

Tupton Hall School

REDHILL ACADEMY TRUST



PUPIL PREMIUM STRATEGY

2019/20

School overview:

Number of students on roll: 374

Number of students eligible for PP funding: 25.20%

Progress 8 results & predictions:

| | Number | % of year group |
|---------|--------|-----------------|
| Year 7 | 44 | 19.47% |
| Year 8 | 77 | 31.82% |
| Year 9 | 91 | 35.55% |
| Year 10 | 77 | 33.05% |
| Year 11 | 64 | 27.83% |

| Progress 8 trends | 2016-17 (actual results) | 2017-18 (actual results) | 2018-19 (actual results) |
|-------------------|-----------------------------|-----------------------------|-----------------------------|
| All students | -0.552 | -0.952 | -0.611 |
| Pupil Premium | -0.952 | -1.462 | -1.022 |
| Non-Pupil Premium | -0.365 | -0.697 | -0.479 |
| Gap (PP v nPP) | 0.587 | 0.765 | 0.543 |

Expenditure overview:













| | | | |
|-----------------------------------|----------|------------------------------------|----------|
| Pupil Premium Income 2018-2019 | £371,460 | Pupil Premium Income 2019-2020 | £359,005 |
| Total Spend 2018-2019 | £372,500 | Total Projected Spend 2019-2020 | £363,289 |




Barriers to future attainment:

| Academic: | Other: |
|---|---|
| <ul style="list-style-type: none"><input type="checkbox"/> Poor revision skills<input type="checkbox"/> Literacy and maths skills entering Year 7 are lower for disadvantaged students/poorer vocabulary<input type="checkbox"/> Underperforming disadvantaged students do not respond to feedback in books and have expectations of themselves which are too low and are not consistently challenged | <ul style="list-style-type: none"><input type="checkbox"/> Lower than average attendance<input type="checkbox"/> Access to an adequate learning environment<input type="checkbox"/> Poor/disruptive behaviour<input type="checkbox"/> Social/emotional/health issues<input type="checkbox"/> Low income/lack of resources |

Planned expenditure 2019-20:











1. Supporting training and continuous development to improve the quality of all teaching




| 2019/20 Strategies | Person responsible | Intended outcomes | Rationale & evidence (previous experience & EEF toolkit) | Budgeted Cost |
|----------------------------|--------------------|---|--|---------------|
| Targeted reading programme | ANE | To improve reading age through increasing reading age utilising a variety of literacy based strategies. | <p>The Accelerated Reader Programme and work done to support students whose reading age is below age related expectation has seen positive impact for many students. Data demonstrates clear progress of students based on pre and posting testing (ARTi) having followed the Accelerated Reader Programme supported by whole school interventions such as DEAR (Drop Everything & Read) time in lessons. This work has also been supported by additional reading material within the school library.</p> <p>Reading comprehension strategies   </p> <p>High impact for very low cost, based on extensive evidence.</p> | £3000 |
| Developing teaching | ANE | <p>Better quality T&L activities being delivered by staff.</p> <p>Increased student engagement.</p> <p>Reduction in use of on-call/ behaviour points</p> <p>Increased outcomes.</p> | <p>T&L lead as a Senior Assistant Headteacher with a focus on improving teaching across the whole school as well as focusing on developing resilient and independent students. Amongst many of our students, in particular our PP students, inconsistencies in T&L can have a significant impact on their success. All staff CPD sessions and INSETS will be focused on reducing inconsistencies across the school. Focusing will be on increased engagement in lessons, teaching to the top and extended writing. Strategies include collaborative learning and metacognition. We are also ensuring that feedback and recall is a key feature of teaching and learning in order to develop memory recall.</p> <p>Feedback   </p> <p>High impact for very low cost, based on moderate evidence.</p> <p>Collaborative learning   </p> <p>Moderate impact for very low cost, based on extensive evidence.</p> <p>Metacognition and self-regulation   </p> <p>High impact for very low cost, based on extensive evidence.</p> | £0 |

| | | | | |
|---|---------|---|--|---------|
| Contribution to specific key school roles | CSI/RHO | To lead on intervention for key target groups. | <p>Leaders for Intervention in KS3 and KS4 oversee the strategies implemented to tackle underperformance. Also intervention leads have been appointed with a remit of tackling underperformance in Maths, English and Science. They will take on key groups who are identified during data captures as underperforming and work to raise achievement and progress of the group. They will contribute to the Deepening Learning Intervention plus contribute to faculty CPD and T&L initiatives, providing support for colleagues. Research shows that all of the activities which fall within the intervention lead's remit, positively contribute towards improving student progress by up to 8 months.</p> <p>Small group tuition Moderate impact for moderate cost, based on limited evidence. </p> <p>Feedback High impact for very low cost, based on moderate evidence. </p> | £70,000 |
| Improving Maths and English attainment | GWA/GNE | To improve attainment of students in Maths and English through support in lessons and small group learning. LPA/JGO | <p>Specialist Teaching & Learning Assistants have been put in place to bring about the improvement in attainment at Y7-11 and narrowing of gaps, based on accurate forecasting. Students receive support reducing the ratio of students to staff enabling smaller group tuition which the EEF recognises can add up to 4 months' progress.</p> <p>Small group tuition Moderate impact for moderate cost, based on limited evidence. </p> | £53500 |

2. Targeting support for disadvantaged pupils through evidence-based interventions



| 2019/20 Strategies | Person responsible | Intended outcomes | Rationale & evidence (previous experience & EEF toolkit) | Budgeted Cost |
|-------------------------|--------------------|--|--|-----------------------------|
| Aspire and Link Centres | AWE | Removal of potential barriers to learning, progress and achievement. | The Aspire and Link Centres are continually developing to meet the ever changing needs of the Tupton Hall intake. Students at risk of permanent exclusion, with behaviours negatively impacting on learning or requiring help relating to mental and social wellbeing receive supported and targeted intervention to help to improve behaviour, attendance and other barriers to | £105,545 Aspire Staffing |




| | | | | |
|---------------------------|----------------|--|---|--|
| | | <p>Access to appropriate curriculum and a reduction of permanent exclusion for those at risk.</p> | <p>students making expected progress. Evidence suggests that this type of intervention has a moderate impact on student progress with moderate cost implications. Aspire/Link play a vital role in support students with behavioural and/or social/emotional needs. The team works closely with students, parents and teachers in order to ensure that students maximise their achievement whilst receiving the support they need. Close links with external agencies to support students in the Aspire/Link has been essential; including: CAMHS, School Counsellor, School Nurse, Multi Agency Team, Social care and other voluntary organisations supporting families and young people. This costing also supports the use of our behavioural system allowing us to utilise the Derbyshire Reintegration Centre (DRIC), which has cost implications for transport, staffing and booking.</p> <p>Small group tuition Moderate impact for moderate cost, based on limited evidence.   +4</p> <p>Social and emotional learning Moderate impact for moderate cost, based on extensive evidence.   +4</p> <p>Behaviour interventions Moderate impact for moderate cost, based on extensive evidence.   +3</p> | <p>Alternative provision Offsite £60,000</p> |
| <p>Deepening Learning</p> | <p>CSI/RHO</p> | <p>The achievement gap between disadvantaged and non - disadvantaged students reduces to be at least in line with or better than the national average gap.</p> | <p>Deepening Learning a programme has become a regular feature for Year 11 students. The programme provides students with the opportunity to receive targeted support from a group of subject specialists to help address areas of underachievement in Maths/English/Science in the initial stages with a view to extending this into humanities. Teachers provide a comprehensive and specific sessions to students to move their progress forward. EEF evidence shows that providing students with effective and specific feedback has the potential to have a high impact on student outcomes with 8 months of added progress possible for some students. This has the potential to support students to maximise their achievement and progress at a minimal cost as sessions are delivered by existing teaching staff as part of the school day.</p> <p>Extending school time Low impact for moderate cost, based on moderate evidence.   +2</p> <p>Feedback High impact for very low cost, based on moderate evidence.   +8</p> | <p>£0</p> |

| | | | | |
|---|-----|---|--|-------|
| Assertive mentoring | CSI | Increased outcomes for PP students. | <p>The assertive mentoring programme at Tupton Hall is being developed to be much more rigorous in holding students to account and putting the onus on them to take responsibility for their learning. A team of experienced staff are mentors and they meet Y11 students weekly from January all the way up to their exams in order to support and set targets to raise student achievement and progress. EEF research suggests mentoring has a low impact, however, this initiative has been used extensively across the Redhill Trust and has proven highly successful in contributing to raising student achievement and progress.</p> <p>Mentoring Very low or no impact for moderate cost, based on extensive evidence.</p> <p>Aspiration interventions Very low or no impact for moderate cost, based on very limited evidence.</p>   | £0 |
| Self-supported study (EDClass subscription) | AWE | Ensure students isolated or not accessing lessons have access to meaningful work. | <p>EDClass provides work and support for students who are unable to attend lessons, for example a variety of reasons such as behaviour and mental health issues. This provides us with a useful tool to ensure students have access to meaningful, appropriate work with support provided. The system requires students to log on to ensure 'attendance' and has safeguarding measures built in.</p> <p>Digital technology Moderate impact for moderate cost, based on extensive evidence.</p>  | £5000 |

3. Supporting whole-school strategies to improve attendance, behaviour and readiness to learn

| 2019/20 Strategies | Person responsible | Intended outcomes | Rationale & evidence (previous experience & EEF toolkit) | Budgeted Cost |
|------------------------------------|--------------------|---|---|---------------|
| Student and Family Resource Worker | AWE | Increased motivation of PP students evidenced by increased attendance where there are | A Student and Family Resource Worker works alongside our Attendance Officer, Heads of House and pastoral support team to support families as part of the Early Help Offer. This role has been developed to replace the gap left by the withdrawal of Early Help provision from the Local Authority. | £28,744 |

| 2019/20 Strategies | Person responsible | Intended outcomes | Rationale & evidence (previous experience & EEF toolkit) | Budgeted Cost |
|---|--------------------|--|---|---------------|
| | | issues, improved progress | The aim is to support students who face barriers to attendance and progress in school through close work with families. In conjunction with the Attendance Officer the SFRW will help to reduce the gap between the attendance of PP students and Non PP students and increase the engagement of students in curricular and extra-curricular activities. | |
| Contribution to Attendance officer salary | AWE | PP student attendance to exceed 96% | <p>Tupton employs an attendance officer whose focus is to raise student attendance; this is achieved through a range of intervention methods employed across the school. Attendance as a whole continues to be above national average but a strategic focus is in place to target PP students/families where average attendance does not meet this level. The national average for student attendance in 2017/18 was 94.6%. EEF evidence shows that intervention to change student behaviour has a moderate impact on student progress, adding up to 3 months' progress.</p> <p>Behaviour interventions</p> <p>Moderate impact for moderate cost, based on extensive evidence.</p>  | £12,500 |
| Increase in parental engagement | CSI/ANE | <p>Obtain stakeholder views annually.</p> <p>Develop the already successful Transition Programme.</p> <p>Increased student outcomes.</p> | <p>Accessing parental support is vital to maximise student achievement and progress. In addition, Tupton Hall is keen to ensure that all stakeholders' views are taken into account when making key decisions about whole school strategies. The EEF supports this and the evidence suggests that parental engagement can contribute up to 3 months' progress to a child.</p> <p>Parental engagement</p> <p>Moderate impact for moderate cost, based on moderate evidence.</p>  | £5,000 |
| Rewards | AWE/CSI | Further develop an ethos of celebrating success and raising aspirations. | Tupton Hall strongly believe that celebrating student success and using a range of reward strategies contributes to raising student morale, motivation, aspirations and ultimately outcomes. A range of initiatives are used including the use of Learner Mark Awards, House Rewards, postcards home, celebration events throughout the year, learner of the week (celebrated in assemblies) and 100% attendance awards. | £15,000 |

| 2019/20 Strategies | Person responsible | Intended outcomes | Rationale & evidence (previous experience & EEF toolkit) | Budgeted Cost |
|---|--------------------|--|--|---------------|
| | | | <p>Although the EEF suggests that this type of intervention has lower impact than other interventions, we still believe rewards are essential for recognising the efforts of students.</p> <p>Aspiration interventions</p> <p>Very low or no impact for moderate cost, based on very limited evidence.</p>  | |
| Whole child development through creating opportunities to engage in the full curriculum and opportunities | CSI/RHO | PP students are supported to access to resources and educational visits to develop them as citizens. PP students to receive a revision guide for English, Maths & Science, plus other subjects where utilised. | <p>Again Tupton strongly believes in educating the whole child and enabling them to have access to resources and activities that widen their horizons or allow them to play an active part in learning. We recognise that effective revision plays a vital role in maximising student achievement and progress. EEF evidence shows that teaching students the skills to unpick theory and content as well as having a sound understanding of how to approach writing answers to exam questions is the key to success with up to 7 months' progress made by some students. All PP students are provided with revision guides in core subjects to support their preparation for terminal exams.</p> <p>Metacognition and self-regulation</p> <p>High impact for very low cost, based on extensive evidence.</p>  | £10,000 |
| Careers Intervention | CBU | Post-16 pathway in place for all students. | <p>High quality careers intervention makes a real difference to all students in helping them to decide on an appropriate career path. It also supports students in making the right post-16 options choices based on their future career aspirations. The EEF considers this type of intervention as having low impact, however, the programme has been well received by students, parents and employers and we believe it supports them in their transition to post-16 study and/or vocational courses such as apprenticeships.</p> <p>Aspiration interventions</p> <p>Very low or no impact for moderate cost, based on very limited evidence.</p>  | £0 |

Review of expenditure 2018-19:

| 2018/19 Strategies | Cost (2018/19) | Key Stage | Estimated impact | Continue in 2019/20 |
|---|----------------|-----------|--|---------------------|
| Target group Performance Management | £30,000 | 3/4 | This year's progress has seen improved outcomes in terms of Progress 8 in comparison to the previous academic year. Reduction of the Progress 8 Gap between PP and non PP: 2018: 0.76 Gap 2019: 0.58 Gap Evidence to show the gap has reduced between cohorts. | Yes |
| Developing teaching and Progress for All | £0 | 3/4 | Improvements in the quality of teaching and learning, as a result of the CPD/INSET provided for all staff, can be linked to the improved outcomes in the schools Progress 8 measure when compared to the previous academic year. | Yes |
| Contribution to Attendance officer salary | £10,000 | 3/4 | <p>2017/18 All 95.15% National All: 94.6% PP 93.18% National PP: 91.1% Gap 1.97% National GAP: 3.5%</p> <p>2018/19 All 94.65% (still above nat. avg.) National All: not yet available PP 91.87% (still above nat. avg.) National PP: not yet available Gap 2.78% (still above nat. avg.) National GAP: not yet available</p> | Yes |
| Deepening Learning | £0 | 3/4 | <p>Comparing DC2 forecast to final grade:</p> <p>English Challenge Time Language- 31% improved their grade Literature- 42% improved their grade</p> <p>Deepening Learning Language- 38% improved their grade Literature- 46% improved their grade 38% improved in Language and 46%</p> <p>Maths</p> | Yes |

| 2018/19 Strategies | Cost (2018/19) | Key Stage | Estimated impact | Continue in 2019/20 |
|-------------------------|---|-----------|--|---------------------|
| | | | <p>Challenge Time Higher Tier- 11% improved their grade, 56% stayed the same, 33% went down 1 grade Foundation Tier – 24% improved their grade, 62% stayed the same, 14% went down 1 grade</p> <p>Deepening Learning Higher Tier- 30% improved their grade, 70% stayed the same Foundation Tier – 12.5% improved their grade, 56.5% stayed the same, 31% went down 1 grade</p> <p>Science</p> <p>Challenge Time 68.4% improved grade from data point 2 forecast grades 31.6% maintained grade from data point 2 forecast grades</p> <p>Deepening Learning 50% improved grade from data point 2 forecast grades 50% improved grade from data point 2 forecast grades</p> | |
| Aspire and Link Centres | £126,000 Staffing Alternative provision Offsite £60,000 | 3/4 | Individual case studies for students who have successfully completed their education at Tupton, identify the extreme lengths that staff go to avoid Permanent Exclusions, not accept or support off-rolling, reduce the potential of students becoming NEET. | Yes |
| Parental engagement | £5,000 | 3/4 | Annual feedback from the Schools Progress Review Days carried out at the mid-point of the academic year, February, identify strengths and areas for development in the school. Using the information from key stakeholders enables the school to respond effectively and develop the home and school link. Work linked to the transition program that has been maintained over the past 3/4 years has worked to develop relationships with home. Impact has included directed support for individuals who need it the most from the outset of the academic year, maintained attendance at key school events such as Parents' Evening. | Yes |
| Rewards | £10,000 | 3/4 | Learner Mark award has seen a development in pride and improvements in ATL. Students wearing their badges with pride around school and an increase in the students attaining awards at all levels. Learning Mark Awards: 38% of our current Y8-11 students have achieved at least the bronze LM award. Of these, 33% are boys and 67% are girls. Only 21% of LM award winners are PP students, 79% are non-PP. | Yes |

| 2018/19 Strategies | Cost (2018/19) | Key Stage | Estimated impact | Continue in 2019/20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|----------------|-----------|---|--|--|---------|------|------|------|----|------|--------|------|----------------------|------|----------------------|------|---------------------|------|------|------|--------|------|---|--|--|---|-----|-------|---|---------|-------|---|---------------|-------|---|---------------|-------|-----|
| Whole child development | £10,000 | 3/4 | 93 bids were agreed that contributed towards uniform, revision guides and educational visits. Bids were made on behalf of individuals, families and groups removing barriers to learning and allowing students to access learning both in and out of school. At Tupton we are driven to ensure that children have access to an extended curriculum that helps students aspire to do their best and gain life experiences that would otherwise be out of reach. Spend: £8,707.30 | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Assertive mentoring | £0 | 4 | Of the 28 students that took part in the programme, 10 students achieved an improvement in their Progress 8 score outcomes between and Date Capture 2 and their examination results, seeing an impact of 36% improvement. | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Contribution to specific key school roles | £70,000 | 3/4 | The roles have changed throughout the year due to staff changes. This role focusing more on the roles of developing the DL and in house faculty development of new Trust approaches. The changes also have begun to shape change in roles for SLT to begin to develop the KS3 oversight. | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Targeted reading programme | £1500 | 3 | <table border="1"> <thead> <tr> <th colspan="2">Reading age improvements for the Year 7 cohort 2018-19 (average in months over 4 months)</th> </tr> </thead> <tbody> <tr> <td>Overall</td> <td>12.6</td> </tr> <tr> <td>SEND</td> <td>17.1</td> </tr> <tr> <td>PP</td> <td>12.7</td> </tr> <tr> <td>Non-PP</td> <td>12.6</td> </tr> <tr> <td>Higher band students</td> <td>11.1</td> </tr> <tr> <td>Middle band students</td> <td>11.9</td> </tr> <tr> <td>Lower band students</td> <td>20.0</td> </tr> <tr> <td>Male</td> <td>13.5</td> </tr> <tr> <td>Female</td> <td>11.8</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">Reading age improvements for Year 7 intervention programmes 2018-19 (average in months over 4 months)</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>ELF</td> <td>19.69</td> </tr> <tr> <td>B</td> <td>Hackney</td> <td>12.07</td> </tr> <tr> <td>C</td> <td>Reading Stars</td> <td>15.00</td> </tr> <tr> <td>D</td> <td>Buddy Reading</td> <td>12.60</td> </tr> </tbody> </table> | Reading age improvements for the Year 7 cohort 2018-19 (average in months over 4 months) | | Overall | 12.6 | SEND | 17.1 | PP | 12.7 | Non-PP | 12.6 | Higher band students | 11.1 | Middle band students | 11.9 | Lower band students | 20.0 | Male | 13.5 | Female | 11.8 | Reading age improvements for Year 7 intervention programmes 2018-19 (average in months over 4 months) | | | A | ELF | 19.69 | B | Hackney | 12.07 | C | Reading Stars | 15.00 | D | Buddy Reading | 12.60 | Yes |
| Reading age improvements for the Year 7 cohort 2018-19 (average in months over 4 months) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Overall | 12.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SEND | 17.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PP | 12.7 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Non-PP | 12.6 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Higher band students | 11.1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Middle band students | 11.9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lower band students | 20.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Male | 13.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Female | 11.8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading age improvements for Year 7 intervention programmes 2018-19 (average in months over 4 months) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A | ELF | 19.69 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B | Hackney | 12.07 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C | Reading Stars | 15.00 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| D | Buddy Reading | 12.60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| 2018/19 Strategies | Cost (2018/19) | Key Stage | Estimated impact | Continue in 2019/20 | | | | | | | | |
|--|----------------|-----------|--|---------------------|--------|------|---------|--------|--------|---------|--------|-------|
| Improving Maths and English attainment | £50000 | 3/4 | See below for evidence table showing gaps reducing in all years 7 – 10. PP students starting to show progress above 0 lower down school. | | | | | | | | | |
| | | | | | | | | | | | | |
| | | | DC1 | | | DC3 | | | Change | | | |
| | | | Year | SPI all | SPI PP | GAP | SPI all | SPI PP | GAP | SPI all | SPI PP | GAP |
| | | | 7 | 0.04 | 0.01 | 0.03 | 0.06 | 0.04 | 0.02 | 0.02 | 0.03 | -0.01 |
| | | | 8 | 0.01 | 0 | 0.01 | 0.03 | 0.02 | 0.01 | 0.02 | 0.02 | 0 |
| 9 | -0.52 | -0.65 | 0.13 | -0.32 | -0.41 | 0.09 | 0.2 | 0.24 | -0.04 | | | |
| 10 | -0.32 | -0.51 | 0.19 | -0.31 | -0.38 | 0.07 | 0.01 | 0.13 | -0.12 | | | |

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| Pupil Premium Income 2018-2019 | £363,289 |
| Total Projected Spend 2018-2019 | £363,789 |