue PiXL strategies next year, in particularly those related to improving outcomes for disadvantage and SEND students. All middle leaders to attend subject specific conferences especially those of a concern and on return create a simple plan from which impact can be measured from. Impact of individual strategies with key groups to be measured and stored centrally. E.g. Pre and post-tests to ascertain impact.
	Sub-total	£30,000		
Targeted Support				
Desired outcome	Chosen Approach	Cost	Review of impact	Conclusion (Verdict and amendments)
To improve aspirations and careers advice for disadvantaged students	Careers advisor in school	£8,500	<ul style="list-style-type: none"> Beacon East used to provide the school with a Level 6 advisor who prioritised students who are PP/SEND. All students have had the opportunity of a guidance interview age 16 as well as the opportunity for an additional interview by age 18. PP Wonderfest trip to UEA planned for 26/03/2020 but unable to take place due to school going into COVID-19 lockdown. 	<ul style="list-style-type: none"> Keep but with more strategic deployment of funding and resources. For example, funding for bespoke pupil premium aim higher trips and activities. Funding for more strategies around parental engagement.
To improve aspirations for disadvantaged students	Support staff to help support those withdrawn	£10,000	<ul style="list-style-type: none"> Entry Level Certificate introduced in PHSE for a small group of Year 10 pupils (60% pupil premium) who chose the KAVE option. This involved careers and future options. 	<ul style="list-style-type: none"> Soft outcomes were seen and recorded with regards to improvements by pupils. However, there is a lack of hard

	from GCSE options		<ul style="list-style-type: none"> • 'Making Informed Career Choices' module completed and now focussing on 'Applying for Jobs and Courses'. • Evidence for this strategy as lacking detail 	data therefore this funding will be redistributed.
To improve aspirations for disadvantaged students	VNET	£1,500	<ul style="list-style-type: none"> • Funding for CIAG support with students via outsourced work • Lack of evidence for this strategy having an impact 	<ul style="list-style-type: none"> • There were some positive feedback from individuals but the external support provided could take place in-house so this will be discontinued.
To improve attitude to leaning, behaviour and safeguarding among disadvantaged students	ACE student support	£36,000	<p>Many of our Pupil Premium Students will be supported individually by "ACE" in a variety of ways.</p> <ul style="list-style-type: none"> • Individual support/meetings/agency involvement • Support through statutory processes such as Child Protection, Section 47 & 17/Early Help/Family Support Process (FSP) meetings and other places or agencies • Since September over 30 students have been supported, more than half of them being Pupil Premium. <p>Support for Pupil Premium students include:</p> <ul style="list-style-type: none"> • 'Lunch Club' as part of transition so more anxious students to mix with others. This develops 'soft skills' such as improving communication, self-esteem and generally continues to build confidence. Out of the 20 students involved this year, 16 of them were PP. • Bespoke work experience at Whitwell & Reepham Station. 3/8 Pupil Premium students get the chance to work hands on, one morning a week focusing on a project that teaches skills for life. This helps to develop problem solving, teamwork, planning and evaluating. • Students who historically struggled with attendance have improved. Attitude to learning has also improved when students have engaged in this opportunity. Feedback from students is overwhelmingly positive. • Year 7 Open Project: Opportunity to support transition and build and focus on a good start at Taverham. Ace offer a set of sessions for a group of students which 	<ul style="list-style-type: none"> • Keep due to the amount of support offered to disadvantaged students daily • This helps keep students in school and in lessons learning • Staff to keep a central log of all pupils accessing support so it can be mapped across the school and thoroughly evaluated.

			<p>involves teamwork, improving key skills such as listening and communication.</p> <ul style="list-style-type: none"> • ELF (Everyone's Listening Friend) Peer Support programme. Approximately 24 Year 9 students are invited to apply to support the Year 6 students into Year 7. They provide support for the whole year and regularly visit Year 7 tutor groups. They are recognised as students that will listen and signpost to the relevant member of staff for specific support or to offer advice. • For this academic year, 10% of the Y10 pupil premium cohort were ELFs compared to 11% non-pupil premium ELFs. Students receive valuable training to enable them to deliver the role. This supports their wellbeing, attendance and offers them some valuable experience when looking at future roles. 	
	Total	£56,000		
Wider Strategies				
Desired outcome	Chosen Approach	Cost	Review of impact	Conclusion (Verdict and amendments)
To improve attainment and progress with disadvantaged groups	Progress Lead	£7,000	<ul style="list-style-type: none"> • Strategy Document created in January 2020. • PP student surveys completed to ascertain barriers for pupil premium students and strategies to support them. • Database created to collate information from students and tutors. • Student-centred approach in lessons focused on disadvantaged students: Seating plans, questioning and positive conversations with students around high standards/aspirations. • New section in staff bulletin focused on strategies for priority groups. • Co-ordinated year 11 intervention for key groups with a focus on English and maths and use of 6th formers to tutor Y11s in form time and after school. 	<ul style="list-style-type: none"> • Upskill data manager to create analysis reports to give Progress Lead more capacity to make use of the data. • More strategic overview of custom groups at leadership level. For example, key members of staff responsible for different groups; PP/SEND/HPA/Boys underachievement • HOY to take more responsibility to analyse ATL data • Progress lead used to monitor intervention strategies of

				<ul style="list-style-type: none"> faculties to ensure a collective responsibility for key groups Half-termly meetings between Progress Lead and LT to review progress Assign each year 7 PP students a mentor to support with transition 																																																
To improve attendance of disadvantaged students	Attendance Lead	£11,000	<p>Summary of attendance figures from Sept 2019 – School Closure.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="3">Attendance</th> <th colspan="3">PA Figures</th> </tr> <tr> <th>PP</th> <th>Non - PP</th> <th>Gap</th> <th>PP</th> <th>Non - PP</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>94%</td> <td>96%</td> <td>2%</td> <td>16% (4 pupils)</td> <td>7% (15 pupils)</td> <td>9%</td> </tr> <tr> <td>Year 8</td> <td>93%</td> <td>96%</td> <td>3%</td> <td>14% (7 pupils)</td> <td>8% (15 pupils)</td> <td>6%</td> </tr> <tr> <td>Year 9</td> <td>92%</td> <td>95%</td> <td>3%</td> <td>34% (10 pupils)</td> <td>8% (14 pupils)</td> <td>26%</td> </tr> <tr> <td>Year 10</td> <td>90%</td> <td>94%</td> <td>4%</td> <td>37% (11 pupils)</td> <td>17% (32 pupils)</td> <td>20%</td> </tr> <tr> <td>Year 11</td> <td>89%</td> <td>93%</td> <td>4%</td> <td>33% (7 pupils)</td> <td>13% (23 pupils)</td> <td>20%</td> </tr> </tbody> </table> <p>Attendance of disadvantaged students remain a concern. The weeks leading up to the COVID-19 closure had an impact on attendance.</p>		Attendance			PA Figures			PP	Non - PP	Gap	PP	Non - PP	Gap	Year 7	94%	96%	2%	16% (4 pupils)	7% (15 pupils)	9%	Year 8	93%	96%	3%	14% (7 pupils)	8% (15 pupils)	6%	Year 9	92%	95%	3%	34% (10 pupils)	8% (14 pupils)	26%	Year 10	90%	94%	4%	37% (11 pupils)	17% (32 pupils)	20%	Year 11	89%	93%	4%	33% (7 pupils)	13% (23 pupils)	20%	<ul style="list-style-type: none"> Early intervention from FTs/HoYs/Attendance lead. Continue to raise profile of attendance through weekly assemblies/ bulletin/ letters home/parents' evenings/parents' forums. Work on mental health issues/outside agencies. Target of 96% needs to be set for all students. Early, robust intervention of anyone falling below this target. Stern approach needed for worst offenders
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To make sure all students are equipped for school and have the same	Equipment / resource budget	£10,000	Necessary funding to provide an extensive variety of equipment to disadvantaged students so they can access the curriculum. This covers everything from ingredients for catering, resources for art and school uniform for example.	<ul style="list-style-type: none"> Central record to be kept of students that have accessed funding for key areas such as uniform support or school trips. 																																																

opportunities as their non-disadvantaged peers				<ul style="list-style-type: none"> Evaluation of those not accessing the support on the 'most-vulnerable'/deprived list.
To increase whole-school leadership and management capacity of pupil premium	AHT	£25,000	<ul style="list-style-type: none"> Contribution to staff salary to strategically lead and manage pupil premium strategies. The creation of the role was necessary to increase capacity within in the leadership team. Internal review in December 2019 to evaluate effectiveness of role and strategies led to a restructure within the leadership team and a reallocation of responsibilities including refinement with management of pupil premium The restructuring process meant that there was a period of time where the school did not have key staff in place, so this affects overall impact of this role. New appointment made in April 2020 following the internal review process. 	<ul style="list-style-type: none"> Clear strategy put in place for next academic year including expectations at all levels (teachers, middle leaders, support staff, SLT) so AHT can monitor strategies more stringently. Effective line-management of AHT by Deputy Head Clear success measures laid out in new plan so that leaders can measure how effective strategies are Regular meeting with school governor responsible for pupil premium to hold school leaders to account
To make sure all KS4 students are well equipped for their GCSEs	Revision Guides	£6,000	<ul style="list-style-type: none"> Necessary funding to allow support for GCSE students with regards to exam resources. For example, GCSE Work Booklets in maths and science. 	<ul style="list-style-type: none"> Investigate as to whether a revision guide loaning system may work so guides can be re-used to save funding. Keep a Central log of cultural capital trips
	Total	£59,000		
	Total	£145,000		