

Thomas Becket pupil premium strategy / self- evaluation

1. Summary information					
School		Thomas Becket			
Academic Year	2018-19	Total PP budget	£148,409.84	Date of most recent PP Review	October 2018
Total number of pupils	685	Number of pupils eligible for PP	202	Date for next internal review of this strategy	Sept 2019
2. Current attainment					
			Pupils eligible for PP	Pupils not eligible for PP	
Progress 8 score average			-0.464	0.07	
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers					
A.	Literacy and numeracy skills for PP student are lower than for other pupils based on prior attainment.				
B.	Low levels of engagement with learning, shown through higher behaviour points than ND students.				
C.	The attendance of disadvantaged students is less than that of other students in school.				
Additional barriers					
D.	Lack of confidence and ability to work independently, often due to a lack of a quiet space or equipment to aid learning at home.				

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4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	High levels of progress in literacy and numeracy for all PP students.	Pupils eligible for PP make the same progress than 'other' pupils so that 75% meet expected progress targets and 25% exceed progress targets. This will be evidenced using data points AP2, AP4, AP6.
B.	Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards), and the gap to other students to continue to close.
C.	Improved attendance of disadvantaged students, further closing the gap relative to other students in school.	Reduction in the number of PA amongst pupils eligible for PPG to below 10%. Attendance for the PP cohort at least in line with national averages. Reduction of internal and external exclusions.
D.	Improved confidence and ability to work independently and develop meta cognition	To be seen in the outcomes of Disadvantaged students, to improve on P8 of -0.46 in 2019. For students to actively engage in their own learning outside of the classroom. Decrease in behaviour points for homework not done.

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5. Planned expenditure					
Academic year					
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Literacy and numeracy microwave A	Introduction of the PiXL microwave testing for Year 7 students & subsequent interventions.	Whole school approaches to literacy and numeracy in every classroom are well recognised through educational research e.g. Allan Luke.	Identify all students below expected target. Inform English and Maths teachers to amend teaching strategies. Targeted form time intervention.	SM	End of every term.
Literacy & Numeracy Form intervention A	Literacy and numeracy co-ordinators appointed to produce form-time intervention.	Whole school approaches to literacy in every classroom are well recognised through educational research e.g. Allan Luke.	Use of PiXL wave data to inform interventions. Head of English and Maths to run yr.11 form intervention. Introduction of numeracy ninja to KS3.	JG / BA	After every AP round.

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<p>CPD training for all staff on barriers to learning and 'top 10 tips' for disadvantaged, closing the gap.</p> <p>A & D</p>	<p>Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Staff training increases the awareness of the barriers and the reasons why closing the gap is so important to educational progress.</p>	<p>There is a common strategy across the school in the teaching of disadvantaged students, using questioning, feedback, seating plans and high quality teaching throughout every year group will start to reduce gaps throughout a student's education.</p> <p><u>EEF Individualised Instruction + 3 months.</u></p> <p>It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which</p>	<p>Top 10 Tips will be used as a criteria in learning walks, dept reviews and lesson observations to ensure consistency of application.</p>	<p>KP / KR</p>	<p>Following each dept review. December 2018 March 2019 July 2019</p>
<p>Quality teaching and learning</p> <p>A & D</p>	<p>Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. To ensure disadvantaged students are being</p>	<p>Quality teaching first – ensuring that the teacher in each class with high proportions, is the best placed practitioner to ensure progress is made.</p> <p><u>EEF Behaviour Interventions + 3months.</u></p> <p><u>EEF Metacognitions +7 months.</u></p> <p>Metacognition's aim to improve learning by getting learners to think about their own learning more explicitly so as to take increased responsibility for their own</p>	<p>PP students to be prioritised during learning walks and lesson observations for questioning & work scrutiny.</p>	<p>KP / MM</p>	<p>Ongoing</p>

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<p>Additional sessions in English & Maths.</p> <p>A & D</p>	<p>Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Budgeting for and additional teacher in English & Maths allows for smaller teaching groups.</p>	<p>Smaller teaching groups allows for closer monitoring and support.</p> <p><u>EEF Behaviour Interventions + 3months.</u></p> <p><u>EEF Metacognitions +7 months.</u></p> <p><u>EEF Reducing Class Sizes + 3months.</u></p> <p>Reducing class size appears to result in around three months' additional progress for pupils, on average.</p>	<p>Additional teachers are built into the curriculum model and costed as part of the school budget, allowing for extra English & Maths sessions particularly for Yr.11</p>	<p>CC / FW / SM</p>	<p>Ongoing</p>
<p>Targeted questioning</p> <p>D</p>	<p>Improved confidence and ability to work independently and develop meta cognition Using questioning techniques to allow more verbal feedback</p>	<p>Questions are a quick way to establish the quality of learning. Ensuring that every disadvantaged student is asked a question every lesson will allow teachers to assess the level of understanding, any gaps in knowledge and encourage students to participate in every lesson.</p> <p><u>EEF Individualised Instruction + 3 months.</u></p>	<p>Dept reviews will focus on questioning and this will form part of departmental feedback. Learning walks & Standards folders.</p>	<p>KP / KR</p>	<p>December 2018 March 2019 July 2019</p>
Total budgeted cost					<p>£100,000</p>

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ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Nurture Group B	Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Improved confidence and ability to work independently and develop meta cognition The nurture group identifies and supports students from KS2 who have lower than avg literacy and numeracy skills.	Low levels of literacy and numeracy are a main barrier to education and disadvantage students are likely to be affected by low literacy and numeracy levels. <u>EEF Individualised Instruction + 3 months.</u> <u>EEF Behaviour Interventions + 3months.</u>	The nurture group has separate provision, with a primary specialist who focuses on developing literacy and numeracy over Yr 7 so that students are more able to access a full curriculum from Yr 8.	GJ / AW	Each tracking point.
Seating plans B	Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school. Improved confidence and ability to work independently and develop meta cognition. Seating plans should place disadvantaged students in a positive environment and allow them to be easily monitored by the teacher.	Disadvantaged students who lack confidence will often seat themselves at the back of a room, or in a place they can easily 'hide'. Seating plans will prevent this from happening and make disadvantaged students more prominent in the classroom. <u>EEF Individualised Instruction + 3 months.</u>	Seating plans will be available in each teachers Standards Folder with PP students identified. Reduction of behaviour points.	KR	December 2018 March 2019 July 2019

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<p>Marking disadvantaged students work as a priority</p> <p>A /B /D</p>	<p>Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Feedback is shown in the EEF toolkit to be one of the most effective strategies for improving performance.</p>	<p>Marking and feedback should always be formative and allow students to understand errors and make improvements.</p> <p><u>EEF Individualised Instruction + 3 months.</u></p> <p><u>EEF Metacognition +7 months.</u></p> <p><u>EEF Feedback + 8 months.</u> Research evidence about feedback was part of the rationale for Assessment for Learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback.</p>	<p>Book scrutiny data</p> <p>Department reviews</p> <p>Book samples</p>	<p>KP / MM</p>	<p>December 2018</p> <p>March 2019</p> <p>July 2019</p>
<p>After school intervention</p> <p>A / B / C / D</p>	<p>Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Small group sessions outside of school hours support students in their GCSE year to embed their learning.</p>	<p>A planned intervention programme is put together by the Head of Year 11, who focusses on disadvantaged students first to ensure they are accessing additional support that it most needed.</p> <p><u>EEF Extended School Hours + 2months.</u> Research has shown that on average, pupils make two additional months' progress per year from extended school time and in particular through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress.</p>	<p>Registers at intervention are taken and 'Passport to success' is based on attendance at these sessions.</p> <p>Taxi's home for students with travel issues ensures attendance.</p>	<p>FW</p>	<p>Weekly from October half term 2018.</p>
<p>Online tutoring My GCSE Science</p> <p>B</p>	<p>Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Improved confidence and ability to work independently and develop meta cognition. 1-2-1 online tutoring is provided free of charge in Science.</p>	<p>Online tutoring allows students to gain individual support. Often non disadvantaged students might be able to afford private tutors to help them in areas they find difficult. Online tutoring makes this possible for disadvantaged students.</p> <p><u>EEF Individualised Instruction + 3 months.</u></p> <p><u>EEF Metacognition +7 months.</u></p>	<p>Registers are taken, computers and headphones are provided.</p>	<p>TA</p>	<p>Weekly.</p>

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<p>Individualised Revision Planners</p> <p>B</p>	<p>Improved confidence and ability to work independently and develop meta cognition. Revision planners will set tasks to be completed every week to help students plan effective and SMART revision.</p>	<p>Metacognition and learning to learn are considered to be the most effective tools in closing the gap according to EEF. The revision planners, help students know what work they should be doing and give them guidelines about how much time and what tasks should be done for every subject they study. This support often comes from parents who have experienced educational success, and therefore providing all students with the tools they need to revise successfully will benefit students from disadvantaged backgrounds the most.</p> <p><u>EEF Individualised Instruction + 3 months.</u> <u>EEF Metacognition +7 months.</u></p>	<p>Teachers set tasks and will monitor that they have been completed.</p>	<p>FW / LB</p>	<p>December 2018</p>
<p>Successful Outcomes Evening</p> <p>B & D</p>	<p>Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Improved confidence and ability to work independently and develop meta cognition. Yr 11 students and their parents are invited to a 'Successful Outcomes' evening where teachers and professionals share strategies that will lead to improved progress.</p>	<p>Metacognition is a key strategy from EEF and this event will allow students and parents to understand the importance of independent learning outside the classroom and making the most of revision time.</p> <p><u>EEF Metacognition +7 months.</u></p>	<p>A wide variety of 'stalls' will be available to parents and students so that they can find out ways to get more out of revision and independent learning time. 'Working smarter, not harder.'</p>	<p>FW / KR</p>	<p>February 2019 August 2019</p>

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Attendance C	Improved attendance of disadvantaged students, further closing the gap relative to other students in school. Supporting families and ensuring students attend school.	Attendance is typically lower in the disadvantaged sub group when compared to their non-disadvantaged peers. Improving attendance and breaking down barriers for students accessing education is key to developing a success culture and raising aspiration. <u>EEF Parental Engagement +3 months.</u> Increasing parental engagement in secondary schools had on average two to three months' positive impact.	Regular meetings between the attendance lead and SLT will ensure that attendance is a key agenda item at leadership level. Always the first agenda item at PSM every Thursday morning.	AM / JG / DS	Half termly.
Year 11 small group English & Maths Intervention D	Year 11 small group English & Maths Intervention, for students withdrawn from Bucket 3 GCSE subjects.	EEF toolkit suggests that small group tuition has positive impact on pupil progress.	Coordinated by the Head of Maths. Planned communication between intervention team and classroom	CC / SM	After each assessment point
Year 11 Maths peer tutoring D	Year 11 to be tutored by 6 th Form Maths Students.	We have some very strong A Level maths students who have asked to tutor some Yr.11 Students. EEF toolkit suggests peer tutoring gives moderate impact for very low cost, based on extensive evidence.	Co-ordinated by the Head of Maths.	CC	After each assessment point
Total budgeted cost					£40000

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iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Tassomai D	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Improved confidence and ability to work independently and develop meta cognition. Tassomai - which is an online program that students can use on computers or smartphones. It is a revision tool that responds to their own limitations and the programme responds to their areas of need by providing them questions until success is achieved. This builds confidence and allows them to visualize their progress.	<p>The Education Endowment Foundation has stated that technology based enhancement can have <u>moderate gain for moderate cost</u>. It has been designed by a programmer from EA games and allows student to 'level up', they are given targets and are rewarded on screen when they participate with the programme.</p> <p>Tassomai has provided evidence that shows that students who used Tassomai saw an uplift from A*-C at 60% to A*-C at 95.2% last year. There was also a direct correlation with the amount of usage and the higher the grade.</p> <p><u>EEF Individualised Instruction + 3 months.</u></p>	The idea is to build the usage into the scheme of work, and that the pupils develop the habit of using the programme to support the learning.	KR	Dec 2018
Police Workshop B	<p>Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Improved behaviour of Disadvantaged students, further closing the gap relative to other students in school.</p> <p>Raising awareness of criminality and ways to avoid trouble. Reduction in community incidents.</p>	<p>Raising aspirations with the most disengaged students and demonstrating an alternative, educated path rather than criminal career.</p> <p><u>EEF Behaviour Intervention + 3 months.</u></p>	The 1 day workshop is a professionally co-ordinated part of the police forces education policy.	KR	December 2018

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Educational Visits	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well. Allows students to access educational visits that will enhance classroom based learning.	Visiting places outside of the locality and linked to the curriculum both raises understanding and aspiration. EEF Arts Participation + 2months. Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science.	Any funds allocated require the trip to be closely linked to the curriculum and requires performance to be measured after assessments.	SM	August 2019
1-2-1 Career support package	Disadvantaged students to be more motivated to aim high, and accelerate their progress so as they can attain well.	Raising aspirations and educating students about different career paths will allow students to find out about careers that they may not have seen within their own family setting. EEF Individualised Instruction + 3 months. EEF 1-2-1 Tuition + 5months. Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.	Advice given to students regarding next steps and future career paths	SM	July 2019
Places to work outside timetabled lessons. D	Homework club / Safe Haven / Pre-club	Meta Cognition and self-regulation strategies and homework score well on the EEF Toolkit. This is an important step for the school in ensuring that students engage within the learning process.	Register kept each week of participation. Students targeted based on homework data each week.	JG	Ongoing PSM

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Memory Magic A / B / D	Memory Magic	A recognised course to help students who have working memory difficulties.	Coordinated by a specialist trained HLTA	SS / BC	July 2019
ELSA D	ELSA Package run by the SEND department.	Social and emotional learning is a key aspect for a number of our most vulnerable students in receipt of the PPG. This is an intervention cited on the EEF Toolkit.	Co-ordinated by the SENCO and run by a trained HLTA	SS / BC	6 Week Cycles
Handwriting Interventions. A	Improving Handwriting for PP students	Essential skills building to ensure confident learners and legible work that students can feel proud of and examiners / teachers can understand.	Co-ordinated by the SENCO and run by a trained HLTA	SS / BC	6 Week cycles
Total budgeted cost					£8409

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This section of the format will be used for evaluation in the next academic year. For 2016-2017's evaluation of PP Strategy please see *PP Action Plan and Review 2016-2017 on the school's website.*

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

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iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
7. Additional detail				