

Pupil premium strategy statement (secondary)

1. Summary information					
School	Thomas Deacon Academy				
Academic Year	19 - 20	Total PP budget	£566,610	Date of most recent PP Review	March 2018
Total number of pupils	1636	Number of pupils eligible for PP	511 (31%)	Date for next internal review of this strategy	March 2020

2.	3. Current attainment – Data for 2018 - 2019 Cohort	
	Pupils eligible for PP – 108 (33%)	Whole School - 328
% achieving 4 or above incl. EM	50.9%	59%
% achieving 5 or above incl EM	27.78%	32.62%
Progress 8 score average	-0.18 (-0.02 English, -0.17 Maths, -0.14 EBACC, -0.32 Open)	0.03
Attainment 8 score average	38.77	43.00

4.	Barriers to future attainment (for pupils eligible for PP)
	In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>
A.	Pupil premium students do not always have the resources (at home or in school), or the motivation/aspiration to achieve grades or progress in line with non Pupil Premium students.
B.	Pupil premium students continue to be over represented in removals from lessons (in 2018/2019) and lates to lessons (48% of all PP students have been late to lesson, 36% of NPP) therefore are not able to access quality first teaching in a consistent way.
C.	Pupil premium students are disproportinally represented in mental health concerns riased through 'My Concern' (55%).
5.	External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>
D.	The parents of pupil premium students are less likely to attend parents evenings or parent support sessions due to work commitments and the formality of the meetings with teachers.

5. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Students in receipt of pupil premium funding will achieve at least in line with their non pupil premium students nationally.	Checkpoint data for all year groups and key end points (Year 11 2020 results) show pupil premium students achieve at least in line with non pupil premium students nationally.
B.	Students in receipt of pupil premium funding are not overly represented in being late to lessons or removals from lessons.	Termly behaviour data on lates to lessons and removals show no over representation by students in receipt of pupil premium.
C.	Students in receipt of pupils premium funding received timely and high quality support for their mental health and other requirements through the pre-early and early help processes.	Qualitative data from pupil voice shows the support pupils receive is effective. Our records show that the time between an issue being identified and first contact with support is a week or less. Processes ensure early identification.
D.	Parents of pupil premium students attend parents evenings and parents support sessions in order to be able to understand how their children are 'getting on' and how they can help them at home.	The parents of all student attend all parents evenings and parental support sessions. Following these evenings/sessions parents understand how their children are 'getting on' and how they can help them at home.

6. Planned expenditure						
Academic year		2019-2020				
Quality of teaching for all						
Outcome – linked to outcomes A, B, C, D	Chosen Action	Rationale for this choice	How will you ensure it is implemented well	Staff Lead	Review of Implementation	Impact measure
Outcome A – All students experience high quality teaching in all of their lessons enabling them to progress.	High quality teaching in all lessons supports the learning of all students, including pupil premium.	The EEF Guide to Pupil Premium evidences that high quality teaching provides the biggest support for pupil premium achievement.	MELC and Principles of Effective Teaching are built into the CPD cycle for this year. Regular QA by middle and senior leaders.	ML	Termly in line with Department and Senior team QA activities.	Checkpoint and End of year outcomes for all students, including Pupil Premium.
Outcome A – All students have access to Hegarty Maths for homework.	Purchase Hegarty Maths for all students across TDA.	High quality homework provision for all students which can be accessed in school or at home.	Through completion figures, line management, QA of lessons and student voice.	TH	Termly through line management with JB.	Student/Teacher voice. Checkpoint and End of year outcomes for all students, including Pupil Premium.
Outcome A – All students in Year 10 and Year 11 English can utilise their own copy of the GCSE texts.	All students in Year 10 and Year 11 have their own copy of the texts used for GCSE to annotate and use in and outside the classroom.	Students who had books purchased through school shop PP funding in previous years were unlikely to bring and use them in lessons	Through line management, QA of lessons and student voice.	JA	Termly through line management with JB.	Student/Teacher voice. Checkpoint and End of year outcomes for all students, including Pupil Premium.

		as it highlighted them as PP.				
Outcome B – students in receipt of pupil premium are not overly represented in the lates to lesson figures.	Review and evaluation of current behaviour systems with actions for students put in place on review.	Autumn Half Term 1 following continuation of strategies put in place last year.	Regular (half termly) review by SLT	MP/EG	Half Termly	Reduction in all students (and those in receipt of pupil premium) being late to lessons.
Outcome B – students in receipt of pupil premium are not overly represented in removals from lessons.	Review and evaluation of current behaviour systems ~(for example restorative justice) with actions for students put in place on review.	TBC on review of Autumn Half Term 1 following continuation RJ conversation implemented last year and new same day detention system from September 2019.	Regular review by SLT	MP/EG	Half Termly	Reduction in all students (and those in receipt of pupil premium) being removed from lessons.
Total budgeted cost						

7. Targeted Support						
Academic year	2019-2020					
Targeted support						
Outcome linked to outcomes A, B, C, D	Chosen Action	Rationale for this choice	How will you ensure it is implemented well	Staff Lead	Review of Implementation	Impact measure and in year tracking
Outcome A – TDA Classroom ensures all students have the resources with them in school to learn in all lessons.	All students in receipt of pupil premium funding have £40 to spend on stationary and learning items in the school shop.	Pupil premium students may need support in purchasing the items they require to fulfil the academy's aims under the TDA Classroom.	Pupil Premium Champion will oversee student spending using half termly reports from Finance on spending to date. These will be discuss through link meetings with the PP member of SLT.	JC and BH	Half termly/Termly using weekly tracking data from TDA Classroom checks by tutors.	Half Termly tracking – pupil premium students are not disadvantaged through lack of equipment.
Outcome B – Students in the KS3 targeted group attend school on time. (KS3 students who are consistently late)	Breakfast Club trial for small number of students in KS3 ensuring they are in in lessons from 8.45 not late and missing learning at the start of the day.	Breakfast club has been successful in the Junior phase of the academy.	Review by BH (PP Champion)	BH	Through line management each fortnight with EG.	Students in this group are not late at the start of the day.
Outcome C – To ensure timely and effective support to	Appoint an additional learning mentor so that we have the reach to provide all PP students	Pupil premium students are overly represented in	Effective support through pre early interventions.	AI	Half Termly	100% of referred PP students

mental health services.	with effective support allowing them to be in classes learning successfully.	referrals for mental health services.	Regular communication with CoD regarding the role and processes.		Through line management with EG.	receive appropriate support. Identified students are able to be more engaged in their academic learning.
Outcome D – The parents of pupil premium students have regular communication with school through attendance at parents evenings and parent information evenings.	Research and survey reasons for lack of parental engagement/attendance at parents evenings and parent information evenings. Action this research within the academic year to show significant increase in parental engagement/attendance at parents evenings and parent information evenings	Last year making contact by phone or after the event increased parent contact but did not address the reasons parents were not attending. Addressing these issues, where possible will have a longer-term impact.	PP questionnaire to highlight reasons for lack of attendance. Conclusions drawn from questionnaire and actions planned to ensure a more relaxed approach to parents' evenings.	HH	Reviewed after first re-arranged parental conversation. Parental voice obtained via questionnaire/conversations.	Initial conversation to be arranged with Yr. 10 current cohort and reviewed and impact measured after Term 3.
Outcome A – enabling pupil premium students to achieve at least in line with non pupil	Music lessons for all Pupil Premium students are fully funded.	Pupil premium students outperform their peers in GCSE music.	Provision overseen by MM (Subject Leader – Music)	MM	QA by MM.	Teachers feedback to MM termly on student progress.

premium students nationally.						Achievement data for all students.
Outcome A – enabling pupil premium students to access the same provision as their peers/enhancing cultural capital for pupil premium students.	The pupil premium fund is used to ensure all pupil premium students are able to access/be involved in all aspects of academy life (for example CCF, DofE, Theatre visits, trips)	To ensure pupil premium students have the same/broader opportunities for learning outside the classroom as their peers.	Tracking of all funding by Deputy Principal.	EG	Ongoing through tracking spreadsheet.	Tracking spreadsheet and evaluations from each activity.
Total budgeted cost						

8. Other approaches						
Academic year		2019-2020				
Other approaches						
Outcome	Chosen Action	Rationale for this choice	How will you ensure it is implemented well	Staff Lead	Review of Implementation	Impact measure
Objective A – Effective, high quality in class interventions can take place during the school day for students (especially pupil premium) who need support.	Employ a cover supervisor through pupil premium funding to cover parts of lessons so that class teachers can offer small scale interventions with students in their classes/subjects.	Interventions outside of the academy day have been shown to be low impact in terms of grade improvements. The use of external ‘tutors’ last year had little or no impact on student achievement.	Regular QA and feedback from staff and students.	EG/ML	Pre Christmas trial in Science, evaluation at end of January.	Feedback from students and teachers that this approach is working in year. Achievement data for groups/students involved in the interventions.
Objectives A – Students involved have a greater motivation to succeed in their GCSEs	Work experience is available for 20 students. Most of these will be pupil premium based on current grades and attitude to learning.	Students in this group had not applied for 6 th form or college and had limited ideas about their future work aspirations.	Line management	HF	Completion of work experience and feedback from employers.	Students involved have realistic applications submitted for 6 th form or college courses.
Outcome B and C	Youth Dreams boxercise	Implemented with some success for a	BH to attend and ensure high quality	BH	Ongoing to ensure high quality provision	Students involved are more engaged in their

	classes, Inspire through Music and Changing Outlook sessions for selected pupil premium students identified by HoH and DHoH.	number of students last academic year. (Measurable impacts from last academic year are limited)	provision is in place. BH to keep in regular contact with the provider to ensure students are engaged in the classes.		and positive student voice.	academic learning, removed from lessons less and attend on time.
Total budgeted cost						

