

TBS PUPIL PREMIUM IMPACT STATEMENT 2017/18

In 2017/18 TBS received Pupil Premium funding of £146,010 for the academic year and carried forward £59,281. 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.

2017/18 cohort

Total number of pupils in KS3 & KS4 =729

Year Group	Number	% of cohort
Year 7	32/145	22.1
Year 8	38/145	26.2
Year 9	34/144	23.6
Year 10	29/147	19.7
Year 11	27/148	18.2
Total	160/729	21.9

Male	% PP cohort	% of M in yr grp	Female	% PP cohort	% of F in yr grp	Main ethnic group/s
7	21.9	11.7	25	78.1	29.4	56.3 WBRI
21	55.3	28.0	17	44.7	24.3	55.3 WBRI / WOTH
16	47.1	24.6	18	52.9	22.8	91.2 WBRI / WOTH
19	65.5	23.2	10	34.5	15.4	65.5 WBRI
14	51.9	18.7	13	48.1	17.8	74.1 WBRI / WOTH

Attendance Impact.

The PP and non PP gap had been improving for PP greater or equal to 95%. In Feb they were 47.3%, Easter 51.7%, May 52%, July 52.8% in the end of year analysis. At Oct half-term it was a healthy 66.23%. It has since dropped to 50% but attendance overall was hit hard by illness in the last fortnight before Christmas, the worst we have seen for some time. Despite good interventions results this cohort did not fully recover from this.

Analysis point	PP and non PP gap in overall attendance
Summer 2018	3.7
May 2018	3.7
Easter 2018	3.6
Feb 2018	3.2
Dec 2017	3.5
Oct 2017	3.0
July 2017	3.30
May 2017	3.30
Easter 2017	2.65
Feb 2017	3.59
Christmas 2016	3.57
Oct 2016	3.59

We introduced 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).

17% of the PA students are PP. Of these 18 students, 9 are known to social care, 1 LAC and 1 recently come out of care, 1 to CAMHs. There are also 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.

Attendance tracking and interventions are thorough, for example, Y10 PP's attendance is lower than other year groups. The key students affecting this are:

- 1 student is the most disaffected of several siblings. Family members have mental health issues, our link worker is working very closely with the family but it would be fair to say probably one of our hardest to reach families. The family agrees to meetings but always cancels them. Borderline CP case - they have had involvement in the past. Student in danger of becoming a school refuser. Whilst our link worker remains very involved with the family and have made huge strides forward, this student has now connected with our student support officer and we have seen big improvements.
- 1 student has been an attendance focus throughout the year. Social care have been involved and we are looking now at re-referring for neglect. Our link worker works closely with the family and has been instrumental in getting the family re-homed locally. This has led to a younger sibling's attendance improving but the Y10 student has become a school refuser. We need to get CAMHs involved but the family fails to support. Currently attending Orchard House Hospital School.
- 1 student was serving a custodial sentence and recently returned to us. Attendance prior was affected due to court hearings and mental well-being.
- 1 student has Cystic Fibrosis and can spend up to 2 weeks in hospital at a time. Matrons are in communication with her medical team as her case is severe.
- 1 student has recently gone into care. There are currently 300 children in care in Bucks and this student is their no.1 concern. To say he is in crisis is an understatement and we are no longer able to meet his needs. Support is intense (SD meets with them daily during the 2 hours they currently attend school) and making no impact. Attendance over the last 5 weeks with us was down to 35% and these were not full days. He has now been placed in an alternative provision. Now off roll.

- 1 student has not been with us for 18 months and has recently come off role. The SEN department at BCC did not respond to requests from us, ASPIRE or the placement team. We are challenging his early attendance figure.
- 1 student previously in care has become very disengaged, using drugs and truanting. Guardian difficult to get a quick response from. Student support and PP team involved with this individual with regard to all aspects of school including attendance.
- 1 student recently diagnosed with ASD and struggles at times. TBS is providing a daily taxi to address attendance and punctuality – this has had a positive impact. Mentored by a member of SLT.
- 1 student previously in care. Has made huge strides forward and developed positive relationships with staff but at times is overwhelmed and seems unable to function at these times or explain her actions fully.
- 1 student lives some distance from school, mum has been unwell but now become very uncooperative with school. Mentored by a member of SLT.

Student Destinations

Of the 25 pupil premium students leaving Year 11 in 2018, all 25 went on to full time education [7 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 2018 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 / hospital school / Virtual school. Individual records are held to show the complex range of interventions used with each student and case studies are available for the outlier individuals.

Latest internal data for the new Year 11 cohort shows that the current PP group are going to make a marked improvement in the following summer's outcomes. These numbers are demonstrated within the tables below.

Progress 8	All	PP	PP studying at TBS for KS4	National Other	National PP
2019 prediction [data 1]	+0.27	-0.22	-0.22		
2018	-0.06	-0.75	-0.5		-0.53
2017	-0.56	-0.91	-0.72	0.11	-0.45
2016	-0.15	-0.43	-0.36	0.12	

Attainment 8	All	PP	PP studying at TBS for KS4	National Other
2019 prediction [data 1]	47.9	40.6	40.6	
2018	44.1	34.7	36.7	
2017	42.0	36.7	37.4	49.8
2016	48.3	36.6	37.2	52.7

E&M grade 4	All	PP	PP studying at TBS for KS4	National Other
2019 prediction [data 1]	68	50	50	
2018	69	43	50	
2017	56	38	41	
2016	59	24	24	70

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	Homework support	Careers guidance
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
	Pupil rewards	

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

In 2018/19 TBS will receive approximately £158,885 for the academic year. To ensure we continue to monitor how funds are allocated and the impact this has on students, a full breakdown of identified projects can be found in the **2018/19** Disadvantaged Student Action Plan and barriers to learning document.