

## Tiverton High School Pupil Premium Financial Plan 2018/19

### Rational:

This plan outlines funding allocation under our 5 DA priorities and, defines the success criteria for evaluation of the Pupil Premium.

This compliments the 'DA Action Plan' and the 'DA Non Negotiable' documentation that outlines key actions for accelerating DA progress around T&L and Student Support.

The following principles will underpin our Pupil Premium Grant (PPG) plan at Tiverton High School (THS):

- 29% of our students are eligible for PPG because they receive free school meals, compared to 28.7% nationally
- Additionally, we know from our internal data that factors such as SEND and gender tend to have just as great an impact on students' attainment as their PPG status.
- We will use our PPG funding to pay for initiatives and projects that are proven to have an impact. We will use findings from Education Endowment research as our main evidence base.
- We will use PPG funds to pay for specific intervention work in English and maths, as high attainment in these subjects is likely to have most impact on our students' life chances.
- We will use high quality learning and teaching as the main driver for closing gaps and improving attainment.
- We will use our PPG funding to support our School Strategic Plan (SP). This will include:
  - Supporting DA students and prioritizing those who have historically made less progress than non-DA.
  - Addressing underachievement of DA and the cross over with SEND
  - Focus on the non-secondary ready students to further develop their literacy and numeracy

Summary information					
School	Tiverton High School				
Academic Year	18.19	Total PP budget	£252,895	Date of most recent PP Review	20.9.17
Total number of pupils	1191	Number of pupils eligible for PP	350	Date for next internal review of this strategy	03.19

Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving basic measure 5 – 9 'strong pass' (4-9 'good pass')	20% (53%)	50% (71%)
Progress 8 score in English / Maths	-0.4/-0.1	0.1
% achieving 9-5 English	42% (55%)	63%
% achieving 9-5 Maths	38% (47%)	55%
Progress 8 score average	-0.39 (0.11)	0.13
Attainment 8 score average	3.8 (4.3)	5.0

4-year trend				
	2015	2016	2017	2018
Cohort	75	54	52	45
KS2 APS	25.4	23.8	26.3	27.0
Attainment 8	42.4	36.04	36.7	3.8
Progress 8	0.07	-0.39	-0.25	-0.39
Basics 9-4	36%	21%	49%	53%

### Evaluation of Pupil Premium expenditure 2017.18

The DA review led by HMI positive recommendations actioned and reviewed positively in E-Visit. Two further recommendations from E-Visit: Continue rigorous evaluation and monitoring of Pupil Premium Plan & develop the widespread sharing of most effective strategies for individual students. Half termly evaluation cycles are now embedded through 'additional needs' (SEND, Behavior and Welfare) team and Pupil Premium Champion LM HOH, 'additional needs' and Strategic Group standing item, and 'additional needs' team improvement plan. To develop sharing of most effective strategies, half termly 'making sense' teachers newsletter has a PP strategies section (5 written to date), CPD teaching strategies coaching model is being developed and all Y6 PP students will have a teacher information guide (TIG) and student information document SID written by Y6 teacher to build on strategies to accelerate progress from KS2.

Desired outcome	Success Criteria	Impact
<b>To 'catch up' Y7 and Y8 students so non-secondary ready students are attaining flightpaths in line with their peers</b>	Y7 and Y8 EOY data 75% of non-secondary ready students make better than expected progress (positive progress 8) in E & M	<p><b>Y7 intervention</b> DA students come in below national, with 35 DA students entering below secondary ready in reading and 26 below in maths. 42% of the cohort completed the Fresh Start reading recovery programme meeting 'secondary ready' criteria, with 15 students continuing it into Y8. However, no student made better than expected progress in English or maths.</p> <p><b>Y8 intervention</b> 31 DA students entered Y7 below secondary reading and 33 students below in maths, with 31 accessing Fresh Start reading recovery programme in Y8. 84% of the cohort completed the programme over the academic year, meeting 'secondary ready' criteria, with 5 students continuing into Y8. However, no student made better than expected progress in English or maths.</p>
<b>Closing the gap between disadvantaged and</b>	75% of DA Y11 will make progress in line with FFT20 on average	40% DA Y11 students made progress in line with, or exceeding, FFT20. However, CVA was positive P8 at 0.2 indicating DA students did better than DA students in

<b>non-disadvantaged students</b>		similar schools nationally. 39% of DA Y10 students made progress in line with, or exceeding, FFT20
<b>Higher levels of engagement from disadvantaged students</b>	Reduction in fixed term exclusions between 16.17 and 17.18 –DA to be in line with non-DA. Close the gap in parking instances between disadvantaged and non-disadvantaged students Increase levels of engagement with after school revision and extra curricula opportunity.	There were 46 FTE in 17.18, in which DA students made up 73% of the FTEs, compared to 16.17 where DA students made up 61% of FTE's. Parking data needs more rigours analysis and the new behaviour dashboard now incorporates breakdown by DA and comparison term on term. Due to tracking of Y11 attendance to revision and regular feedback to DA parents, DA students were accessing revision more regularly. Extra curricula attendance was not tracked, but this academic year, this is a priority in the DA action plan.
<b>Increased attendance rates for pupils eligible for PP</b>	Reduce the number of persistent absentees among pupils eligible for PP to 12% or below. Overall PP attendance improves from 91% to 95% in line with 'other' pupils.	The % PA DA students have reduced from 32% of DA students being PA to 28.77%. However, DA attendance did not improve and the gap has widened. DA attendance for 17.18 was 90.28, with a gap of 4.43% compared to non-DA. DA attendance for 16.17 was 91.09% with a gap of 3.81% compared to non-DA.
<b>Increase support of disadvantaged parents to parent's evenings, information events and engagement with school life</b>	Improve attendance to parent evenings for 75% of DA parents to attend per event Increase frequency of access to class charts to 75% of DA parents accessing Increase numbers of disadvantaged parents accessing Parent Forum to 25% of total attendance are DA parents	In November 50% of DA accessed class charts this academic year compared to 26% of DA parents last in 16.17 In July 55% of DA parents accessed ClassCharts with 97% of DA students having accessed ClassCharts. On average, 25% of DA parents attended parent's forum. Tracking of DA attendance. Although tracking and targeting of DA parents was in place for 17.18, 52% of DA parents attended on average over the 5-year groups.

<b>Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
<b>A.</b>	Disadvantaged students enter THS at KS3 significantly below non-disadvantaged
<b>B.</b>	Inconsistencies of academic expectations of disadvantage students by teachers
<b>C.</b>	Same disadvantaged students have low expectations of themselves and a poor attitude to learning

<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Attendance rates for DA students are 90.2% - this reduces their school hours and causes them to fall behind on average.	
<b>E.</b>	Some inconsistency of parental support for disadvantaged students within the wider community and low aspiration of parents and carers	
<b>1. Desired outcomes</b> <i>(desired outcomes and how they will be measured)</i>		Success criteria
<b>A.</b>	To 'catch up' Y7 and Y8 students so non-secondary ready students are attaining flightpaths in line with their peers	Y7 and Y8 EOY data 75% of non-secondary ready students make better than expected progress (positive progress 8) in E & M for DA students
<b>B.</b>	Closing the gap between disadvantaged and non-disadvantaged students	75% of Y11 DA students make progress in line with FFT 20
<b>C.</b>	Higher levels of engagement from disadvantaged students	Reduction in fixed term exclusions between 18.19 and 19.20 – DA to be in line with non-DA. Close the gap in parking instances between disadvantaged and non-disadvantaged students Increase levels of engagement with after school revision and extra curricula opportunity.
<b>D.</b>	Increased attendance rates for DA students	Reduce the number of persistent absentees among DA students to 12% or below. Overall DA attendance improves from 90% to 94% in line with 'other' pupils.
<b>E.</b>	Increase support of disadvantaged parents to parent's evenings, information events and engagement with school life	Improve attendance to parent evenings for 75% of DA parents to attend per event. Increase frequency of access to Go4Schools to 75% of DA parents accessing

<b>A</b>	<b>To 'catch up' Y7 and Y8 students so non-secondary ready students are attaining flightpaths in line with their peers</b>	Y7 and Y8 EOY data 75% of non-secondary ready students make better than expected progress (positive progress 8) in E & M for DA students
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<b>How:</b>	<b>Resources:</b>	<b>Success criteria/outcome:</b>	<b>Evidence to QA success criteria/outcome:</b>	<b>Led by:</b>
Embed English and Maths catch up programmes for year 7 & 8 through the use of an intervention room. Continuing with Fresh Start and purchasing of Passport Maths.	2 x grade D TA Intervention room with relevant resources £32,317 staffing £1000 resources	At the end of the academic year 80% of students will have been assessed as secondary ready in English and/or Maths	Data capture and analysis of cohort LW Student voice EOYE	<b>TXW</b> TMM
New laptops issued to DA students who access Read/Write/Gold to maximise their exam success. STAR reader testing for Y7 and Y8 to identify accurate reading ages to inform T&L and interventions.	£12,650 laptops £3000 RWG programme £4,155 staffing	All DA students who are eligible are trained and have access to RWG in lessons and in their exams	Provision mapper provisions list.	<b>MB</b> TMM RR
To support teachers with accelerate progress in E&M within the classroom, we will buy in a SENd consultant 1 day per week to support teachers with high % of non-secondary ready and SEND students in their classes to improve Quality First Teaching.	£3,861 staffing	Y7 and Y8 EOYE data 75% of non-secondary ready students meeting FFT50 target in E&M	Provision mapper provisions list and reports LW	<b>MB</b> TMM JAM ALA
Funding 'transition' family support worker to support disadvantaged students and collate information to inform	£1,500 staffing	25% of case load will be DA Intervention trackers to measure impact 75% of case load show improvement in intervention tracker scores	LM minutes Provision mapper Student profile data	<b>CW</b>

teaching				
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<b>B</b>	<b>Closing the gap between disadvantaged and non-disadvantaged students</b>	75% of Y11 DA students make progress in line with FFT 20
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How:	Resources:	Success criteria/outcome:	Evidence to QA success criteria/outcome:	Led by:
Accelerating the progress of HA DA students through the Brilliant Club programme	£3,840	50% of KS3 and KS4 cohort are HA PP students 75% of PP students cohort in programme make better than expected progress (Positive P8 score)	SV Brilliant Club evaluation report	<b>TXW</b> NG
Funding music tuition for KS4 DA GCSE Music students and DA students in KS3	£5,000	DA students in GCSE music attain in line with non-DA for performing component	SV Attendance to tuition Y11 music data analysis	<b>TXW</b> IPW
To prepare students and prepare them for High Education, we will appoint an NSSW Support Work to coordinate and mentor HA disadvantaged students in low HE participation wards	£3,500	25% of Y9, Y10 and Y11 cohort to be DA 0% of HA DA become NEET students at post 16 100% of HA DA students have appropriate L3 pathway 75% of HA PP students opt for facilitating subjects at post 16	NSSW coordinator minutes NSSW evaluation process SV	<b>TXW</b>
To oversee the performance, improve outcomes and engagement of disadvantaged students, we will continue to fund the post of Assistant Head – Pupil Premium Champion	£39,321	75% of DA students make better than expected progress (Positive P8 score)	PP action plan LM minutes Data dashboard Appraisal	<b>SFT</b>

<b>C</b>	<b>Higher levels of engagement from disadvantaged students</b>	<p>Reduction in fixed term exclusions between 18.19 and 19.20 – DA to be in line with non-DA.</p> <p>Close the gap in parking instances between disadvantaged and non-disadvantaged students</p> <p>Increase levels of engagement with extra curricula opportunity.</p>
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<b>How:</b>	<b>Resources:</b>	<b>Success criteria/outcome:</b>	<b>Evidence to QA success criteria/outcome:</b>	<b>Led by:</b>
To raise aspirations of disadvantaged students, all Y10 disadvantaged students will access a 1:1 careers interview from an external careers councillor	£2,250	DA students will have a clear progression plan and support with post 16 transition 100% of DA students will have a post 16 placement Reduce NEET to 0	Post 16 tracker Destination data provided by DCC	<b>TXW</b>
To support the social and emotional wellbeing of disadvantaged students we will continue providing 1:1 support through the school Councillor	£4,403	25% of case load will be DA students Intervention Tracker to measure impact 75% of case load show improvement in Intervention Tracker scores	Results of the new intervention success tracker on provision mapper	<b>MB</b>
To support students in being safe, we will continue to fund the post of Head of Student Safeguarding	Staffing £10,527	Student safe guarding audit demonstrate 80% of DA feeling safe knowing where to go for help	Results of the new intervention success tracker on provision mapper	<b>MB</b> <b>CW</b>
High levels of welfare intervention will be offered to provide disadvantaged students with well-planned support and bespoke workshops to support in SEMH	intervention officer £5,718 Intervention coordinator £23,488	Reduce parking data in line with non-disadvantaged Reduce fixed term exclusions	Results of the new intervention success tracker on provision mapper	<b>MB</b>

All disadvantaged learners will access Outdoor Education in Y7 and at other times as appropriate, and we will continue to fund the post of Outdoor Education practitioner Inter6	£9,927	Reduction in fixed term exclusions between 17.18 and 18.19 – DA to be in line with non DA. Close the gap in parking instances between disadvantaged and non-disadvantaged students	Behaviour data dashboard	<b>SFT</b>
We will create a DA project fund to enable all disadvantaged students to access revision resources, extra curricula and enrichment opportunities Inc.: <ul style="list-style-type: none"> <li>o Transport to enrichment and enhanced learning opportunities such as Exeter Maths school, Theatre visits and other cultural enrichment opportunities</li> <li>o Revision guides for Y11 PP students</li> <li>o Specialist equipment for GCSE courses</li> </ul>	£22,500	100% of DA students will access revision guides DA students will be able to access enrichment and MAT opportunities	Provision mapper	<b>TXW</b>
We will fund the three Student Support Worker posts in Student Services to support DA students in managing behaviour and accessing the curriculum	£16,083	Close the gap in negative behaviours between disadvantaged and non-disadvantaged students	Behaviour dashboard	<b>JB</b>
To ensure all students can access Activities Week we will support DA students in funding opportunities	£2,500	All disadvantaged student will have access to opportunities in line with their peers	Engagement in activities Student voice Parental feedback	<b>SFT</b>
Development of DA Spotlight	£8,318	30% of coaching cohort will be DA	Coaching logs	<b>MB</b>

coaches enabling greater levels of academic support for disadvantaged students		Reduction in fixed term exclusions between 17.18 and 18.19 – DA to be in line with non-DA. Close the gap in parking instances between disadvantaged and non-disadvantaged students		<b>CMD</b> <b>TXW</b> HOH
To enable disadvantaged students and parent's higher levels of CEIAG we will continue to fund the U-Explore subscription for students to prepare for FE and HE	£3000	25% of CEIAG online access to Careers Advisor are DA students	U-Explore analysis Messaging log	<b>TXW</b>
To support disadvantaged students in developing behaviours for learning, we will continue to fund the Behaviour for Learning post	£11,919	Reduction in fixed term exclusions between 17.18 and 18.19 – DA to be in line with non-DA. Close the gap in parking instances between disadvantaged and non-disadvantaged students within high profile case load	Half Termly behaviour data reports.	<b>MJB</b>
To support disadvantaged students at key transition points, we will fund a transition worker	£1,500	DA students have clear transition plan and programme between KS2 and KS3 DA students will have a clear progression plan and support with post 16 transition 100% of DA students will have a post 16 placement Reduce NEET to 0	Transition action plan Minutes of transition meetings Post 16 tracker	<b>CW</b>

<b>D</b>	<b>Increased attendance rates for DA students</b>	Reduce the number of persistent absentees among DA students to 12% or below. Overall DA attendance improves from 90% to 94% in line with 'other' pupils.
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How:	Resources:	Success criteria/outcome:	Evidence to QA success criteria/outcome:	Led by:
We will appoint an attendance officer who will have a disadvantaged student target group who are at risk of becoming PA.	£4,902	DA PA reduced to 12% DA attendance to 94%	Half termly attendance report	<b>MJB</b>
Sam learning	£2,100	PP PA students will access SAM learning to work independently. Students who are absent due to medical needs or who are on personalised timetable will have access to high quality resources.	Half termly usage report	<b>MJB</b>

<b>E</b>	<b>Increase support of disadvantaged parents to parent's evenings, information events and engagement with school life</b>	Improve attendance to parent evenings for 75% of DA parents to attend per event. Increase frequency of access to Go4Schools to 75% of DA parents accessing
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How:	Resources:	Success criteria/outcome:	Evidence to QA success criteria/outcome:	Led by:
To improve student engagement, encourage self-regulation and enable parents	Go4Schools £8,750	75% of DA parents will have accessed Go4Schools 75% of DA students will be accessing	Go4Schools	<b>MB</b>

to access behaviour, progress attendance and reward data.		Go4Schools app		
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