

TBS PUPIL PREMIUM IMPACT STATEMENT 2019/20



In 2019/20 TBS received Pupil Premium funding of £145,263 for the academic year and carried forward £59,254. Our spend is predicted to be £146,295. We are continuing to consolidate the strategies and resources used to support our disadvantaged students. Our aim for the impact of our Pupil Premium (PP) funding at TBS is to address the current underlying inequalities between disadvantaged pupils with other pupils in our care. We do this by ensuring that the funding is strategically and effectively targeted to address barriers to success and academic progress/achievement between PP and non-PP pupils. When identifying strategies and allocating funding to particular projects we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation and the Sutton Trust. We are committed to using a range of measures to evaluate the impact of spending as an ongoing process throughout each academic year. These include headline measures as well as individualized monitoring and evaluation processes which are developed in conjunction with staff who have specific responsibilities for reviewing the pupil premium spend. The school allocates its funding in the following key areas.

- **Curriculum** - Particular focus on Literacy and Numeracy across the curriculum and specific intervention strategies to target the attainment and progress gaps disadvantaged and non-disadvantaged pupils in all year groups
- **Teaching and Learning** - To develop compelling learning throughout the curriculum through a culture of consistency and creativity. A focus on an active research model to develop and evaluate strategies to narrow the gap in attainment and progress between disadvantaged and non-disadvantaged pupils whilst improving provision for all
- **Specific need** - Pupils who are identified with a specific need including SEND pupils, high attaining pupils on entry and pupils with behavioural issues are supported to ensure that the gap between disadvantaged and non-disadvantaged pupils with these needs narrows
- **Attendance and punctuality** - to implement strategies to address the gap in attendance and punctuality rates between disadvantaged and non-disadvantaged pupils
- **Educational engagement** – to develop close working relationships with families in order to increase family resilience; aspiration and support for education
- **Cultural capital** - Access to extra-curricular/enrichment opportunities, regardless of the pupil's background so that all aspects of the learned curriculum are available to all pupils

Greater detail of strategies, costing and impact can be found in the Disadvantaged Student Action Plan and in school intervention tracking.

2019/20 cohort

COHORT INFORMATION												
CHARACTERISTIC	PP	FSM	LAC	POST LAC	Male	Female	SEN	EHCP	PP APS & NOT PP	% PP HAPs & NOT PP	% PP MAPs & NOT PP	% PP LAPs & NOT PP
Year 7	29 / 155	16	1	0	16	15	6	0	93.12 99.2	37.9 47.7	41.4 40.5	10.3 6.5
Year 8	29 / 152	19	1	1	8	22	5	0	100.54 102.4	32.1 42.3	39.3 41.6	25.0 12.8
Year 9	31 / 150	16	0	0	8	23	6	2	100.6 102.95	28.1 40.7	53.1 43.3	15.6 9.3
Year 10	23 / 136	11	1	0	12	11	4	1	102.37 102.76	30.4 36.7	65.2 43.2	4.3 12.2
Year 11	35 / 143	17	0	0	18	15	4	3	27.29 28.75	28.6 39.2	57.1 51.0	14.3 5.6
Year 12 [were PP in Year 11]	7 / 62	4	0	0	20	42	Bleed American					
Year 13 [were PP in Year 11]	3 / 55	2	1	0	1	2	0	0				

Attendance Impact.

The PP and non PP gap had been slightly increasing in advance of the lockdown.

Analysis point	PP and non PP gap in overall attendance
27/09/19	3.33
25/20/19	2.82
29/11/19	3.06
20/12/19	3.65
31/01/20	3.56
28/02/20	3.75
20/03/20	3.78

We maintained weekly reporting rather than analysing half-termly in order to have informed conversations with parents and students in addition to gaining the current reason for absence, we encourage looking at the bigger picture.

We have a link worker who has caseload of approx. 30 students (some sibling groups) where attendance is often a key area for support. This work involves 1:1 sessions with students, communication with families, where relations with school are often strained. (Please see additional impact statement held by Deputy Headteacher).

31% of the PA students are PP. Of these students, 6 are known to social care, 1 school refuser, 1 successful managed move, 1 unsuccessful, 1 returned to school in January following 18 months of home schooling, 1 student is at Aspire [PRU] and 2 have been on reengagement programs there. In addition, there are 2 students with severe physical conditions. We have a full spreadsheet with all the PA students on and a record of the on-going dialogue. We are doing more home visits.

Student Destinations

Of the 32 pupil premium students leaving Year 11 in 2020, all 32 went on to full time education [5 returning to TBS].

Attainment and Progress

Whilst we still have work to undertake advancing the outcomes of our PP students, the examination outcomes for summer 2020 show that the performance of PP students is improving. 5 members of the PP cohort had very specific issues relating to education involving the PRU / managed moves / home schooling. Individual records are held to show the complex range of interventions used with each student and case studies are available for the outlier individuals.

Progress 8	All	PP	Gap	PP studying at TBS for KS4	National Other	National PP
2020	-0.37	-0.91	0.54			
2019	-0.43	-1.47	1.04	-0.22		
2018	-0.06	-0.75	0.69	-0.5		-0.53
2017	-0.56	-0.91	0.35	-0.72	0.11	-0.45

Attainment 8	All	PP	Gap	PP studying at TBS for KS4	National Other
2020	46.89	36.92	9.97		
2019	40.08	31.96	8.64	40.6	
2018	44.06	34.7	9.36	36.7	
2017	42.0	36.7	5.3	37.4	49.8

E&M grade 4	All	PP	Gap	PP studying at TBS for KS4	National Other
2020	70	47	23		
2019	68	50	18	50	
2018	69	43	26	50	
2017	56	38	18	41	

national source = tables checking / ASP.

Spend

Spending is monitored by a senior leader and the finance manager. As an overview, funds were spent in the following areas.

Direct support for PP families	Direct support for students	Homework support
Improving attendance of PP students	Revision classes	Off-site curriculum intervention
Literacy and numeracy intervention	Increasing engagement	Provision of ICT equipment
Subject intervention	Enrichment activities	Staff training
Counselling	Breakfast provided for all PP students	Revision books
Leadership opportunities	Pupil rewards	Careers guidance

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Greater detail can be found in the Disadvantaged Student Action Plan; in internal intervention records and held by the Finance Manager.