

PPG Strategy 2018-2019

Going Beyond What Schools Ordinarily Do

RESILIENCE • INTEGRITY • GENEROSITY • FULFILMENT • CREATIVITY

LEADERSHIP AND MANAGEMENT

The Pupil Premium Leader champions the progress and well-being of all disadvantaged pupils by ensuring that all adults within the school are aware of the individual needs of the pupils that they work with. The Pupil Premium Leader works alongside Heads of Year and other middle leaders to quickly identify any pupils whose progress or well-being may need support and interventions are rapidly put into place. Middle leaders recognise how to support disadvantaged pupils in their own subjects and effectively implement strategies to do this. There are effective partnerships between pupils, their parents and teachers so that all stakeholders have a voice in how the strategy is deployed and adapted. Spending of the pupil premium grant is carefully monitored and the impact of all actions is routinely measured and evaluated.

QUALITY OF TEACHING AND LEARNING

Leaders and teachers understand and value the importance of quality first teaching for all pupils. Teachers and teaching assistants are acutely aware of the disadvantaged pupils within their classes and they ensure that they know their individual learning needs. Teachers know how these pupils learn best and as a result they are focused, engaged and enjoy learning. Regular, meaningful feedback is given so that pupils know exactly what they need to do to improve further and how they can do this. Teachers ensure that disadvantaged pupils have access to the resources, including technology, that they need to support their progress in lessons as well as for home learning.

PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE

Disadvantaged pupils feel valued members of the school community because they are known well. The Pupil Premium Leader works alongside the pastoral team, EWO and Educational Psychologist to ensure that effective support is offered to pupils and their families to reduce any barriers that may have an effect on a pupil's attendance and progress at school. The attendance of disadvantaged pupils is routinely monitored to ensure that this is in line with their non-disadvantaged peers. Persistent absence is reduced compared to the previous year. All disadvantaged pupils are actively encouraged to take part in clubs, trips, competitions to enrich the curriculum. Communication with parents is strong so that the school is able to work in partnership with them to support their child's progress. Pupils receive regular and purposeful CEIAG sessions to develop their aspirations for the future.

OUTCOMES

All pupils in receipt of the pupil premium grant meet or exceed their aspirational flight path targets in all subjects. Pupils in KS4 are on track to meet their GCSE target grades. They know how well they can do and strive to improve. Individual disadvantaged pupils who have been identified as not making the expected progress are supported to catch up through targeted interventions within and outside of lessons. Leaders at all levels ensure that assessments are accurate and timely so that any necessary interventions are put into place swiftly.

- Develop an effective partnership between the Pupil Premium Leader and new pastoral team
- Train new middle leaders to enable them to empower their teams to support disadvantaged pupils in their subject area
- Create opportunities for pupil and parental voice to evaluate and develop the strategy
- Create opportunities for trustees to contribute to developing the strategy.
- Continue to develop purposeful systems for evaluating the impact of PPG spending on enrichment activities
- Develop a more efficient way to track spending of the PPG budget
- Continue to develop regular whole school training and communication about PPG and disadvantaged pupils.

- Continue to develop teachers' and teaching assistants' expertise in giving meaningful feedback to enable pupils to make rapid progress, particularly those staff who are new to the school.
- Ensure that pupils in KS4 have access to the necessary resources and field trips to enable them to be successful in their GCSEs.
- Ensure that the ChromeBook leasing scheme is accessible to disadvantaged pupils.
- Further develop the use of SIMS and MintClass to ensure staff have up to date and easily accessible information about individual pupils.
- Create opportunities for sharing, discussing and acting upon research linked to disadvantaged pupils.

- Develop an effective partnership between the Pupil Premium Leader, new pastoral team and new EWO.
- Ensure that attendance data is carefully tracked and that disadvantaged pupils are a key focus in weekly attendance meetings.
- Reduce the persistent absence rate in Y10 and Y9 and maintain a low rate of persistent absence in Y7 and Y8.
- Update the attendance policy to ensure that there are very clear actions linked with associated attendance thresholds.
- Develop tracking of pupils' attendance at clubs, school and house representation to ensure that every disadvantaged pupil has regular opportunities for enrichment.
- Continue to create links with higher/ further education providers to increase aspirations of disadvantaged pupils as part of the CEIAG plan.
- Train form tutors to support pupils' where attendance is a concern

- Train new Heads of Year to interpret and analyse individual pupil data so that individuals needing support can be rapidly identified.
- Immediately prioritise disadvantaged pupils who did not make the expected progress in 2017-2018 in class and in intervention groups
- Continue to develop teachers' understanding and use of both formative and summative assessment to identify disadvantaged pupils in need of support
- Develop all teachers' understanding as to how PASS, attitude to learning, A1/A2 and their own data can be used to identify and prioritise pupils.
- Ensure that there are plans for appropriate KS4 and KS5 pathways that enable all disadvantaged pupils to be successful

Impact StatementStrategy 2018-2019Pupil Numbers

	Y7	Y8	Y9	Y10	Whole School
FSM	19 (10.38%)	22 (11.96%)	20 (11.05%)	15 (8.57%)	76 (10.51%)
PPG	41 (22.40%)	33 (17.95%)	30 (16.57%)	36 (20.57%)	140 (19.36%)

National FSM = 12.4%

National PPG = 28.1%

Kingston PPG = 18.0%

This year saw a **5% increase** in the number of disadvantaged pupils entering Y7. Although we are below the National Figure for PPG, we are **1.36% higher** than the local average.

Pupil outcomesKS3

As was the case in 2017-2018, disadvantaged pupils in years 7, 8 and 9 **outperform** the progress of their peers nationally and are in line with their non-disadvantaged peers in the school. Average rates of progress are particularly strong in **Y7 and Y8**. Pupils in all year groups **make strong progress, regardless of their starting points**. Rates of progress for disadvantaged pupils with **low prior attainment** are **high in years 7 and 8 and very high in year 9**.

In **Y7**, disadvantaged pupils make at least **high rates of progress** in 8 of their 12 subjects, including **English and Maths**.

In **Y8**, disadvantaged pupils make at least **high rates of progress** in 9 of their 12 subjects, including very high progress in **English and Maths**.

In **Y9**, disadvantaged pupils make at least **high rates of progress** in 8 of their 12 subjects. There are **very high rates** of progress in **English and English Literature**.

KS4

Disadvantaged pupils in Key Stage 4 are forecast to achieve an overall **Progress 8 measure of 0.2**, which is better than average progress. **75% of pupils** are forecast to achieve a **Grade 4 or above** in both **English and Maths**. This equates to **very high rates of progress** when compared to their starting points.

Attendance

Over the past two years, there has been **an improving trend** in the attendance of disadvantaged pupils at TKA. The attendance of disadvantaged pupils is **93.0%**. This is a **1.3% improvement** on 2017- 2018 data. Although it is still below the national figure for all of 94.6%, it is better than the national figure for disadvantaged pupils. In **Y7 and Y8**, the attendance figure for disadvantaged pupils is above the national figure for all pupils.

The persistent absence rate of disadvantaged pupils on roll at the end of the academic year was **18.4%**. This is a **3% improvement** on 2017- 2018 data and an **11.2%** improvement across the last 2 years. Although this is still above the national figure for all of 13.6%, it is now **5% below** the national figure for disadvantaged pupils.

Enrichment

All **140** disadvantaged pupils have attended all curriculum- based trips for their year group during the year. **71** pupils took part in residential visits that further developed their cultural capital.

The table below provides a breakdown of the spending and a commentary which explains how each element has contributed towards these outcomes.

Leadership and Management						
	Proposed cost to PPG budget (£)	Actual cost	Actions	By who?	When?	Commentary
Senior Leader-Pupil Premium champion	20000	20000	<p>Pupil data is tracked at least half termly to ensure high priority pupils have been identified and that support plans are in place.</p> <p>Communication with Heads of Year is regular and purposeful and is used to continually shape the strategy.</p> <p>There is ongoing communication with all stakeholders in order to evaluate and develop the strategy.</p> <p>PPG spending is tracked and evaluated at least half termly.</p>	LMO	Ongoing	<p>Ongoing data analysis takes place throughout the year which includes summative assessments, PASS survey and pupil attendance.</p> <p>PP Monthly newsletters highlight priority pupils and strategies to support them.</p> <p>Line managers regularly discuss progress of these pupils in meetings.</p> <p>Subject leader agendas ensure items include discussing departmental strategies to support pupils.</p> <p>Lesson observations and drop ins focus on priority pupils with clear feedback to support pupils given.</p> <p>Spending is tracked and adjustments to the original plan are made so that the immediate and emerging needs of pupils can be met.</p>
Heads of Year	10000	10000	<p>Priority pupils are identified through assessment information from teachers, leaders, EWO, PWCs, parents.</p> <p>Support plans are written, actioned and reviewed.</p> <p>Communication with pupils, parents, teachers, leaders, EWO, PWCs and Educational Psychologist is timely and purposeful.</p>		<p>At least once per half term</p> <p>As pupils are identified</p>	<p>Regular, on-going communication with between AHT, HOYs, EWO, Progress and Welfare Co-ordinators, tutors, pupils and parents.</p> <p>All aware of priority pupils and regularly engage with them and parents, encouraging attendance at school meetings and follow up non-attendance with phone calls to parents.</p> <p>HOYs lead on writing plans for pupils who need additional support to achieve good academic and/ or social outcomes. They regular analyse attitude to learning data results from PASS surveys and merit/ consequence data to help them to identify where pupils who may need intervention.</p> <p>HOYs meet weekly with EWO to raise attendance concerns and plan strategies to target priority pupils. They liaise daily with the PWC in charge of attendance.</p>
Middle Leader training	0	0	<p>Leaders receive training to enable them to fully understand the data in order to prioritise the needs of pupils in their subject areas.</p>	LMO		<p>Assistant Head Teacher has provides training opportunities for Middle Leaders which is cascaded down to members of their teams. This enables them to easily identify pupils in their departments who need to be prioritised.</p> <p>After each summative assessment point, Middle Leaders analyse both test results and attitude to learning data. They check that members of their team have strategies in place to ensure all disadvantaged pupils are on track.</p>
Parental engagement meetings/ communication with parents	0	0	<p>Regular communication with parents to ensure that they know what the strategy can offer to their children</p> <p>Regular opportunities for parents to be invited into school to celebrate the achievements of their children.</p>	LMO	<p>Termly</p> <p>Termly</p>	<p>Regular communication regarding breakfasts, trips, Chromebooks through email and in person at events.</p> <p>Tutors and HOYs have ensured that parents are contacted in person to attend events if they had not signed up in advance.</p> <p>75% of parents attended parents' evenings which is in line with non-disadvantaged pupils.</p> <p>Parents' views gained on current strategy. Response was low and this should be</p>

			At least two opportunities during the year for parents and carers to evaluate and develop the strategy			reviewed in the future strategy.
Quality of Teaching and Learning						
Staff training (feedback/ strategies to support pupils)	0	75	On-going training on feedback. Focus in lesson observations, drop ins and book scrutinies	LMO		Focus in subject meetings as a standing item. Ideas provided on monthly newsletters and discussed in teams. One staff member attended an additional course to support learners in Science which had been identified as a subject that needed further development in this area.
Subject specific resources	12000 (1000 per subject)	12137		All middle leaders	Ongoing	Resources purchased for all departments to support pupils within lessons and at home. Summer reading book bags were provided for disadvantaged pupils in Y7. All set texts in English have been purchased for pupils so that they can be kept and annotated. Y10 revision resources have been prioritised to enable pupils to prepare for GCSE examinations.
Subsidised Chromebook leasing	15000	21355	New pupils have Chromebooks subsidised, having only £50 insurance to be paid. Where appropriate, repairs are funded.	RPA/Eduthing/LTH	Autumn Term	There has been a successful roll out this year, with our new cohort of pupils obtaining a Chromebook within the first month of school. Chromebooks continue to be a vital part of teaching and learning at TKA and it is necessary for all pupils to have access to one both within school and at home. Where necessary, repairs have been paid for/ new chargers have been purchased at parents' requests. Change in spending is attributed to administration of the Chromebook scheme.
Personal Development, Behaviour and Welfare						
Education Welfare Officer	10000	4336	Attendance data is systematically reviewed and is used to identify disadvantaged pupils whose attendance is below the national average.	LMO/ Attendance PWC/ Tracy Browne	Ongoing	Planned spending for EWO higher to the actual cost of Tracy Browne attending for a day every week. 32 disadvantaged pupils and their families have been supported by the EWP over the course of the year to ensure improved attendance and punctuality.
PWC- attendance and welfare	6000	17956	Attendance support plans are written, actioned and reviewed in collaboration with progress leaders and welfare co-ordinators.			Progress and Welfare Co-ordinators (PWCs) have supported 70 disadvantaged pupils with attendance, punctuality, emotional and/ or behaviour needs across the year. Support has included 1:1 or small group sessions, supervised time out space, meeting with parents and other professionals to design and review support plans and liaising with Malden Oaks to set up attendance at MOOT projects. Change in proposed spending due to the increased number of pupils supported this year.
Educational Psychologist	7500	7500	Pupils in need of support are identified and support plans are written, actioned and reviewed in collaboration with progress leaders and welfare co-ordinators.	JBI/ SEND and Pastoral teams	Ongoing	The Education Psychologist has supported 5 individuals over the course of the year and also provided guidance to staff during weekly pupil support panel meetings. Training on supporting individual's behaviour needs in the classroom has also been delivered.
Enrichment Clubs	1000	1000	Regular register reviews to ensure all disadvantaged pupils are attending at least one club.	LMO/AEL/RTY	Half termly	Attendance at enrichment clubs for Y7 and Y8 has been in line with non-disadvantaged peers, however this remains an area for development for the strategy moving forward.

			<p>Identification of pupils for whom attendance at an additional club may be beneficial.</p> <p>Attendance at clubs is evaluated half termly for impact. Pupil voice forms part of the evaluation.</p> <p>Opportunities created for pupils to attend clubs during school holidays.</p>		<p>Ongoing</p> <p>Half termly</p> <p>Termly</p>	
Heads of House	1000	1000	Tracking of disadvantaged pupils in house representation			Heads of House have created a range of new events to increase opportunities for participation. Disadvantaged pupils have been targeted for participation. The tracking of this needs further development this year.
Trips	20000	11803	<p>All curriculum trips are funded.</p> <p>Pupils entitled to £150 reduction in cost of one residential trip during the year.</p> <p>Parents are aware of funding available for curriculum and overseas trips.</p> <p>Trips are routinely evaluated by pupils and teachers to measure impact.</p>	LMO		<p>All curriculum trips have been funded enabling pupils in all year groups to attend the day trips that have been organised by subject areas. This included Y9 GCSE preparation visits which increased pupils cultural capital ready for Y10 curriculum.</p> <p>71 pupils participated in residential/ overseas visits.</p> <p>39 Y7 pupils had their camp trip funded in the summer term.</p> <p>The underspend should be reflected on to consider if a larger contribution towards overseas trips would enable more pupils to participate and the positive impact that this would have on their wider understanding of the curriculum as well as their mental well-being and social skills.</p>
Breakfast	13000 (£1 per day for FSM pupils)	3000	<p>Breakfast club is established to support the attendance and punctuality of disadvantaged pupils.</p> <p>Those pupils whose attendance/ punctuality is causing a concern are encouraged to attend.</p> <p>Attendance registers are kept and reviewed weekly.</p>	LMO/ JDU/ Cucina		<p>The offer of free breakfast for FSM pupils was regularly advertised to pupils and parents, however take up was low. At the most popular point, just 23% of these pupils were accessing the offer.</p> <p>Underspend has been moved to PWC support.</p>
Uniform/ PE kit / Pupil welfare	700	381	There are systems in place that allow parents to request support to purchase uniform/ PE kit.	Operations Team	Ongoing	7 pupils have been supported to by uniform and/ or PE kit.
Lockers	1000	1000	Parents know that lockers are available for all disadvantaged pupils.	Operations Team	Ongoing	Lockers have been available for all pupils in Y7.
Meals for military families	2000	0	Parents from military families are made aware that school lunches are available at no cost.	LMO/JDU	Ongoing	Meal offer not taken up. To be reviewed for 2019-2020
CEIAG	1000	5103	PPG pupils prioritised for CEIAG meetings	LPA	Ongoing	Y9 and Y10 pupils have had regular career support within Aspire Smart, Assemblies,

			<p>Parents invited for joint meetings</p> <p>Parents of disadvantaged pupils in Y9 actively encouraged to attend GCSE options event.</p>			<p>PSHE days, Going Beyond and through the career adviser.</p> <p>Disadvantaged pupils have been prioritised to attend extra meetings with the career adviser.</p> <p>Y9s disadvantaged pupils invited for 1:1 meeting with careers adviser to discuss option choices prior to these being made.</p> <p>Change in spend due to the additional support that has been in place. Money moved from trips underspend.</p>
DofE	5000	5000	DofE Funding for all PPG pupils	AEL	Ongoing	34 expeditions have been funded across the year. Equipment has been purchased to enable pupils to take part in camping at no cost.
		Outcomes				
Staff training on assessment (formative/summative/SIMS/Mint Class)	0	0	<p>All staff are made aware of the individual high priority pupils from 2017-2018.</p> <p>All staff are made aware that the HPA disadvantaged group in Y8 and Y9 are a priority. Where appropriate, the progress of these pupils forms part of appraisal targets.</p> <p>Seating plans and in class interventions are set up accordingly.</p> <p>In class interventions for disadvantaged pupils are monitored.</p> <p>Staff receive training on formative and summative assessment to enable them to make accurate judgements about pupil progress</p> <p>Monitoring activities across the school focus on how assessment processes are used by all teaching professionals.</p>	ADE/NRU/LMO	Ongoing	<p>Staff are always aware of priority groups and these are highlighted on the monthly newsletter.</p> <p>Subject leaders have received training on intervention strategies, particularly for KS4. Discussions and tracking in place in subjects which is reflected on during subject team meetings.</p> <p>Mint Class is used to identify disadvantaged pupils and staff ensure that seating plans support this.</p> <p>Assessment for and of learning continues to be a whole school priority and feedback given to staff around this in lesson observations.</p> <p>HOYs understand how to use data from the PASS survey to identify key areas for improvement. They also understand how half termly attitude to learning data can highlight pupils who may need intervention. This has been used to place pupils on positive reports.</p>
Small group/ 1:1 intervention	5000	12650	<p>Pupils identified through teacher/ leader data are targeted through short-term intervention programmes.</p> <p>Intervention programme focus on small- step targets based on specific needs of individuals.</p> <p>All interventions that take place outside of the classroom are routinely evaluated and impact on pupil progress is measured.</p>	LMO/Teaching assistants/ counsellor/ health link worker	<p>Ongoing from HT 2</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Small group and 1:1 intervention has mainly been targeted around mental health and well-being. The school counsellor has supported 10 pupils, including during the school holidays. This number is larger than anticipated.</p> <p>During the summer term, the health link worker has supported Y7 pupils with resilience.</p> <p>Teaching assistants have undertaken targeted intervention work within lessons.</p> <p>After school revision sessions in place for Y10 with priority pupils encouraged to attend and parents informed of this.</p> <p>Weekly EAL lessons are in place for 4 pupils.</p> <p>Additional money moved from trips.</p>

KS4/KS5 pathways	-		<p>Leaders consider the individual needs of disadvantaged pupils when planning KS4/5 pathways. Subject leaders collaborate to ensure consistency in provision.</p> <p>Views of all stakeholders are considered.</p> <p>Provision for PPG pupils is highlighted in KS4 plans.</p>	ADE/CVE/Middle leaders	HT2/ HT3 HT2 HT3	<p>Planning for Sixth Form is in place which takes into consideration TKA's pupil cohort as a whole. Further work is needed in 2019-2020 to encourage and support application to Sixth Form by our disadvantaged pupils.</p>
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Spending overview

	Proposed cost to PPG budget (£)	Actual cost
Leadership and Management		
Senior Leader- Pupil Premium champion	20,000	20,000
Heads of Year	10,000	10,000
Middle Leader training	-	-
Parental engagement meetings/ communication with parents	-	-
Quality of Teaching and Learning		
Staff training (feedback/ strategies to support pupils)	-	75
Subject specific resources	12,000	12,137
Subsidised Chromebook leasing	15,000	21,355
Personal Development, Behaviour and Welfare		
Education Welfare Officer	10,000	4,336
PWC- attendance	6,000	17,596
Educational Psychologist	7,500	7,500
Enrichment Clubs	1,000	1,000
Heads of House	1,000	1,000
Trips	20,000	11,803
Breakfast club??	13,000	3,000
Uniform/ PE kit	700	381
Lockers	1,000	1,000
Meals for military families	2,000	-
CEIAG	1,000	5,103
DofE	5,000	5,000
Outcomes		
Staff training on assessment (formative/summative/SIMS/ Mint Class)	0-	-
Small group/ 1:1 intervention	5,000	12,650
KS4/KS5 pathways	0-	-