



Pupil Premium Impact Assessment 2016-17

Overview

Introduced in 2011, the Pupil Premium and Service Pupil Premium are 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 their peers. 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', or students whose parents are serving in the Armed Forces.

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 2016-2017 was approximately £130 000 – the IDSR indicates that 10% 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 across all measures, often significantly so. The Education Endowment Foundation ranks Tomlinscote School against a group of 50 very similar schools across the country and looks at the 3-year average (2014, 2015 & 2016). For many indicators Tomlinscote compares very favourably; 10th C+ grades (E+M), 18th (Value added Attainment 8), 19th (Attainment 8) and 25th (%5 A*-C Grades). The EEF states that the Disadvantaged National Average Attainment 8 is 43 points. Tomlinscote Disadvantaged Attainment is 46.3 (2014-2016) & 45.45 points in 2017. The EEF document "Attainment Gap report 2017" states that Outstanding schools have an in school gap on average of -11 points (60 points for non-disadvantaged students compared to 49 points for disadvantaged students). At Tomlinscote the difference is -7.68 points. The EEF data here will be updated when the 2017 data is published.

The following data is taken from the school's 2017 Inspection Data Summary Report (the annual analysis of each school's performance produced by the government). This report considers 'Disadvantaged Students' and there were 19 students in the Year 11 Cohort.

The 2017 Progress data can be compared against the 2016 and in places we have done this to emphasise trends. The Progress 8 figure for Tomlinscote Disadvantaged students is -0.25. We had 1 student who had a particularly negative impact upon the disadvantaged results. If this significant outlier was taken out, the result would switch to -0.07 and therefore very similar to last year (-0.06 in 2016). The National Disadvantaged Progress 8 figure is -0.40. A closer analysis shows that our disadvantaged students with lower prior attainment have made more progress than students nationally who were not disadvantaged. This is a real success. Middle and higher prior attainment students have reduced the gap to the non-disadvantaged.

Disadvantaged Progress 8 (Percentile national ranking)

	Overall	English	Maths	Ebacc
2016	30	21	17	32
2017	41	66	40	37

Disadvantaged Value Added (Percentile national ranking)

	Science VA	Languages VA	Humanities VA
2015	39	84	19
2016	51	63	20
2017	49	61	43

*Most Tomlinscote students take a language to GCSE whereas nationally this is not the case and is often an option subject.

Disadvantaged 4+ and 5+ (English & Maths)

4+ English & Maths	62%	63% National all students 71% National non-disadvantaged students
5+ English & Maths	29%	42% National all students 49% National non-disadvantaged students

Disadvantaged students in both English and Maths did better at grade 4 and above than children who were not disadvantaged in other schools managed. There is still a gap to how other Tomlinscote students performed. Our disadvantaged students find it harder to make as much progress in English and other literacy based subjects, as they have a significant legacy of underachievement to make up. They do well, but could make more progress.

In the Ebacc at grade 4/C+, 29% of Tomlinscote disadvantaged students achieved this measure. This is above the national average for all students and 15% only below the national non-disadvantaged students.

The progress made by Disadvantaged students was particularly pleasing in the open element of the progress 8 measure. This was -0.06 (+0.18 without the 1 outlier result) and an improvement compared to 2016. In terms of attainment 8 it compared equally with the national average for all students.

Specific Activities 2016-17

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 2016-2017, 50 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. This was particularly the situation with 4 vulnerable Year 11 students and the Student Support Officers minimised the amount of disruption caused to their lives as well as caused by them.</p> <p>In 2016-2017, the 14 LACs at Tomlinscote received substantial attention and support (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, 10 other Pupil Premium students were involved in the 'cause for concern' 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"> . 0.74% of the whole Yr7 cohort (5.56% of the Yr7 PP group), . 0.75% of the whole Yr8 cohort (9.09% of the Yr8 PP group), . 0.75% of the whole Yr9 cohort (7.41% of the Yr9 PP group), . 0.75% of the whole Yr10 cohort (5.71% of the Yr10 PP group), . 0% of the whole Yr11 cohort. <p>It is worth pointing out that in Yr8, one single student (who no longer attends Tomlinscote) was issued with 13.5 days of Fixed Term exclusions out of the overall 53 for the school.</p> <p>Student Support Officers have helped keep this % as low as possible 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 Ex-member of staff who worked with disadvantaged students. Targeted intervention with small groups of students withdrawn from lessons at KS3 & KS4.</p>	<p>Refer to the Maths Disadvantaged results in the section above. Disadvantaged Progress 8 was -0.22 (-0.08 without 1 significant outlier).</p> <p>Targeted intervention with the member of staff in very small groups – twice a week.</p> <p>In addition, 18 Pupil Premium students attended Saturday workshops every other week in 2017.</p>

<p>Educational Visits</p>	<p>Financial assistance for visits which support personal development and enhance academic study</p>	<p>18 students received Pupil Premium funding to help finance part of their Year 7 MFL trip. 10 of these students travelled to Germany and 7 to France (one student withdrew from the French trip at the last minute due to a family bereavement). 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 French Exchange and 2 students did for the German Exchange. The schemes enabled them to experience French/German 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 families, 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>The Pupil Premium funds enabled 12 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 river's study on 3 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 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 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, 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</p>
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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.

Four Pupil Premium students took part in the History trip to Berlin trip 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 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.

In addition, 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 injured throughout the course, of which 3 were Pupil Premium students. All 3 of the Pupil Premium students that attended the climbing course achieved a C grade overall and 66% hit their target level. This trip greatly affected their practical mark and consequent overall grade as for all 3 of them Climbing was either their best or 2nd best practical mark making approximately 20 UMS points per student. One student achieved one grade higher than if he hadn't gone on the trip, and the other 2 students would have scored a C- rather than achieving a grade one mark off exceeding their target grade.

8 Pupil Premium students received financial support in order to enable to attend the Blood Brothers English theatre trip, in relation to the material studied in class. In addition, they attended the Macbeth theatre company performance in school thanks to financial support from Pupil Premium funds, which also supported their learning.

7 Pupil Premium students received financial support for the History Battlefields trip in order to enable them to experience learning outside the classroom.

6 Pupil Premium students received financial support in order to enable to attend the Jane Eyre Drama trip, in relation to the material studied at school.

8 Pupil Premium students attended an Art trip to Pallent House Gallery, fully funded.

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>Furthermore, two brothers in Year 8 and 9 respectively were bought full PE kit in order to support their ability to participate in PE lessons regularly. This has had not only an impact on the amount of PE lessons they have actively taken part in but also has improved their practical core PE assessment grades as a result.</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 8.2% of sessions missed for Pupil Premium students owing to absence. The gap between Pupil Premium and non-Pupil Premium was small at 3.7%.</p> <p>The data shows that the percentages of Pupil Premium students with Persistent Absences are low within each year group:</p> <ul style="list-style-type: none"> . 1.85% of the Yr7 cohort, . 1.49% of the Yr8 cohort, . 3.77% of the Yr9 cohort, . 2.61% of the Yr10 cohort, . 2.69% of the Yr11 cohort. <p>This represents 2.48% of the Year 7 to 11 cohort.</p>
Extra-curricular involvement	<p>Musical instrument and tuition costs</p> <p>Duke of Edinburgh Award Scheme</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>1 student eligible for access to the Pupil Premium funding undertook DofE Bronze Award training and development. She was also able to borrow all the equipment needed free of charge.</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, etc.</p> <p>A great deal of support was provided for 2 students undertaking Photography GCSE with funding directed towards a camera (thus allowing them to do the</p>

		homework and develop their skills outside of school) and materials required for the course.
Teaching and Learning	KS3	The school's tracking of data shows that by the end of KS3, 56 % of students gained 5 sub-levels of progress in English from KS2 (compared with 52% the previous year). The Tomlinscote non-disadvantaged students figure was 59% (5 Sub LOP). In Maths, 73% of students gained 5 sub-levels of progress from KS2 (compared with 70% the previous year). The Tomlinscote non-disadvantaged students figure was 91% (5 Sub LOP).
Revision materials Additional support	Homework clubs Provision of Online resources for students not attending school & those at school Revision Guides	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. Implementation of Sixth form mentoring support in Maths. 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 SILC and NWSSS for a further 2 separate Pupil Premium students. All Pupil premium students had revision guides bought for them in Year 11 and for science in Year 10.
Health and well-being Developing Aspiration	Listening Ear/Relate counselling Self-esteem and social skills training Mindfulness Resilience	'Listening Ear' and 'Relate' counselling available to support all students in school with a range of social and emotional difficulties. In-house provision provided aimed at aiding transition between junior schools and Tomlinscote for around 20 disadvantaged/SEND students. The focus of this was on building social skills for Year 7 & 7 students and developing personal confidence. Well-being sessions with all Year 7 students in school. All Year 7 students (including Pupil Premium) have access to Mindfulness lessons on a rota with Technology lessons, aiming to decrease stress levels and psychological distress. Staff also attended a training session on Mindfulness to help them pass on the benefits to students. 13 Pupil Premium students in Years 7 and 8 attended an Eikon workshop in order to develop their resilience and social skills.

		Furthermore, 14 Year 9 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.
Reward	Year 11 Prom	One student's Prom ticket was financed by Pupil Premium funds in order to enable her to attend.