Thomas Middlecott- **Pupil Premium Plan 2018/19**

A Guide to Pupil Premium

If your child is eligible for free school meals, their schools may also be entitled to receive a sum of money to boost their learning. This guide explains the allocation of the Pupil Premium for Thomas Middlecott Academy and its students.

What is the Pupil Premium?

Introduced in 2011, **the Pupil Premium is a sum of money given to schools each year by the Government to improve the attainment of disadvantaged students**. This is based on research showing that students from low income families perform less well at school than their peers. Research showed that often, students who are entitled to Pupil Premium face challenges such as poor language and communication skills, less family support, lack of confidence and issues with attendance and punctuality compared to non-Pupil Premium students. The Pupil Premium is intended to directly benefit the students who are eligible, helping to narrow the gap between them and their classmates and their peers nationally.

Is your child eligible?

Schools are given a Pupil Premium for:

- Students who have qualified for free school meals at any point in the past six years. The school receives [£935] for each of these students.
- Students who have been looked after under local authority care for more than one day. These school is awarded a premium of [£2300].

How is it spent at Thomas Middlecott Academy

Schools can choose how to spend their Pupil Premium money, as they are best placed to identify what would be of most benefit to the students who are eligible. Common ways in which schools spend their Pupil Premium fund include:

- Extra one-to-one or small-group support for students within the classroom.
- Employing extra teaching assistants to work with classes.
- Running catch-up sessions before or after school, for example for students who need extra help with particular skills.
- Providing extra tuition for able students who receive the Pupil Premium.
- Funding educational trips and visits.

Thomas Middlecott- **Pupil Premium Plan 2018/19**

At Thomas Middlecott, Pupil Premium money will be used to support the following areas identified as barriers to success for Pupil Premium students:

- To boost literacy (reading and writing) levels of entry students
- To develop a EAL provision within TMA-EAL above 30%
- To support students who demonstrate unacceptable and challenging behaviour causing disruption to lessons and learning
- To provide young carers with the support and guidance they require

All schools have to show that they are using their Pupil Premium fund appropriately. This is measured through Ofsted inspections and annual performance tables showing the progress made by students who are eligible for Pupil Premium. In Thomas Middlecott **the Pupil Premium Plan 2018/19** (shown below), shows how much money has been allocated, how the academy intends to spend it, how the previous year's allocation was spent and how it is making a difference to the attainment of disadvantaged students.

If your child qualifies for free school meals, it's important that you tell us – even if they take a packed lunch – as this enables them to claim Pupil Premium.

Thomas Middlecott- **Pupil Premium Plan 2018/19**

1. Summary information					
Academy	**Thomas Middlecott Academy**				
Academic Year	2018=19	**Total PP budget received 18/19** **Total Planned PP spend 18/19**	140,680	**Date of most recent PP Review**	Oct 18
Total number of students	500	**Proportion of students eligible for PP = [number]/[number on roll] =** [percent] 150/500=30	Year 7: 33 Year 8: 33 Year 9: 20 Year 10: 32 Year 11: 32	**Date for next internal review of this strategy**	Jan 19

Year 11 achievement targets			
	Disadvantaged students	*Non-disadvantaged students*	*national average 2018*
Progress 8	0.241	0.317	-0.02
Attainment 8	39.45	29.66	47.5
Basics 9-7	3.3	1.4	
Basics 9-5	36.7	21.4	45%
Basic 9-4	53.3	51.4	66%
EBacc strong pass	3.3	4.3	
EBacc standard pass	6.7	7.1	

Academy attendance targets			
	Disadvantaged students	*Non-disadvantaged students*	*national average 2018*
Attendance	95.2%	95.2	94.8%
Persistent absence	7.4 (set by school)	7.4 (set by school)	12.8%

Thomas Middlecott- **Pupil Premium Plan 2018/19**

Year 11 Achievement Review (Jan 19)			
	Disadvantaged students	*Non-disadvantaged students*	*Distance from national average 2018*
Progress 8			
Attainment 8			
Basics 9-7			
Basics 9-5			
Basic 9-4			
EBacc strong pass			
EBacc standard pass			
Year 11 Achievement Review (Apr 19)			
	Disadvantaged students	*Non-disadvantaged students*	*Distance from national average 2018*
Progress 8			
Attainment 8			
Basics 9-7			
Basics 9-5			
Basic 9-4			
EBacc strong pass			
EBacc standard pass			
July 2018 GCSE results (for benchmarking purposes)			
	Disadvantaged students	*Non-disadvantaged students*	*All Pupils Nationally 2018*
Progress 8	-0.65	0.167	-0.02

Thomas Middlecott- **Pupil Premium Plan 2018/19**

Attainment 8	31.67	31.47%	47.8
Basics 9-7	0%	3.8%	
Basics 9-5	12%	29.5%	45%
Basic 9-4	36%	46.2%	66%
EBacc strong pass	0.0	1.3%	
EBacc standard pass	0.0	2.6%	
Attendance of disadvantaged students			
	Disadvantaged students	*Non-disadvantaged students*	*All Pupils Nationally 2018*
Attendance	95.86%	96.64%	94.8%
Persistent absence	9.8		12.8%
Achievement targets in other year groups			
	Disadvantaged students	*Non-disadvantaged students*	
Year 7 % of students achieving 9-4	60.6	78.3	-17.7
Year 7 % of students achieving 9-5	42.4	43.5	-1.1
Year 8 % of students achieving 9-4	59	54.4	-4.4
Year 8 % of students achieving 9-5	40	40.16	-1.1
Year 9 % of students achieving 9-4	46	54.8	-8.8
Year 9 % of students achieving 9-5	28.6	32.3	-3.7
Year 10 % of students achieving 9-4	20	38.6	-18.6
Year 10 % of students achieving 9-5	6.7	14.3	-7.6

Thomas Middlecott- **Pupil Premium Plan 2018/19**

2. Disadvantaged students' barriers to achievement			
In-school barriers *(issues to be addressed at the academy)*			
A.	New EAL starters in y11 who are struggling to access the curriculum due to their understanding of English being extremely weak		
B.	Students who struggle to comply with trust and academy expectations.		
C.	Students whose reading ages prevent them accessing a full curriculum and limit progress.		
D.	Students arriving at the academy with low self esteem		
E.			
F.			
External barriers *(issues which also require action outside the academy, such as low attendance rates)*			
G.	Parental engagement and low aspiration		
H.	A high proportion of students live outside of the locality and travel from rural communities to the academy		
I.	Cultural barriers- Acceptance of different cultural elements		
3. Desired outcomes in addition to achievement			
	Desired outcomes and how they will be measured	*Success criteria*	
A.	Improve students' behaviour leading to a reduction in the number of exclusions	Fewer than 150 exclusions/year	
B.	Improved reading ages	95% of students having at least age related reading ages	
C.	Identified EAL students accessing the whole curriculum as a result of improvements in the effectiveness of the EAL provision.	Development of an engaging and supportive EAL strategy to ensure inline progress for EAL students	
D.	Improve the attitudes to learning of disadvantaged students in all year groups	Greater % of students receiving grade 4 average for ATL	
E.	Increase the proportion of disadvantaged pupils participating in extra-curricular activity	Increased student participation in extracurricular activities.	
4. Planned expenditure			5.

Thomas Middlecott- **Pupil Premium Plan 2018/19**

Academic year	**2018/19**					
The three headings below enable schools to demonstrate how they intend to use the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all (Red-high priority, Orange-medium Priority, Green-Low priority)						**ii.**
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implement ation?**	**COST**
Improve progress and attainment of disadvantaged students to close the gap between Non disadvantaged and disadvantaged students (Current 0.317NDA-0.241DA)	Resource and provide additional revision and study resources to support y11 learners	Model good learning habits for disadvantaged pupils and support their thinking skills by distilling information so they are better able to manage the volume of content, practice relevant skills and sustain focus in exam preparation.	Faculty leaders will identify specific resources and distribute appropriately Trust subject leaders will provide guidance in how to optimise resources and monitor their effectiveness. Review and adjustments through RAP process	SLT Faculty leaders	AP's	5000
	Trust wave 1 support during lessons Faculty and subject interventions (wave 2) and additional support provided in class-groups and small targeted groups	According to the Sutton trust, as the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will achieve will increase.	Targeted intervention directed by using current and historic data. Data moderated by the trust subject leads Coordinated monitoring through the QA CYCLE Review and adjustments through RAP process	SLT Faculty leaders	Each AP's 3 weekly RAP meeting	5000

Thomas Middlecott- **Pupil Premium Plan 2018/19**

Raise attainment of dis-advantaged students, and reduce the difference in the attainment between them and their peers at the end of KS 4	Targets moderated through FFT50 and FFT 20. 1-2-1 meetings with all year 11 disadvantaged students initially, then year 10 to identify barriers and ensure support is directed in the correct place. Liaison with class teachers to close the gap.	Effective target setting for all students- aspirational targets for disadvantaged students	Monitoring at each of 6 x assessment points during the year. After every AP/assessment week staff will be guided in adjusting planning. Individual student targets reviewed at each assessment point with corresponding adjustment in intervention.	Subject specialists, teachers Line managers	AP's	3000
				Total budgeted cost		13000

iii. Targeted support (Red-high priority, Orange-medium Priority, Green-Low priority)						iv.
Desired outcome	**Chosen action/approach**	**What is the rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implement ation?**	
Improve students' literacy and numeracy skills, increasing the proportion of disadvantaged students achieving at least expected standards in English and maths.	Implementing systems to identify gaps in students' knowledge and skills. In class support and withdrawal groups Implementation Hegarty Maths Accelerated reader	Implement a sharper focus on identifying individual students' barriers to learning and especially their knowledge and skill gaps in literacy and numeracy, maths and English.	Routine checks to monitor the impact of strategies on achievement. Develop middle leaders' skills analysing data Targets and actions adjusted in response to evidence in RAP process.	Faculty leads MPR SLT	RAP meetings	5000

Thomas Middlecott- **Pupil Premium Plan 2018/19**

Increase the proportion of disadvantaged students securing a standard pass in English and maths	Maths and English and interventions and additional support provided during lessons and small targeted groups.	Increasing the probability that disadvantaged students have access to further education and employment.	Progress of all disadvantaged students in all years The progress of disadvantaged students significantly improves with gaps reduced in English and maths	Faculty leads MPR SLT	RAP meetings	4000
Raise the profile of disadvantaged students for greater parity in the outcomes of all disadvantaged students in relation to those of their peers.	Strategic leadership of data tracking and intervention. SLT to drive through data tracking to champion disadvantaged students.	To ensure that regular and frequent comparisons are shared with all staff. For SLT to raise expectations and that these expectations are sustained through the use of data tracking and accountability meetings	Regular feedback to staff through book monitoring, learning walks, lesson observations, pupil voice and regular raising attainment meetings. Greater accountability through Trust monitoring procedures.	RD SLT Faculty leaders	RAP meetings	4000
Develop the independence of disadvantaged students	Provide educational software and computer resources for students who need additional support	Increase students' access to information and support programmes as well as facilitating study methods.	Where applicable students will be provided with the targeted use of revision resources. Computers/Laptops	Faculty leaders Department leads MPR	RAP meetings	5000
Correct identification of additional support.	To contribute towards the salary for the SENDCO to assist with directing in class and outside class learning. To accurately direct the appropriate support.	Growing numbers of SEND students who require diagnosis and support.	Regular line management meetings, review of the achievement of different groups of students – especially in relation to prior attainment and gender.	SENDCO MPR SLT	Weekly meetings Monthly review of cohorts	10000

Thomas Middlecott- **Pupil Premium Plan 2018/19**

Increase disadvantaged students' access to enrichment activities	Remove all financial barriers to participation. To improve the attendance at after school clubs by assisting with travel arrangements	The Sutton Trust advise that schools/academies priorities should be identified by careful evaluation of internal and external data.	Monitor registers taken every session to identify patterns in attendance and modify as necessary. Improve partnership working with parents		Reviewed ½ termly and after each AP	10000
	Subsidise curricular activities, residential visits, associated equipment and transport	Increasing students' self-esteem and improving social development through their involvement in teams and groups participating in cultural activities and representing the Trust	Build connections with disadvantaged students to learn about their interests and talents and target their involvement in specific activities,	MPR Trip leaders evolve	Weekly ½ termly After AP's	7000
Improve students' reading ages	Implement the literacy for all programme and support the staffing costs associated with small group withdrawal.	Provide structured approach to developing students' oral skills, vocabulary and comprehension for an impact on the quality of written literacy.	Small groups to be withdrawn to work on aspects of English/leadership. These groups will be monitored and regular review cycles to check progress.	SENCO/MPR	termly	8000
				Total budgeted cost		**53000**

Thomas Middlecott- **Pupil Premium Plan 2018/19**

v. Other approaches (Red-high priority, Orange-medium Priority, Green-Low priority)						vi.
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When to review implementation ?**	**COST**
Reduction in incidents, reduction of FTE's and improvement in ATL.	Fund progress leaders to interact more closely with disadvantaged students and reduce the negative behaviours	Evidence suggest that behaviour interventions produce a moderate impact for moderate cost	Monitor Fixed term exclusions data and LLD in lessons to identify and address hot spots Increased engagement in learning/progress	SLT MPR	Academic year	40000
Improve ATL, progress and conduct throughout the academy through the use of rewards as incentives	Increase rewards trips, rewards assemblies and inn term rewards to motivate success	Improved culture and ethos within TMA-improved behaviour and engagement.	Monitor visits out of the academy Track the proportion of disadvantaged students who attend rewards events, identify trends and act to improve participation.	MPR Progress leaders	Termly	9000
To consolidate current practice and where necessary improve attendance of all disadvantaged and non-disadvantaged students	To partially fund a second attendance officer, who speaks many languages. This is essential when we are attempting to communicate and engage out EAL students	Improved attendance for a sustained impact on academic performance.	Develop the role of the attendance officer for rigorous approach in pursuing absence and building relationships with parents % increase in attendance % decrease in PA's	MPR CKY DBS	Weekly meetings with Attendance team. Target setting for attendance figures	20000
Raise aspirations	Help with uniform To develop a bank of uniform, to support disadvantaged students	Promoting inclusivity	Ensure that all students are wearing correct uniform	MPR Progress leaders	Termly-to review uniform stocks	5000
				Total budgeted cost		74000
				Total Proposed 2018/19 cost **Ongoing costs carried forward** **Total**	128000	
6. Review of expenditure						7.

Thomas Middlecott- **Pupil Premium Plan 2018/19**

Previous Academic Year		2017/18			
i. Achievement					**ii.**
Desired outcome	**Chosen action/approach**	**Impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Evaluation** (and whether you will continue with this approach)	**Cost**	

Thomas Middlecott- **Pupil Premium Plan 2018/19**

• Effective tracking of students	• Strategic leadership of data tracking and intervention	• Data sheets were produced. The profile of disadvantaged students and non disadvantaged students raised	• Tracking of student is essential to ensure no lost students. • All student tracked (25 students)	1000	
• Supportive intervention to close the gap	• Maths, English and science interventions and additional support provided in class groups and small targeted groups.	• In class support allowed directed support to target groups	• A very positive strategy that was valued by class teachers-continue again next year. (2017-18 gap DA non DA=-0.243)	7000	
• Ensure that student reading ages improve to allow all students to access the curriculum	• Accelerated Reader and read, write Inc. to increase literacy skills throughout the school.	• Students reading ages improved	• This strategy will be implemented again this year and developed further	1000	
• Introduce learning software to support learning	• Provision of educational software resources for students who need additional help and support with lessons	• Programmes produced and used with disadvantaged students and non disadvantaged students to develop and support	• Programmes already purchased. Although there were some successes, this will need re-evaluating to see if it meets the needs of learners	1000	
• Provide disadvantaged students the access to Breakfast and homework clubs	• Establish breakfast club and homework club in canteen and ICT room	• A large number of students accessed the morning breakfast and homework clubs. Data	• Review of funding for the breakfast club. Changes to the catering providers may well price this strategy out of reach	2000	
			Ongoing costs into 2018/19 -		**11000**
iii. Enrichment					**iv.**
Desired outcome	**Chosen action/approach**	**Impact:** Did you meet the success criteria? Include impact on	**Evaluation** (and whether you will continue with this approach)	**Cost**	

Thomas Middlecott- **Pupil Premium Plan 2018/19**

		pupils not eligible for PP, if appropriate.			
• Allow disadvantaged students the chance to go on all trips	• Subsidise extracurricular activities, residential visits and the associated equipment and transport cost to broaden the life expectations of FSM students and to encourage a thirst for exploring new ideas and to experience life outside a familiar comfort zone.	• The ability to be able to allow disadvantaged students the chance of extracurricular activities.	• Yes, this strategy will continue next year.	6000	
• All disadvantaged students the chance to learn an instrument	• Provision of music lessons for guitar, percussion, brass, vocal and woodwind and association examination cost for students to develop their skill and encourage self-motivation.	• Enrichment through music is essential for students to flourish	• Yes, this strategy will continue again next year • External music teachers booked	6000	
v. Other approaches					**vi.**
Desired outcome	**Chosen action/approach**	**Impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Evaluation** (and whether you will continue with this approach)	**Cost**	

Thomas Middlecott- **Pupil Premium Plan 2018/19**

• Provide a pastoral team that has the provision to support all • Support the most vulnerable SENH students • Develop a rewards system to dried aspiration • Removal of any barriers to learning	• Partial funding of the pastoral team x 3 members • Funding to the pastoral team to support SEMH students • Rewards • Uniform	• Yes, supportive strategy to support disadvantaged and non disadvantaged students • Strategy used to support SEMH students • Developing a culture of success. • Supportive strategy to	• Very positive strategy, supporting all students. Although exclusion remain high this is an essential strategy moving forward • Students value the additional support • Yes , improved shift in culture and aspiration for success. • Yes, essential to support our most vulnerable DA students. • A number of items of uniform (including x20 Blazers) purchased to allow DA students to access learning at all times.	5000 15000 4000	