

TDMS Pupil premium strategy 2019/20



Summary Information

Academic Year	2019/20	Total PP budget	£194,425	Date of most recent PP Review	22/11/17 Ext. 01/04/19 Int.
Total number of pupils	815	Number of pupils eligible for PP	201	Date for next internal review of this strategy	03/09/19

Section 1 - Context information

Current Attainment

KS2 - Year 6

<i>* denotes estimated attainment based upon internal assessment and 2018 national averages</i>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	28.13*	38.81* (64*)
% making expected progress in reading (as measured in the school)	50*	59.7* (75%)
% making expected progress in writing (as measured in the school)	50*	58.21* (78*)
% making expected progress in mathematics (as measured in the school)	31.25*	44.78* (76*)

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Academic Barriers

% shows the number of students below the average of 100 in the WRAT test.

KS2 – Year 6

Literacy					Numeracy
Year	Reading	Comprehension	Spelling	Combined Literacy Skills	Maths
6	50.0%	66.0%	37.0%	51.0%	59.9%

% shows the number of students below the average of 100 in the WRAT test.

KS3 – Year 9

Literacy					Numeracy
Year	Reading	Comprehension	Spelling	Combined Literacy Skills	Maths
7	62.0%	82.7%	44.8%	63.1%	65.5%
8	66.0%	69.6%	39.3%	58.3%	72.7%
9	76.6%	86.6%	50.0%	51.0%	40.0%

KS4 – Years 10 & 11

Literacy					Numeracy
Year	Reading	Comprehension	Spelling	Combined Literacy Skills	Maths
10	62.0%	82.7%	44.8%	63.1%	65.5%
11	66.0%	69.6%	39.3%	58.3%	72.7%

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Current Conduct

Year	Attitude to Learning			Reward Points per student		
	Average ATL PP	Average ATL Non-PP	Difference	Reward Points PP	Reward Points Non-PP	Difference
6	1.74	1.66	-0.08	943	1072	-129
7	1.94	1.72	-0.22	690	873	-183
8	1.94	1.69	-0.25	581	694	-113
9	2.11	1.73	-0.38	422	616	-194
10	1.94	1.72	-0.22	380	409	-29
11	2.17	1.79	-0.38			

Year	Detentions per student			Fixed Term Exclusion		
	Detentions PP	Detentions Non-PP	Difference	FTE Rate PP	FTE Rate Non-PP	Difference
6	1.7	1.5	+0.2	6.1%	0.0%	+6.1%
7	8.8	2.9	+5.9	3.4%	1.0%	+2.4%
8	5.5	3.3	+2.2	0.0%	1.0%	-1.0%
9	9.1	3.6	+5.5	19.4%	5.0%	+14.4%
10	4.9	3.8	+1.1	3.2%	1.7%	+1.5%
11	5.7	3.6	+2.1	3.0	3.8%	-0.8%
Overall	5.9	3.3	+2.6	5.9%	2.8%	+3.1%

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Current Attendance

Year	Average Attendance % PP	Average Attendance % Non-PP	Difference
6	92.5	95.3	-2.8
7	92.6	96.2	-3.6
8	90.9	95.1	-4.2
9	92.5	95.3	-2.8
10	92.6	96.2	-3.6
11	90.9	95.1	-5.1

Section 2 – Barriers to future attainment for students eligible for PP

Academic barriers

1	Deficient core literacy skills such as reading; comprehension; and spelling; for students at KS2 and KS3 are a significant barrier to academic progress for disadvantaged students. This disadvantage directly restricts access to the curriculum and subsequent progress at KS4.
2	Deficient core numeracy skills such as; multiplication; problem solving; number literacy; and measures; for students at KS2 and KS3 are a significant barrier to academic progress for disadvantaged students.
3	Issues related to attitude and engagement coupled with weaker core skills mean that disadvantaged students do not enjoy the same success and recognition as their non-disadvantaged peers, this leads to lower ATL scores; less reward points; and more sanctions.

Additional barriers

4	Attendance rates for disadvantaged learners are historically below that of their non-disadvantaged peers. This contributes directly to weaker progress; less engagement and more sanctions.
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Section 3 – Strategy Intended Outcomes

Specific identified barrier	Intended outcomes	Success criteria
1 – Literacy Skills	<p>Improve literacy skills by focussing on identified weaknesses – increased support for vocabulary, reading and comprehension interventions through Wave 1 and targeted Wave 2 support</p> <ul style="list-style-type: none"> • <u>WAVE1</u> challenge and consistency for High and Middle ability disadvantaged students in Y9/10 to reduce deficit into Y11. (HOF) • Specific focus on literacy skills in Years 6 →8 ensuring gap in skills are reduced (HOF/Classroom teacher) • Peer support on literacy skills (AHT/HOL) • Skills development and support for lower ability (HOF/Classroom Teacher) • Teacher resourcing and training (CPD) (AHT/ HOF) • Subject specific boosters and catch up sessions for GCSE students. (Classroom Teacher) • Transition support for Y9 disadvantaged into GCSE. (AHT/SIT) • Revision guides - for middle and higher ability (HOF/Classroom Teacher) • <u>WAVE 2</u> Personalised support for students not making expected progress in English – for lower ability -NESSY/RAPID, (AHT/HOF/SEND) 	<ul style="list-style-type: none"> • Increased progress towards National standards for disadvantaged students in KS2 national tests • Reduction in PP and non PP deficit in all year groups, including KS2 and KS4 national tests • Reduced need for WAVE 2 over time as assessed by number of students taking part in Wave 2 interventions

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<p>2 – Numeracy Skills</p>	<p>Improve numeracy skills by focussing on identified weaknesses – increased support for critical thinking, problem solving and numerical literacy interventions through Wave 1 and targeted Wave 2 support</p> <ul style="list-style-type: none"> • <u>WAVE1</u> strategies as for literacy with a specific focus on supporting numeracy skills • <u>WAVE 2</u> Personalised support for students not making expected progress in Maths– for lower ability -NESSY/RAPID, (AHT/HOF/SEND) WAVE 2 Online tutoring – middle and higher ability. (AHT/ HOF) 	<ul style="list-style-type: none"> • Increased progress towards National standards for disadvantaged students in KS2 national tests • Reduction in PP and non PP deficit in all year groups, including KS2 and KS4 national tests • Reduced need for WAVE 2 over time as assessed by number of students taking part in Wave 2 interventions
<p>3 – Attitude and engagement</p>	<p>Improved attitude and engagement for disadvantaged students through development of curriculum, improved T&L standards, improved relationships, early intervention and pastoral support networks</p> <ul style="list-style-type: none"> • Develop and support reward system to ensure disadvantaged students receive recognition and reward for their positive contributions to the school community and classroom learning. (AHT/HOL/SIT/HOF) • Direct resources to the core of students currently responsible for the majority of behaviour detentions through explicit funding of SITs and WAVE 2 pastoral support.(SAHT/AHT/HOL/SIT) • Staff collaboration on methods to improve engagement for disadvantaged students (All staff) 	<ul style="list-style-type: none"> • Improved average ATL scores for disadvantaged students and a reduction in the gap between disadvantaged and non-disadvantaged students • Increased number of reward stamps for disadvantaged students and a reduction in the gap between disadvantaged and non-disadvantaged students • Reduction in the number of detentions for disadvantaged students especially focusing on the Year 7 and Year 9 students • Continue to narrow the gap in FTE rate for disadvantaged students compared to non-disadvantaged students. • Reduce the number of disadvantaged students with repeat FTE

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4 – Attendance	<p>Reduce absence rates for disadvantaged students in line with national standards. Reduce persistent absenteeism through early intervention and family support.</p> <ul style="list-style-type: none">• Resource early intervention program for low attending students. (AHT/HOL/SIT)• Examine patterns of attendance forensically on a regular basis to identify patterns and trends and form specific strategies for improvement (AHT/HOL/SIT)• Family support through pastoral team (AHT/HOL/SIT)• Provide support for students with anxiety and other issues through in school counselling (AHT/HOL/Counsellor)	<ul style="list-style-type: none">• Improvement in % attendance• Reduction in numbers of PA status PP students• Improved support from families on PA issues
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Section 4 – Planned Expenditure

Quality teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?														
Contribute to HOF/2 nd TLR	Increase role of HOF in ensuring that WAVE 1 in their faculties addresses the needs of disadvantaged students effectively	<p>Increase development of WAVE 1 focus in all subject areas. EEF states that good teaching is the most important lever schools have to improve outcomes for disadvantaged students We need to ensure all faculties are prioritising disadvantaged students.</p> <p>HOF & 2nd to work with the lead practitioners to develop and support their colleagues in the delivery of consistent high quality T&L.</p> <p>EEF evidence shows that improved T & L will have a greater effect on disadvantaged students.</p>	<ul style="list-style-type: none"> • Faculty Pupil Premium impact logs • Faculty LM meetings • Faculty meeting minutes • Data capture analysis • Learning walk/ work scrutiny • Student voice • Link governor reports 	HT/DHTs	<table border="1"> <tr> <td>Maths</td> <td>£7,417.76</td> </tr> <tr> <td>English</td> <td>£7,863.64</td> </tr> <tr> <td>Hums</td> <td>£6,850.28</td> </tr> <tr> <td>PEPA</td> <td>£6,850.28</td> </tr> <tr> <td>E&I</td> <td>£6,850.28</td> </tr> <tr> <td>Science</td> <td>£6,850.28</td> </tr> <tr> <td>Total</td> <td>£42,682.52</td> </tr> </table>	Maths	£7,417.76	English	£7,863.64	Hums	£6,850.28	PEPA	£6,850.28	E&I	£6,850.28	Science	£6,850.28	Total	£42,682.52	Progress of the disadvantaged students will be reviewed on a regular basis in line with data assessment points. Other information will be reviewed on a half termly basis
Maths	£7,417.76																			
English	£7,863.64																			
Hums	£6,850.28																			
PEPA	£6,850.28																			
E&I	£6,850.28																			
Science	£6,850.28																			
Total	£42,682.52																			

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Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?														
Faculty resourcing for PP students requiring additional support	To give faculty and subject areas the opportunity to develop Wave 1 strategies by providing additional funding for targeted resources	Budget restrictions make it difficult to fund additional, personalised, strategies and interventions. To support HOFs in developing the high quality Wave 1 T&L it is important they have the opportunity to receive additional funds for measured interventions/strategies.	<ul style="list-style-type: none"> • Clear bidding form which specifies success criteria and evidence required for success • Time specified evaluation of impact • Faculty Pupil Premium impact logs • Faculty LM meetings • Faculty meeting minutes • Data capture analysis • Learning walk/ work scrutiny • Link Governor reports • Student voice 	AHT/HOF	<table border="1"> <tr> <td>Maths</td> <td>£1,200</td> </tr> <tr> <td>English</td> <td>£1,200</td> </tr> <tr> <td>Hums</td> <td>£1,000</td> </tr> <tr> <td>PEPA</td> <td>£1,000</td> </tr> <tr> <td>E&I</td> <td>£1,000</td> </tr> <tr> <td>Science</td> <td>£1,200</td> </tr> <tr> <td>Total</td> <td>£6,600</td> </tr> </table>	Maths	£1,200	English	£1,200	Hums	£1,000	PEPA	£1,000	E&I	£1,000	Science	£1,200	Total	£6,600	The success of the intervention will be evaluated through the success criteria at the end of the specific implementation timescales
Maths	£1,200																			
English	£1,200																			
Hums	£1,000																			
PEPA	£1,000																			
E&I	£1,000																			
Science	£1,200																			
Total	£6,600																			
Develop role Lead Practitioners in each faculty	Lead Practitioners will take responsibility for developing teaching and learning strategies for PP students in their faculty areas	Improve quality of T&L strategies within faculties. HOF/ Lead practitioners to develop and support their colleagues in the delivery of consistent high quality T&L. Several studies have shown that investing in professional develop has a significant effect on the progress of disadvantaged students	<ul style="list-style-type: none"> • Faculty Pupil Premium impact logs • Faculty LM meetings • Faculty meeting minutes • Data capture analysis • Learning walk/ work scrutiny • Governor reports 	HT/DHT/HOF	<table border="1"> <tr> <td>Lead Practitioner (senior)</td> <td>£5,754</td> </tr> <tr> <td>Lead Practitioner x 5</td> <td>£10,525</td> </tr> <tr> <td>Total</td> <td>£16,279</td> </tr> </table>	Lead Practitioner (senior)	£5,754	Lead Practitioner x 5	£10,525	Total	£16,279	Specific evaluation of the impact of Lead practitioner will be undertaken on a regular basis, though impact logs								
Lead Practitioner (senior)	£5,754																			
Lead Practitioner x 5	£10,525																			
Total	£16,279																			
Total Budget Cost					£65,561.52															

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Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?																
Partial funding of SITs and attendance support	Reduce rates of absence especially PA for disadvantaged students through early intervention and developed relationships with parents/families to narrow the gap to non-disadvantaged students	Disadvantaged students are represented disproportionately in the PA status group. SITs, as non-contact members of staff will be able to coordinate early intervention strategies, with greater efficiency and have clear record of impact.	<ul style="list-style-type: none"> Weekly attendance reports AHT scrutiny SIT impact logs Line management minutes HOL reports to SLT Attendance reports by link governor and reports to full governing body 	AHT/ HOL	<table border="1"> <tr> <td>SIT Y6 & 7</td> <td>£5,451.60</td> </tr> <tr> <td>SIT Y8 & 9</td> <td>£7,101.60</td> </tr> <tr> <td>SIT Y10 & 11</td> <td>£5,265.60</td> </tr> <tr> <td>Attendance administration</td> <td>£5,311.00</td> </tr> <tr> <td>Total</td> <td>£23,129.80</td> </tr> </table>	SIT Y6 & 7	£5,451.60	SIT Y8 & 9	£7,101.60	SIT Y10 & 11	£5,265.60	Attendance administration	£5,311.00	Total	£23,129.80	Regular attendance monitoring, evaluating the overall attendance of all disadvantaged students and the number in PA status.						
SIT Y6 & 7	£5,451.60																					
SIT Y8 & 9	£7,101.60																					
SIT Y10 & 11	£5,265.60																					
Attendance administration	£5,311.00																					
Total	£23,129.80																					
Partial funding of the HOL & Inclusion managers	To provide high level behaviour support for the most challenging disadvantaged students as well as providing social and emotional support and interventions	Evidence from the EEF shows that high level behaviour interventions can have an impact of +3 months. Social emotional interventions can have a significant impact with the EEF reporting an impact of +4 months.	<ul style="list-style-type: none"> Behaviour reports Discussions at weekly inclusion meetings Pastoral support plans Inclusion intervention plans. Student voice 	AHT	<table border="1"> <tr> <td>HOL Y6</td> <td>£1,446.79</td> </tr> <tr> <td>HOL Y7</td> <td>£917.93</td> </tr> <tr> <td>HOL Y8</td> <td>£1,082.07</td> </tr> <tr> <td>HOL Y9</td> <td>£961.36</td> </tr> <tr> <td>HOL Y10</td> <td>£811.57</td> </tr> <tr> <td>HOL Y11</td> <td>£1,003.21</td> </tr> <tr> <td>Inclusion Managers</td> <td>£5,613.25</td> </tr> <tr> <td>Total</td> <td>£11,836.18</td> </tr> </table>	HOL Y6	£1,446.79	HOL Y7	£917.93	HOL Y8	£1,082.07	HOL Y9	£961.36	HOL Y10	£811.57	HOL Y11	£1,003.21	Inclusion Managers	£5,613.25	Total	£11,836.18	Monitoring of the behaviour data and attitude to learning assessments of the disadvantaged students with high level behaviour support and mentoring.
HOL Y6	£1,446.79																					
HOL Y7	£917.93																					
HOL Y8	£1,082.07																					
HOL Y9	£961.36																					
HOL Y10	£811.57																					
HOL Y11	£1,003.21																					
Inclusion Managers	£5,613.25																					
Total	£11,836.18																					

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Action	Intended outcome	What is the evidence and rationale for this choice?	• How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
Partial funding of the school counsellor	To provide high level social and emotional support disadvantaged students	Evidence from the strategy in 2018/9 showed significant impact on the most vulnerable students. Evidence from the EEF shows that providing high level social and emotional support can have an effect of +4 months	<ul style="list-style-type: none"> • Intervention reports to through the SEND team • Intervention data 	SENCO	£7,297.00	Regular reports from the school counsellor linked to specific disadvantaged students who have received support.
Funding for administration and delivery of the wave 2 interventions	To support disadvantaged students with low literacy and numeracy skills by planning and delivery of specific personalised interventions	For students with low literacy and numeracy skills specific interventions have been shown to have significant impact. The EEF suggests that 1 to 1 support can have an effect of +5 months	<ul style="list-style-type: none"> • Monitoring through evaluation of progress data for specific interventions • Tracking of overall assessment data 	SENCO	£12,579.00	
Total Budget Cost					£54,841.98	

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Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
Support for Arts activities for disadvantaged students	Enable disadvantaged students to have full access to the enriched curriculum	The EEF suggests that taking part in Arts activities can have a significant impact of +2 months progress	<ul style="list-style-type: none"> • Student attendance reports • Tracking of performance data for GCSE performing arts students • Student voice 	PA Lead	£2,300	Review of progress and success at the end of each activity cycle (half term)
Supply of revision material for Year 11 students	Provide resources for disadvantaged students to enable them to revise for the GCSE courses effectively	GCSE students need access to high quality revision materials to support preparation for examinations,	<ul style="list-style-type: none"> • Regular checks through mentoring to ensure that students are using the resources 	HOL/DHT /SIT	£1,100	During mentoring meetings
Part funding of careers support and guidance (staff costs)	Provide specialised careers mentoring for disadvantaged students	Providing specialised support for disadvantaged students will provide them with aspirational targets for the future, widening their horizons.	<ul style="list-style-type: none"> • Reports on 1 to 1 meetings • Tracking of disadvantaged students post 16 plans 	DHT/AG	£3,617.50	Regular engagement reports from careers advisor

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Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
Supply of resources for breakfast clubs for Y11 and Y6 students during examinations	To enable disadvantaged students the opportunity to receive help and support directly before examinations as well as on-going monitoring	Research has shown that diet can have a significant impact on a students ability to concentrate and focus. This is also an opportunity to provide ongoing mentoring for the most disadvantaged students.	<ul style="list-style-type: none"> • Tracking of attendance of disadvantaged students at the breakfast club. • Examination data analysis 	HOL	£175.00	Monitoring of attendance during the SAT and Year 11 examinations
Online Mentoring	Improved outcomes for Y11 MABLE students	In the month before their GCSE exams – especially after the mock exams – more able students will receive tailored one to one support for their weaker subjects. The EEF shows that one to one tutoring can have an effect of +5 months	<ul style="list-style-type: none"> • Reputable company • Session by session reporting • Attendance measures • Analysis of outcomes 	AHT/ HOF	£2,300	Through reports with the mentoring sessions and reports from tutors
Additional Teaching group Y6	Create smaller teaching groups in Y6 to allow for more personalisation and targeted support	Smaller group sizes support all learners but this will have a greater impact on the most disadvantaged students in the school. The EEF has shown that it can have an impact of +3 months.	<ul style="list-style-type: none"> • Progress data analysis and comparisons • Behaviour and attitude to learning data • HOF reports to SLT • Line manager minutes 	AHT/ HOF	£21,430	After Data capture points

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Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?								
Creation of additional core teaching groups in Year 10 & Y11 (Partial funding)	To increase outcomes for all year 10 & 11 students	Disadvantaged learners are affected disproportionately by larger class sizes. Creating the extra groups will allow for more personalisation and closer scrutiny. The EEF has shown that it can have an impact of +3 months.	<ul style="list-style-type: none"> • Progress data analysis and comparisons • Behaviour and attitude to learning data • HOF reports to SLT • Line manager minutes 	AHT/ HOF	<table border="1"> <tr> <td>Science</td> <td>13,282.00</td> </tr> <tr> <td>English</td> <td>10,456.00</td> </tr> <tr> <td>Maths</td> <td>10,956.00</td> </tr> <tr> <td>Total</td> <td>£34,694.00</td> </tr> </table>	Science	13,282.00	English	10,456.00	Maths	10,956.00	Total	£34,694.00	After Data capture points
Science	13,282.00													
English	10,456.00													
Maths	10,956.00													
Total	£34,694.00													
Additional funding to support specific disadvantaged students	Provide specific and personalised interventions and support for disadvantaged students	There are cases where students will require specialised support to allow them to access the full curriculum or support them with enriching activities	<ul style="list-style-type: none"> • Specific success criteria based on the distribution of the additional funding 	DHT	£8,405	As specific interventions take place								
Total Budget Cost					£74,021.50									

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Section 5 – Review of Expenditure 2018/19

2018/19 – Budget £200,255.00

Quality of teaching for all

Action	Intended outcome	Estimated Impact	Lessons learnt	Cost
Faculty bidding system	Provide greater opportunity for personalisation and support for disadvantaged students Give faculty teams access to funding to meet the needs of PP students in their	<ul style="list-style-type: none"> Faculty bids were expected to meet the needs of specified groups of students The validity of bids were assessed on the impact on supporting disadvantaged learners Impact measures were targeted at either academic progress or personal enrichment Bids were required to state their impact measures. 	From external and internal review, it was clear that although the bids targeted the right areas piecemeal spending did not have the significant impact expected. Measures funded through the system were often difficult to match to specific outcomes. Making the connection between the use of funds and their impact was challenging. An element of the faculty bidding system will be maintained but in a reduced format with very narrow success criteria to make evaluation easier.	£15000.00 (7.49%)
Year group funding	Support the development of effective tutoring and pastoral support through tutor based activity and interventions	<ul style="list-style-type: none"> To give opportunities for additional funding as part of the development of the Tutor First program. In particular, exploring enrichment opportunities and support at examinations 	Funding was provided on a pro rata basis and HOL/SITs/ Tutors had to bid for the money allocated from the budget. Showing the link between some of the activities and the success criteria supplied was made in most cases, in particular support for examination preparation. It is important that resources are made available to support effective tutoring so the bidding process will remain but the success criteria and scope of activities will be more closely controlled.	£8500.00 (4.24%)

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Action	Intended outcome	Estimated Impact	Lessons learnt	Cost
Funding of HOL and SITs pastoral support team	Provide comprehensive pastoral support for disadvantaged students to support their learning and overcome barriers quickly and effectively.	<ul style="list-style-type: none"> Funding of the pastoral teams was expected to provide a focus on support mechanisms ensuring that disadvantaged students received comprehensive support. Impact measures included attendance, ATL scores, Behaviour points. 	Although the rationale was clear, showing measurable impact directly attributable to the investment in pastoral support proved difficult to show. HOL funding in particular was at odds with role, in that it expected a focus on PP rather than the whole year group, and the majority of the funding will be withdrawn and diverted to Wave 1 teaching. Funding for the SITs was retained with the clear focus on raising levels of attendance.	£101997.90 (50.93%)

Targeted support

Action	Intended outcome	Estimated Impact	Lessons learnt	Cost
Investment in literacy and numeracy through SEND supported interventions packages. Interventions	Provide early intervention opportunities for identified students to support with the development of their core skills.	<ul style="list-style-type: none"> Focussing on the important core skills of literacy and numeracy was intended to help disadvantaged students would be helped to acquire and develop skills which would make the curriculum more accessible and progress more rapid. 	Issues arose from over reliance on the SEND department to run the Wave 2 intervention programme. Firstly, the pressures of other commitments meant that interventions were not always timely. Secondly, interventions took too long to begin following the initial WRATT testing. This reduced the opportunity to show tangible progress. Thirdly, student selection was primarily focussed on the weakest students, which did not give the comprehensive coverage hoped for. Changes are in place for the new strategy to make the interventions more effective.	£1500.00 (0.74%)

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Action	Intended outcome	• Estimated Impact	Lessons learnt	Cost
Educake	Support student learning in science and geography through part funding of Educake online resources.	<ul style="list-style-type: none"> Supporting classroom learning and homework with phone friendly resources provide disadvantaged students with additional support to develop. Improved grades and engagement would develop confidence and improve ATL leading to better outcomes 	Educake has been a popular resource with students in the lead up to GCSE exams. Many students had used the app to access the resources from their mobile devices and teachers were using it regularly to set work or to consolidate learning. Initial assessment data has shown that there has been a considerable impact.	£774.00 (0.38%)
Edukey classcharts	Efficient management of all interventions and strategies. More dynamic reporting of interventions and effective strategies	To develop greater flexibility and personalisation in the TDMS interventions system an efficient and effective management system is required. Class Charts was selected because it provide a wealth of resources to support plan to effectively meet the needs of disadvantaged students	The roll out of Class Charts to all staff was put on hold due to the pressure of examinations and the changes to the roles of leadership and middle leaders. Class Charts will be rolled out to staff in September.	£4901.00 (2.44%)
Printed curriculum resources	Support for revision homework and curriculum access	Providing revision materials and other supporting documents to PP students	This strategy was reviewed mid-year as it was felt that giving blanket resources without assessing specific need was not cost effective. The strategy was revised and these materials were targeted at those students most able to make effective use of them. Alternative resources were made available to the students no longer eligible. HT used them as part of his 1 to 1 interviews and got students to sign an agreement regarding usage of the revision resources supplied.	£2182.00 (1.08%)

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Other approaches

Action	Intended outcome	Estimated Impact	Lessons learnt	Cost
School Counsellor	To give access to qualified counselling through part funding of school counsellors time	Disadvantaged students have a disproportionate need for additional mental health support as research has shown they lack self-esteem, emotional regulation and are more likely to suffer from anxiety and other mental health issues.	This strategy was able to provide valuable support to our most vulnerable students. This is an important area of support and will continue to be funded with PP resources. As part of the new strategy new methods of evaluating impact will be developed.	£7297.00 (3.64%)
Alternative provision	Alternative provision to keep PP students in education	This was for a PP student at risk of falling out of education. It was part of a phased strategy to support a full time return to mainstream education.	The student targeted successfully completed the intervention and is now in school on a bespoke timetable.	£630.00 (0.314%)
Aspirational events	Raise aspirations for PP students to stay in education beyond age 16. To increase retention of disadvantaged students into further education.	Experiencing life as a high level apprentice or undergraduate that disadvantaged students would be better placed to make informed decisions about their future educational opportunities.	Year 11 post 16 destinations for disadvantaged students was broadly positive. From 34 students in the Year 11 cohort, 32 students either joined the TDMS sixth form or other providers for post 16 education.	£2060.00 (1.02%)
Student materials – including college equipment	To support disadvantaged students in their vocational education through the provision of essential clothing and resources.	The intended outcome was to ensure that disadvantaged students, selected for the vocational pathway, were able to complete the course satisfactorily and not impeded by having to pay for essential work wear.	Students were able to follow a vocational curriculum suited to their specific needs.	£754.82 (0.376%)
Staff resources	Reimbursement for essential costs associated with support for PP students	This money was used to pay back staff who had used their own funds to support disadvantaged students	This was a limited amount of money but it shows the lengths teachers will go to in ensuring that PP students are supported in their learning.	£1059.21 (0.52%)
Contribution to Assistant Head salary	Partially fund the role of Assistant Head with responsibility for PP	To develop the school strategy for PP through assigning the responsibility to a member of the school leadership team.	Significant changes to PP strategy were made by the Assistant Head moving the emphasis for PP support towards the classroom. It is essential that focussed support continues to be provided for the PP strategy.	£17899.00 (8.93%)