



Tomlinscote School **Pupil Premium Impact Assessment 2018-2019**



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 support at home, 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 them, 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'. In addition, the school also receives the Service Pupil Premium for children of Service families, to assist in providing the additional support that these children may need.

It is for schools to decide how the Pupil Premium allocation is spent, since it is deemed 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 2018-2019 was approximately £136,000 – the ASP indicates that 10.8% of students were Disadvantaged in the Year 11 cohort.

Impact of Pupil Premium Funding

At Tomlinscote, the attainment and progress of Disadvantaged students are above those found nationally.

The following data is taken from the school's 2019 ASP report (the annual analysis of each school's performance produced by the government). This report considers 'Disadvantaged students', of whom there were 24 in this Year 11 cohort.

The Progress 8 figure for Tomlinscote Disadvantaged students is -0.29 (improved from -0.35 the previous year). Two students had a particularly negative impact upon the Disadvantaged results as they did not sit any final examinations due to reasons outside of our control (but the school does not off-roll students). If these significant outliers were taken out of the calculations, the result would switch to -0.08 against a National Disadvantaged Progress 8 figure of -0.45. It is very pleasing to see our Disadvantaged gap narrowing, although further progress still needs to be made.

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

4+ English & Maths	54% (59%)	44% National Disadvantaged students 64% National all students 72% National non-Disadvantaged students
5+ English & Maths	21% (23%)	24% National Disadvantaged students 43% National all students 50% National non-Disadvantaged students

Disadvantaged English Baccalaureate

Entries	42% (45%)	27% National Disadvantaged students 40% National all students 44% National non-Disadvantaged students
Average score per student	3.22 (3.51)	3.07 National Disadvantaged students 4.07 National all students 4.42 National non-Disadvantaged students

Disadvantaged Attainment 8

Average score per student	38.80 (42.02)	36.54 National Disadvantaged students 46.55 National all students 50.15 National non-Disadvantaged students
Average English score per student	8.71 (9.45)	8.09 National Disadvantaged students 9.93 National all students 10.59 National non-Disadvantaged students
Average Maths score per student	6.92 (7.55)	7.00 National Disadvantaged students 9.05 National all students 9.78 National non-Disadvantaged students

Disadvantaged Progress 8

Average score per student	-0.29 (-0.08)	-0.45 National Disadvantaged students -0.03 National all students +0.13 National non-Disadvantaged students
Average English score per student	-0.22 (+0.05)	-0.44 National Disadvantaged students -0.04 National all students +0.11 National non-Disadvantaged students
Average Maths score per student	-0.49 (-0.30)	-0.39 National Disadvantaged students -0.02 National all students +0.11 National non-Disadvantaged students

A closer analysis at subject level shows that Disadvantaged students found it harder to make as much progress in Maths and Science as they did in English at Tomlinscote. The opposite used to be true historically at this school and the targeted effort to increase progress in English seems to have paid its dividends. However, the focus now needs to switch to Maths and Science...

The EEF Families of Schools Database shows Tomlinscote in 15th position out of 50 within our group of similar schools, in terms of Pupil Premium Progress 8 average score over 3 years (2016-2018), approximately 0.10 above the Family average.

The 2019 gap having narrowed compared to 2018 is encouraging.

* All figures in bracket refer to Tomlinscote Disadvantaged data without two significant outliers who did not sit any final exams.

Specific Activities 2018-2019

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 2018-2019, 46 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>7 LAC students 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.). In addition, 20 Pupil Premium students, including the 7 LACs, 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 remains low within each year group:</p> <ul style="list-style-type: none"> . 0.35% of the whole Yr7 cohort (2.44% of the Yr7 PP group), . 0.69% of the whole Yr8 cohort (5.13% of the Yr8 PP group), . 1.85% of the whole Yr9 cohort (16.67% of the Yr9 PP group), . 0.77% of the whole Yr10 cohort (7.70% of the Yr10 PP group), . 1.17% of the whole Yr11 cohort (9.09% of the Yr11 PP group). <p>In comparison, the overall school figure for students gaining a fixed term exclusion in 2018-2019 was 2.35%.</p> <p>Student Support Officers have helped keep percentages low and a significant number of interventions occurred with Disadvantaged students. There were no permanent exclusions for Pupil Premium students during this period.</p>
<p>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>8 Yr11 Pupil Premium students attended Saturday workshops every other week in 2019.</p> <p>Additional targeted intervention with the same member of staff also took place within curriculum hours.</p>
<p>Literacy</p>	<p>Development of the Accelerated Reader programme in its fifth year</p>	<p>Accelerated Reader:</p> <ul style="list-style-type: none"> . there was a +8-month improvement during the 9-month period with the Yr7 Pupil Premium students, this compared against a +11-month improvement across the whole year group.

		<p>. there was a +5-month improvement during the 9-month period with the Yr8 Pupil Premium students, this compared against +6-month improvement across the whole year group.</p> <p>One member of staff assisted by Yr8 Mentors supported 3 Yr7 students with one-to-one reading sessions as part of the after-school Carnegie reading group.</p>
Curriculum Provision	<p>GASP Motor Project</p> <p>Breadth of opportunities</p> <p>Enhanced provision through use of subject-specific workshops</p>	<p>3 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>6 Pupil Premium students took part in Rock Climbing and Kayaking activities in order to broaden the range of sports they could use for the final submission as part of their GCSE Sports Science course. Pupil Premium funding was used to cover the cost of relevant fees.</p> <p>6 Pupil Premium students attended the Blood Brothers Drama workshop thanks to financial support.</p> <p>2 Pupil Premium students benefitted from a GCSE Dance workshop to boost their skills and understanding of the course content.</p> <p>5 Pupil Premium students received funding in order to be involved in the English DNA workshop, providing a more hands-on experience with the learning to further understand and consolidate knowledge of the plays that they were studying for GCSE.</p> <p>39 Yr7 Pupil Premium students attended the RedHeart Theatre production of Gothic Tales, heightening their understanding of the texts and enabling them to experience literature in a more dynamic way (understanding the impact of the Gothic on audiences to enable greater empathy and recognising effect, in preparation for the 19th Century texts at GCSE Literature).</p> <p>37 Pupil Premium students also attended a Globe Players performance of Romeo & Juliet in school thanks to financial support from Pupil Premium funds, which supported their learning by heightening their understanding of the texts and enabling them to experience literature in a more dynamic way.</p> <p>30 students attended the English An Inspector Calls performance thanks to Pupil Premium funding.</p>
Information Technology	Laptops and iPads for Learning scheme	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 either a

	<p>On-site technician support for troubleshooting, repair, replacement & upgrades</p>	<p>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>In addition, 5 Pupil Premium students were provided with a keyboard and a protective case to fit their iPads, in order to provide them with an alternative to producing handwritten work and thus meet their specific needs.</p>
<p>Educational Visits</p>	<p>Visits supporting personal development and enhancement of academic study</p>	<p>2 Pupil Premium students benefited from these funds to finance part of her participation in the Spanish Exchange. The scheme enabled them to experience Spanish culture at first hand, as well as have the opportunity to see their class work come to life. In addition to having to communicate with their host family, they were provided with various language activities to develop their 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>27 students received Pupil Premium funding to help finance part of their Year 7 MFL trip. 7 of these students travelled to Germany and 20 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>The Pupil Premium funds enabled 1 student to take part in the geography GCSE field studies trip to Swanage. This is an optional trip where the students get to see the geographical features they learn about in the lessons in real life. A weekend was spent travelling to different sites around the South Coast. This brings Geography to life for the students.</p> <p>6 Pupil Premium students attended the Art/photography trip to Kew Gardens to research and collect a range of imagery for use in coursework portfolio in order to enhance coursework submissions and final examination results. Students were able to inform their own choices through their research.</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. A further 9 Pupil Premium students attended the Creative Digital Media trip to Thorpe Park in order to collect data for the coursework component (taking photographs, video footage, recording soundscapes) and use the material to produce competent coursework.</p> <p>5 Pupil Premium students received financial support for the History Battlefields trip in order to enable them to experience learning outside the classroom.</p> <p>7 Pupil Premium student received financial support in order to enable to attend the Comedy about a Bank Robbery Drama trip, in relation to the material studied at school.</p> <p>1 Pupil Premium student attended a Dance theatre trip to Swan Lake free of charge in order to experience live ballet by a professional dance company. This subsequently provided her with a cultural reference point to include in her verbal and written responses in class and practical work.</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 with students accessing examinations and lessons on a regular basis.</p> <p>There were 8.3% of sessions missed for Pupil Premium students owing to absence. The gap between Pupil Premium and non-Pupil Premium increased slightly to 3.9% compared to the previous year, mostly due to a few long-term</p>

		school refusers who are reluctant to engage with attempts to bring them back into school.
Extra-curricular involvement	<p>Musical instrument and tuition costs</p> <p>Duke of Edinburgh Award Scheme</p> <p>Indonesian Expedition</p> <p>PE extra-curricular activities</p>	<p>Significant investment in supporting 11 Pupil Premium students to play an instrument. Pupil Premium students had extra-curricular tuition paid for with Flute, Saxophone, Clarinet and French Horn.</p> <p>4 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, resilience, as well as mental & physical strength.</p> <p>1 Pupil Premium student received funding in order to partake in the Football and Netball Tour to Spain, providing an opportunity to attend an extra-curricular trip abroad as part of a team and develop the ability to lead and get involved with coaching sessions for lower-school netball teams.</p>
Training and learning resources	Department bids for funds in order to improve outcomes for eligible students in specific subject areas	<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>10 Pupil Premium Photography students and 1 Art student were provided free of charge with all materials required for the course.</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).</p>
Teaching and Learning	KS3	<p>The school's tracking of data shows that by the end of KS3, 75% of Pupil Premium students were meeting expectations based on their Prior Attainment. The Tomlinscote non-Pupil Premium figure was 91%.</p> <p>In Maths, 57% of Pupil Premium students were meeting expectations based on their Prior Attainment. The Tomlinscote non-Pupil Premium figure was 84%.</p>

<p>Revision materials Additional support</p>	<p>Revision cards</p> <p>Revision Guides</p> <p>Provision of Online resources for students not attending school & those at school</p>	<p>8 Pupil Premium students following the GCSE PE course were provided with AQA revision cards for this subject.</p> <p>All Pupil premium students had revision guides bought for them in Years 10 or 11 in Business Studies, Catering, Computer Science, Dance, English, Geography, History, Maths, RS and Science.</p> <p>Educational provision was made through Online Surrey school lessons for 1 Pupil Premium student.</p>
<p>Health and well-being Developing Aspiration</p>	<p>Counselling</p> <p>Anger Management</p> <p>Self-esteem and social skills training</p> <p>Mindfulness</p>	<p>‘Relate’ counselling available to all students in school with a range of social and emotional difficulties. 14 students were being seen at the end of the year, 28 finished the sessions and 15 were on the waiting list (of these, 13 were Pupil Premium).</p> <p>7 students, including 3 Pupil Premium, facing behavioural issues or underachievement in several areas attended an Anger Management workshop. This was run by a Tomlinscote member of staff for several weeks.</p> <p>In-house provision, aimed at aiding transition between junior schools and Tomlinscote for 10 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>1 Pupil Premium student was able to receive funding in order to partake in a theatre performance of Everyone's talking about Jamie, as part of an activity organised for the LGBT group, aiming to provide them with an experience of live theatre performance to increase their self-esteem/confidence.</p> <p>2 Pupil Premium students received funding in order to attend the Teen Girls Empowerment Conference in London, in order to raise their self-esteem, give them more confidence and support their ability to make choices.</p> <p>All Year 7 students (including Pupil Premium) had 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>

	Resilience	2 Pupil Premium students attended an Eikon workshop in order to develop their resilience and social skills.
Reward	SEN Pantomime trip	9 Pupil Premium students with Special Educational Needs attended a Christmas Pantomime show in reward for the progress made with their studies.