

Teignmouth Community School – Pupil Premium 2019-20

Summary Information			
Date of most recent pupil premium review:	September 2019	Date of next pupil premium review:	September 2020
Total number of pupils:	949	Total pupil premium budget:	£169,235
Number of pupils eligible for pupil premium:	219 (23%)	Amount of pupil premium received per child:	£772.76

Pupil Premium at Teignmouth Community School
<p>Teignmouth Community School aims to develop successful, committed, responsible global citizens who can find fulfilment beyond school and contribute fully to society. We believe that, regardless of background, all students deserve the opportunity to go to school, to learn, to achieve, to have ambition and to work towards their goals. We aim to promote our core values in all we do, incorporating them as the traits and characteristics for an effective learner and citizen. Many students face barriers, both external and internal to school, that may prevent them from accessing these key opportunities - we believe it is our responsibility to remove these barriers, level the playing field and open doors for the next stage of their life.</p> <p>We use Pupil Premium (PP) funding to target the attainment and development of students and to address the barriers to learning that disadvantaged students (DS) may face. The school has the ultimate aim of 'narrowing the gap' between students eligible for free school meals or children in care compared with non-disadvantaged students. Staff at Teignmouth Community School are committed both in and out of the classroom to narrow the gaps in progress and employ strategies to encourage students to become more motivated and participate in extracurricular activities.</p>

Previous Attainment (2019)		
	Pupils eligible for PP (24)	Pupils not eligible for PP (147)
% achieving 9-4 English and Maths	29%	61%
% achieving Combined Science	42%	61%
Progress 8 score average	-0.64	-0.12

Attainment 8 score average	32.20	44.91
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Barriers to Learning	
In-School Barriers	
A	Disadvantaged students make less progress at the end of Key Stage 4 compared to their non-disadvantaged peers
B	Lower percentage achieving English and Maths compared to their non-disadvantaged peers
C	Lower levels of vocabulary and oracy
Additional Barriers	
D	Lower aspirations than their non-disadvantaged peers
E	Lower attendance compared to their non-disadvantaged peers

Intended Outcomes		
Specific Outcomes		Success Criteria
A	Improve the progress of disadvantaged students through high quality teaching and learning	The quality assurance of lessons involving disadvantaged students will show a good standard of teaching and learning. Higher expectations and aspirations of disadvantaged students will result in progress throughout the year, with internal data showing improvement.
B	Improve the percentage of disadvantaged students achieving grades 9-4 in English and Maths	Attainment in English and Maths improves across all key stages, with internal data showing improvement validated by the QA process.
C	Improve the knowledge and use of vocabulary by disadvantaged students	Disadvantaged students show increased levels of literacy across the school, which is reflected in improved attainment.

D	Disadvantaged students have the opportunity to attend trips to enhance their academic and personal development	Progress towards the Gatsby benchmarks for careers and work experience programmes. Opportunities to visit higher education establishment should result in a greater uptake to Key Stage 5, and enrichment activities will also result in better student wellbeing.
E	Disadvantaged students and their families show an increased engagement with school, including increased attendance to school and attendance to school events	Narrowing the attendance gap for disadvantaged students compared to their peers. Increased attendance will lead to greater progress in lessons as less learning time is missed. Increased attendance to school events will also allow the families of disadvantaged students to engage with their academic progress in school.

Planned Expenditure for 2019-20					
Quality teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff involved	When will you review this?
Ensure that every student receives the very best teaching and learning in the classroom, through the introduction and implementation of the STRETCH model	<p>A: Improve the progress of disadvantaged students through high quality teaching and learning</p> <p>B: Improve the percentage of disadvantaged students achieving grades 9-4 in English and Maths</p> <p>C: Improve the knowledge and use of vocabulary by disadvantaged students</p>	Evidence from the Education Endowment Foundation (EEF) shows that quality teaching is the most important method for improving outcomes for disadvantaged pupils. Feedback from DS students shows that some lack confidence in their learning, and the STRETCH model is designed to help build confidence and aspirations for our students.	Lesson observations, learning walks and book looks, analysis of progress data to monitor the gap between DS and non-DS students	All staff, led by VP (Teaching and Learning)	Termly
Ensure that disadvantaged students are represented and considered throughout the school through effective leadership and membership of student	<p>A: Improve the progress of disadvantaged students through high quality teaching and learning</p> <p>B: Improve the percentage of</p>	It is essential to have Pupil Premium representation and strong leadership within the school, where it remains at the forefront of school strategic planning. The DFE	Impact of PP strategies and interventions evaluated, including through the use of Provision Maps	Deputy Outcomes Lead, VP (Outcomes), wider leadership team	Termly

voice groups	disadvantaged students achieving grades 9-4 in English and Maths D: Ensure all PP students have the opportunity to attend trips to enhance their academic and personal development	'Supporting the Attainment of Disadvantaged Pupils' paper states that schools having the most success with implementing Pupil Premium practice 'have clear responsive leadership'.			
Teachers aware of the progress of DS students in their classes, planning and implementing strategies to improve their outcomes	A: Improve the progress of disadvantaged students through high quality teaching and learning B: Improve the percentage of disadvantaged students achieving grades 9-4 in English and Maths	EEF evidence shows that quality teaching is the most important method for improving outcomes for disadvantaged pupils. This is a focus of the STRETCH model and teaching staff are also trained in the use of Classcharts to prepare seating plans and set homework.	Lesson observations, learning walks and book looks, narrowing the gap between DS and non-DS students	HoFs, all teaching staff, Outcomes team	Termly
Total budgeted cost:					£59,000
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff involved	When will you review this?
Small group weekly tuition sessions in English and Maths for KS3 and KS4 DS students, with dedicated intervention staff	B: Improve the percentage of disadvantaged students achieving grades 9-4 in English and Maths	EEF evidence shows that small group tuition is effective due to greater feedback, more sustained engagement and work that is more closely matched to learners' needs.	Collaboration between Outcomes team and Maths/English faculties to ensure the correct students are being targeted through analysis of assessment data	English/Maths intervention staff, HoF English/Maths, Outcomes team	Termly reviews using Provision Maps
Introduction of Sparx software to improve the	A: Improve the progress of disadvantaged students	Evidence shows that using Sparx Maths in Key Stage	Monitoring of student uptake and progress and	HoF Maths, Maths faculty	Termly

progress of DS students in Maths	through high quality teaching and learning B: Improve the percentage of disadvantaged students achieving grades 9-4 in English and Maths	3 leads to improved progress compared to the national average	attainment data		
Heads of Year working with target groups of DS students	A: Improve the progress of disadvantaged students through high quality teaching and learning E: Disadvantaged students and their families show an increased engagement with school, including increased attendance to school and attendance to school events	EEF evidence shows that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.	Monitoring of attainment, behaviour and attendance data	HoY, PC, VP (Inclusion), AP (Student Services), Outcomes team	Termly
Structured mentoring of DS students (including staff and peer mentoring from prefects and 6 th form students, and strategies such as Level Best)	A: Improve the progress of disadvantaged students through high quality teaching and learning E: Disadvantaged students and their families show an increased engagement with school, including increased attendance to school and attendance to school events	EEF evidence shows that programmes which have a clear structure and expectations, provide training and support for mentors are associated with more successful outcomes.	Student and staff feedback, monitoring of attainment, behaviour and attendance data	Outcomes team, HoY, PC, Leadership team, other staff as appropriate	Termly
Metacognition and revision skills sessions with DS students	A: Improve the progress of disadvantaged students through high quality teaching and learning B: Improve the	EEF evidence shows that metacognition and self-regulation approaches have consistently high levels of impact	Student feedback, monitoring of attainment data	Deputy Outcomes Lead, VP (Outcomes)	At the end of the session cycle

	percentage of disadvantaged students achieving grades 9-4 in English and Maths				
Breakfast club – free breakfast for Year 11 DS students during the exam season	A: Improve the progress of disadvantaged students through high quality teaching and learning B: Improve the percentage of disadvantaged students achieving grades 9-4 in English and Maths	We want to ensure that our Year 11 DS students have the best chance of succeeding in their GCSE exams. EEF evidence shows that breakfast clubs can improve both behaviour in class and pupil attainment for DS students.	Student voice, monitoring uptake from DS students	Outcomes team	July 2020
Total budgeted cost:					£53,500
Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff involved	When will you review this?
Engagement with parents of DS students, including with parents of Year 6 to provide the best possible start to their time at TCS	E: Disadvantaged students and their families show an increased engagement with school, including increased attendance to school and attendance to school events	EEF evidence shows that the transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. The association between parental engagement and a child's academic success is well established.	Feedback from parents and students, attendance to parent evenings/workshops	Outcomes team, HoY, PC, HoF, Leadership team	Termly
Discounted trips and academic materials for DS students	A: Improve the progress of disadvantaged students through high quality teaching and learning	To ensure that every student has the same opportunities and a positive experience of	Student and parent feedback, monitoring uptake from DS students	Deputy Outcomes Lead, HoF, Senior VP (Finance)	Termly interim reviews

	D: Ensure all PP students have the opportunity to attend trips to enhance their academic and personal development	learning in our school, we want to enable students of all backgrounds to have the opportunity to attend trips to enhance their academic and personal development, including working closely with partners such as Next Steps South West. We also want to make sure that students have access to academic materials such as revision guides to support their learning. Evidence from the EEF shows that outdoor studies consistently show positive benefits on academic learning, while there is also evidence that this impacts positively on self-esteem and self-confidence.			
Ensure that all DS students have the correct equipment to allow them to learn effectively in lessons	A: Improve the progress of disadvantaged students through high quality teaching and learning	To ensure that all practical barriers to learning are removed and that every DS student is learning in the classroom.	Monitoring of behaviour data	Tutors, Deputy Outcomes Lead	Termly
Introduce regular sessions in tutor time to improve the vocabulary of DS students	C: Improve the knowledge and use of vocabulary by disadvantaged students	EEF evidence shows that extending pupil vocabulary has a positive impact on learning, with a larger effect for DS students.	Feedback from students and tutors	VP (Teaching and Learning), VP (Outcomes), TLR holder for literacy, Deputy Outcome Lead	Termly
Use of PSHE time (including tutor time and Enrichment days) to raise	A: Improve the progress of disadvantaged students through high quality	We want to challenge the views of DS students and increase their awareness	Student voice, greater uptake to Key Stage 5, progress towards the	AP (Student Services), HoY, tutors	Termly

aspirations of DS students	<p>teaching and learning</p> <p>B: Improve the percentage of disadvantaged students achieving grades 9-4 in English and Maths</p> <p>D: Ensure all PP students have the opportunity to attend trips to enhance their academic and personal development</p>	of the opportunities available to them, to help raise their progress. The EEF states that essential life skills (or 'character') are important in determining life chances.	Gatsby benchmarks for careers and work experience programmes		
Access to music tuition – to encourage students to participate in extracurricular music lessons	A: Improve the progress of disadvantaged students through high quality teaching and learning	EEF evidence shows that increasing arts participation leads to improved outcomes in English, Mathematics and Science, with greater effects on average for disadvantaged pupils. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	HoF Music, Deputy Outcomes Lead	Monitoring numbers of DS students accessing music lessons	July 2020
				Total budgeted cost:	£57,500

Review of expenditure from previous academic year

Total amount: £157,080

Action	Cost	Intended outcome	Staff involved	Impact	Lessons learned
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<p>Quality First Teaching Aim: To improve the teaching and learning of all students including the provision for PP</p>	£8,000	Reduce the gap between PP and non PP in each year group	RHM, ML, JH	<p>Progress gap between DS and non-DS students widened over the year.</p> <p>Challenge Partners review saw good practice within the classroom for DS.</p>	As the gap has widened, this shows that a large scale change in strategy is required. An increased focus required to ensure DS students have access to high quality teaching, with consistent practice across the school through the introduction of the STRETCH model. SLT learning walks indicate that students can need more challenging work.
<p>English and Maths Intervention staff Aim: Boost the progress of KS3 and KS4 PP students</p>	£20,000	Reduce the gap between PP and non PP in each year group	REH, SMJ	Provision Map reviews show a positive impact for the English and Maths intervention groups.	More robust monitoring of intervention groups introduced using Provision Maps
<p>Year 11 Booster English and Maths lessons Aim: Improve the progress of underachieving students, including PP students during PE intervention lessons</p>	£16,000	Reduce the gap between PP and non PP in maths and English in year 11	SSK, SEA, PMH	Provision Map reviews show a positive impact for the English and Maths Year 11 intervention groups. Progress gap for PP students in English narrowed from -0.79 to -0.74.	More robust monitoring of intervention groups introduced using Provision Maps
<p>Science Intervention Aim: Use computer software targeting KS4 science including Science intervention lessons (year 11)</p>	£4,500	Impact: Reduce the gap between PP and non PP in each year group	RSA, CSS, Science staff	Percentage gap achieving 4+ in Science narrowed from 29.42% to 19.56%	Consider if using Tassomai is cost effective – investigate other alternatives
<p>Tracking and Monitoring Progress Aim: Track the progress of PP students and target students to help reach their potential</p>	£20,000	Reduce the gap between PP and non PP in each year group	JF, SEA, JH, SSK, CM, GW, TR, KPM, DEB	Progress gaps based on internal data became wider over the year – although this may in part be due to more accurate predictions, reflecting the overall picture in the	Ensure that resources are targeted towards PP students and that the impact is robustly evaluated.

				school.	
Aspirations Aim: Challenge PP students views and raising the progress of these students	£2,000	Increase the awareness of opportunities for students	JH, CER, SSK	Subsidised or free trips, including Science Big Bang Exhibition, MFL trip to Malaga, Plymouth University Health Showcase. Feedback from students was positive	Seek to expand on opportunities to provide aspirational trips and activities for PP students, including use of NSSW funding
Pastoral Coordinators Aim: Support both PP and non PP students across each year group using time to support emotional issues and checking their progress and attendance	£50,000	Reduced BFL points for PP students	CM, GW, JIH, RIH, SMD	Average RTL/BFL points for PP students increased from 24 in 2017-18 to 33 in 2018-19. However, it is difficult to compare as the behaviour system and policy changed in January 2019.	With the behaviour policy now stable, continue to monitor BFL points and work with new behaviour team to reduce points and increase time spent in lessons.
Tracking Absence Aim: Reduce the gap between PP and non PP students	£10,000	Increase the attendance of PP students	RW, JM	Average attendance in 2018-19 for PP students was 89.65%, compared with non-PP 93.96%. Gap 4.31%	Average attendance for PP students is still below non-PP students – consider implementing new strategies to increase PP attendance
Academic Materials Aim: Support students to maximise their achievement within lessons	£3,000	All PP students can access materials to complete work set		PP students given materials such as revision guides	Review provision of academic materials across the school to ensure there is a consistent offer for PP students
Breakfast club Aim: Provide free breakfast to year 11 during the exam season	£300	Students ready to work during the exam	SEA, SLT	High levels of positive student feedback demonstrated through Year 11 exit questionnaire	Offer provision during Year 11 PPE week. Expand range of healthier options
STARS and CAL provision Aim: Provide a learning base for PP and non PP students to support a personalised timetable	£20,000	Provide support for students	AH, DW, DCL	PP students at risk of exclusion have been supported in STARS and are achieving well in this setting. As a result of this intervention they are still in school and have higher	Look at a personalised programme of study for students in STARS, using resources from Pixl Build Up

				attendance.	
Year 7 Accelerate groups Aim: Target key students who have been identified as underperforming during year 7	£10,000	Provide support for students and improve attitude towards learning	SEA, KR, CM, MM	Some positive staff feedback relating to building relationships and collaboration with local organisations to develop community working. Positive in class differentiation so that T&L strategies appropriately pitched. Students now re-introduced to full timetable in Year 8.	This project was possible as there was staffing capacity available outside of curriculum time. This is not currently available for 2019-20.