



Pupil Premium Impact Assessment 2017-18

Overview

Introduced in 2011, the Pupil Premium is additional funding to help schools close the progress gap between students from low-income & other Disadvantaged families, and their peers. This is based on research showing that these children often perform less well at school than others. Whilst in many cases, families are able to fully support their children to become highly successful, some Pupil Premium students can face challenges such as poor language and communication skills, less family support, lack of confidence and issues with attendance and punctuality. The Government believes that the Pupil Premium is the best way to address the current inequalities between eligible students and their peers, as it is intended to directly benefit the children who are eligible, helping to narrow the gap between them and their classmates. At Tomlinscote, we have high expectations that Pupil Premium students should be as successful as their peers.

Tomlinscote receives funding for students eligible for Free School Meals (FSM), or who have been eligible at any time over the last six years (known as 'Ever 6 FSM'), students who are in care, adopted from care or 'looked after'.

It is for schools to decide how the Pupil Premium allocated to schools is spent, since the Government deems that they are best placed to assess what additional provision should be made for the individual students within their responsibility. Schools are free to spend the Pupil Premium as they see fit and whilst support must be targeted at students eligible for the Pupil Premium, some provision will inevitably benefit other students.

Provision/allocation of funding

Tomlinscote School's Pupil Premium allocation for 2017-2018 was approximately £133,000 – the IDSR indicates that 9.4% of students have been eligible for FSM at any time during the last 6 years.

Impact of Pupil Premium Funding

At Tomlinscote, the attainment and progress of students eligible for Pupil Premium is above that found nationally.

The following data is taken from the school's 2018 Inspection Data Summary Report (the annual analysis of each school's performance produced by the government). This report considers 'Disadvantaged Students' and there were 30 students in the Year 11 Cohort included in the Progress data (31 for Attainment). The Progress 8 figure for Tomlinscote Disadvantaged students is -0.35. Two students had a particularly negative impact upon the Disadvantaged results (including one who was unable to sit several examinations because of medical problems). If these significant outliers were taken out, the result would switch to -0.18 (-0.28 with only the latter excluded from the calculations) against a National Disadvantaged Progress 8 figure of -0.44.

Disadvantaged attainment at 4+ and 5+ (English & Maths)

4+ English & Maths	58%	45% National Disadvantaged students 64% National all students 72% National non-Disadvantaged students
5+ English & Maths	36%	25% National Disadvantaged students 43% National all students 50% National non-Disadvantaged students

Disadvantaged English Baccalaureate

Entries	58%	26% National Disadvantaged students 38% National all students 43% National non-Disadvantaged students
4/C+ (percentages of the above)	16%	12% National Disadvantaged students 24% National all students 29% National non-Disadvantaged students

Disadvantaged Attainment 8

Average score per pupil	42	37 National Disadvantaged students 47 National all students 50 National non-Disadvantaged students
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Disadvantaged Progress 8

Average score	-0.35	-0.44 National Disadvantaged students -0.03 National all students +0.13 National non-Disadvantaged students
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A closer analysis shows that, whilst Disadvantaged students with High Prior Attainment did not make sufficient progress (in line with whole school headlines), those with Lower Prior Attainment scored a positive Progress 8 score (+0.08). This is a real success.

At subject level, it is noticeable that Disadvantaged students at Tomlinscote find it harder to make as much progress in English and other literacy-based subjects as they do in Maths. There seems to be a pattern of lack of progress at KS2 that needs to be made up for.

In the EBacc at grade 4/C+, the gap between Tomlinscote Disadvantaged students and National non-Disadvantaged students has narrowed by 2%.

Specific Activities 2017-18

AREA OF SCHOOL LIFE	FUNDED ACTIVITIES	IMPACT
<p>Student Support Officers</p>	<p>Permanent employment of 2 members of staff (1 KS3 & 1 KS4)</p>	<p>Working closely with all students but in particular with Pupil premium students. In 2017-2018, 60 Pupil Premium students had contact with either member of staff in order to discuss/address pastoral issues and a number of those had regular contact. Close contact with outside agencies on a number of occasions and with parents/carers in all cases.</p> <p>In 2017-2018, the 8 LACs at Tomlinscote in Years 7 to 13 received substantial attention and support (a minimum of 6 formal meetings per year involving preparation ahead and report writing, meetings with the students themselves, regular phone contact with carers, etc.).</p> <p>In addition, 16 other Pupil Premium students were involved in the 'Early help' process (involving meeting with external agencies on a regular basis, report writing, etc.).</p> <p>The data shows that the percentages of Pupil Premium students gaining Fixed Term exclusions is low within each year group:</p> <ul style="list-style-type: none"> . none in the Yr7 cohort, . 0.37% of the whole Yr8 cohort (2.86% of the Yr8 PP group), . 0.76% of the whole Yr9 cohort (6.25% of the Yr9 PP group), . 1.57% of the whole Yr10 cohort (12.12% of the Yr10 PP group), . none in the Yr11 cohort. <p>In comparison, the overall school figure for students gaining a fixed term exclusion in 2017-2018 was 2%.</p> <p>Student Support Officers have helped bring percentages even lower than the previous year and a significant number of interventions occurred with Disadvantaged students. There were no permanent exclusions for Pupil Premium students during this period.</p>
<p>Additional Staffing in Maths</p>	<p>Employment of an additional member of staff who works with Disadvantaged students. Targeted intervention with small groups of students withdrawn from lessons at KS3 & KS4.</p>	<p>The Disadvantaged Progress 8 score was -0.09 (-0.02 without one significant outlier), against a score of -0.22 the previous year.</p> <p>In addition, 10 Yr11 Pupil Premium students attended Saturday workshops every other week in 2018. Their Maths Progress 8 score was +0.33 overall.</p> <p>Targeted intervention with this member of staff also took place with other Year groups, twice a week.</p>

<p>Literacy</p>	<p>Development of the Accelerated Reader programme, now in its fourth year</p>	<p>Pupil Premium Yr7 growth: there was a +7-month improvement during the 9-month period with the Yr7 Pupil Premium students.</p> <p>Pupil Premium Yr8 growth: there was a +4-month improvement during the 9-month period with the Yr8 Pupil Premium students.</p> <p>Some Yr7 & Yr8 students joined a targeted group with a member of staff and their progress was 5 months for Yr7 students and 2 months for Yr8 students.</p> <p>One member of staff assisted by Yr8 Reading Mentors supported some Yr7 students with one-to-one reading.</p>
<p>Curriculum Provision</p>	<p>GASP Motor Project</p> <p>Core PE options</p>	<p>6 Pupil Premium students were involved in this project, fully funded, in order to provide them with an insight into a specific trade and the opportunity to pick up new skills successfully.</p> <p>16 Pupil Premium students were able to enjoy a broader range of sporting activities thanks to classes/lessons in Golf, Zumba, etc. This enabled some to unearth hidden talents and all to practise new skills.</p>
<p>Information Technology</p>	<p>Laptops and iPads for Learning scheme On-site technician support for troubleshooting, repair, replacement & upgrades</p>	<p>The school operates a 1:1 IT device scheme for all students to support their learning. Pupil Premium students were provided with the opportunity of a free iPad, including apps, insurance, warranty and accessories for use to home as well as at school. The provision ensures that all Pupil Premium students have access to a device to support their learning and not be Disadvantaged. Access to an IT device promotes individual learning, increased motivation through engagement and enables different forms of learning.</p>
<p>Educational Visits</p>	<p>Financial assistance for visits which support personal development and enhance academic study</p>	<p>23 students received Pupil Premium funding to help finance part of their Year 7 MFL trip. 6 of these students travelled to Germany and 17 to France. This is an opportunity for students to go to France/Germany and immerse themselves in a different environment, learning about both the countries as well as French/German culture, food and history. It enabled them to experience the culture with their peers on an equal footing. This trip helped develop valuable social skills as they were spending longer periods of time with their peers, travelling together, having joint meals, learning to live with others as well as gaining skills to cope with issues when and if they arose. It not only boosted their confidence as language learners, but it also boosted their confidence as individuals.</p>

		<p>1 Pupil Premium student benefited from these funds to finance part of her participation in the German Exchange. The scheme enabled her to experience German culture at first hand, as well as have the opportunity to see her class work come to life. In addition to having to communicate with her host family, she was provided with various language activities to develop her linguistic skills, whilst in the local school or during outings. There is strong evidence at Tomlinscote that those who take part in an exchange visit achieve higher grades in their examinations.</p> <p>The Pupil Premium funds enabled 4 students to take part in the geography GCSE field studies trips. The first trip was in Year 10 to Juniper Hall where the students carried out a study on 3 different parts of the river. The second trip was to Guildford where the students carried out a human geography project, including asking questionnaires to the public about the quality of life in the area. Furthermore, some funds were allocated to Pupil Premium students to attend the Swanage trip. This is an optional trip where the students get to see in real life the geographical features they learn about in lessons. A weekend was spent travelling to different sites around the South Coast. This brings Geography to life for the students.</p> <p>6 students have benefitted from financial help towards the Photography trip to Barcelona. This provided them with the opportunity to go, travel with the rest of the students, find out about Spanish culture, food, history and immerse themselves in a different environment. Students visited art galleries, took part in a street tour, visited the Sagrada Familia and Park Guell, as well as many other sites and scenes whilst there. They came back with a breadth of knowledge about the city and new artists, ready to develop their coursework. The trip ensured a great starting point for Year 11 and the work is used in their GCSE projects.</p> <p>3 students attended the Creative Digital Media trip to Chessington in order to provide them with opportunities to complete aspects of their coursework. The cost of the activity was met thanks to Pupil Premium funding.</p> <p>3 Pupil Premium students took part in the History trip to Berlin thanks to financial help from the relevant funds. The opportunity provided them with an enhanced educational, cultural and social experience that they could not get in the classroom. Students' feedback expresses their appreciation of being able to explore a city that they have studied extensively and also enable them time to independently learn about the differences of English / German culture. Pupil Premium students feel more confident understanding their GCSE content</p>
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		<p>by using the physical historical context that they visited. Students are also encouraged to use their linguistic skills to socially interact with museum staff and as a result, the cross-curricular value of the trip is fantastic.</p> <p>A GCSE PE climbing trip was organised for those students either underachieving, struggling to achieve a good score for all 4 sports for their practical coursework or were injured throughout the course, of which 7 were Pupil Premium students. This trip greatly affected their practical mark and subsequent overall grade, as for the vast majority Climbing became either their best or second best practical mark.</p> <p>An additional Kayaking trip was organised for students in need of a practical coursework grade boost. 3 Pupil Premium benefited from funding in order to partake.</p> <p>7 Pupil Premium students received financial support in order to enable them to attend the Blood Brothers English theatre trip, in relation to the material studied in class. In addition, another 44 students attended Macbeth theatre company performances in school thanks to financial support from Pupil Premium funds, which also supported their learning. 11 students attended English Poetry Live thanks to Pupil Premium funding.</p> <p>4 Pupil Premium students received financial support for the History Battlefields trip in order to enable them to experience learning outside the classroom.</p> <p>1 Pupil Premium student received financial support in order to enable to attend Les Misérables Drama trip, in relation to the material studied at school.</p> <p>9 Art Pupil Premium students attended a trip to the Sea Life Centre and another 6 visited the Victoria & Albert museum, fully funded.</p>
Essentials	<p>Uniform</p> <p>Transport</p> <p>Attendance</p>	<p>Items of uniform and resources for curriculum subjects continued to be provided for eligible students.</p> <p>Transport costs were met for students who required assistance with getting to and from school. This was justified by students accessing examinations and lessons on a regular basis.</p> <p>There were 7.3% of sessions missed for Pupil Premium students owing to absence. The gap between Pupil Premium and non-Pupil Premium reduced down to 2.7% compared to the previous year.</p>

Extra-curricular involvement	<p>Musical instrument and tuition costs</p> <p>Duke of Edinburgh Award Scheme</p> <p>Indonesian Expedition</p>	<p>Significant investment in supporting between 10 and 15 Pupil Premium students (depending on which stage of the year) to play an instrument or take part in some other music activity such as singing lessons. Pupil Premium students had extra-curricular tuition paid for with Flute, Singing, Saxophone, Bassoon and other lessons.</p> <p>3 students eligible for access to the Pupil Premium funding undertook DofE Bronze Award training and development. They were also able to borrow all the equipment needed free of charge.</p> <p>1 Pupil Premium student received funding in order to purchase the equipment necessary to take part in the World Challenge Expedition to Indonesia. This experience helped her develop life skills and resilience, as well as mental & physical strength.</p>
Training and learning resources	<p>Department bids for funds in order to improve outcomes for eligible students in specific subject areas</p>	<p>Pupil Premium funding is sought by departments through a bid system in order to acquire resources and develop materials specifically aimed at improving educational outcomes for eligible students e.g. Maths equipment, controlled assessment materials in Design Technology, Catering materials, Photography materials, Art packs & materials, etc.</p> <p>A great deal of support was provided for 1 student undertaking Photography GCSE with funding directed towards a camera (thus allowing him to do the homework and develop his skills outside of school) and materials required for the course.</p>
Teaching and Learning	<p>KS3</p>	<p>The school's tracking of data shows that by the end of KS3, 63% of Pupil Premium students gained 5 sub-levels of progress in English from KS2 (compared with 56% the previous year). The Tomlinscote non-Pupil Premium figure was 64% (5 sub-levels of progress).</p> <p>In Maths, 77% of Pupil Premium students gained 5 sub-levels of progress from KS2 (compared with 73% the previous year). The Tomlinscote non-Pupil Premium figure was 92% (5 sub-levels of progress).</p>
Revision materials Additional support	<p>Homework clubs</p>	<p>KS5 students have been deployed punctually for varying periods of time in order to support a range of Pupil Premium students with the effective completion of their homework.</p> <p>Implementation of Sixth form mentoring support in Maths.</p>

	<p>Breakfast Club</p> <p>Provision of Online resources for students not attending school & those at school</p> <p>Revision Guides</p> <p>Private Tutoring</p>	<p>The English Faculty organised a regular morning club to support targeted students with aspects of their work. Between 15 and 20 Pupil Premium students attended, with their breakfast provided free of charge thanks to Pupil Premium funding.</p> <p>Educational provision was made through Academy 21 online courses for 2 students, as well as Online Surrey school lessons for another Pupil Premium student and NWSSS for a further Pupil Premium student.</p> <p>All Pupil premium students had revision guides bought for them in Years 10 or 11 in Business Studies, Computer Science, English, Geography, History, Maths and Science.</p> <p>3 Pupil Premium students received financial support towards the cost of Private Tutors in History and Science.</p>
<p>Health and well-being Developing Aspiration</p>	<p>Listening Ear/Relate counselling</p> <p>Self-esteem and social skills training</p> <p>Mindfulness</p> <p>Resilience</p>	<p>11 students (including some Pupil Premium) benefited from the 'Listening Ear' service and 67 students (including some Pupil Premium) engaged with 'Relate' counselling over the course of the year. These forms of support are available to all students in school with a range of social and emotional difficulties.</p> <p>In-house provision provided, aimed at aiding transition between junior schools and Tomlinscote for 38 Pupil Premium students. The focus of this was on building social skills for Year 7 and developing personal confidence. Students were also invited to attend 'FUN club' Fridays, during Period 6 every week.</p> <p>All Year 7 students (including Pupil Premium) have access to Mindfulness lessons on a rota with Maths lessons, aiming to decrease stress levels and psychological distress.</p> <p>Staff also attended a training session on Mindfulness to help them pass on the benefits to students.</p> <p>Several Pupil Premium students in Years 7 and 8 attended an Eikon workshop in order to develop their resilience and social skills. Furthermore, Year 8 targeted Pupil Premium students facing behavioural issues or underachievement in several areas also attended another workshop. This was run by a Tomlinscote member of staff for 7 weeks, aiming to address students' lack of confidence, lack of resilience and friendship issues.</p>

Reward	SEN Pantomime trip Year 11 Prom	12 Pupil Premium students with Special Educational Needs attended a Christmas Pantomime show in reward for the progress made with their studies. 3 students' Prom tickets were financed by Pupil Premium funds in order to enable them to attend.
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