



Summary Information

Academic Year	2020/21	Total PP budget	£193,625	Date of most recent PP Review	April 2020
Total number of pupils	937	Number of pupils eligible for PP	222	Date for next internal review of this strategy	January 2021

Section 1 - Context information

Current Attainment

KS2 - Year 6 *(Based in last assessment available from March 2020 due to school closure)*

	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP</i>	<i>Difference</i>
% achieving expected standard or above in reading, writing & maths	0%	24.44%	-24.44%
% making expected progress in reading	20.59%	44.44%	-23.85%
% making expected progress in writing	26.47%	57.78%	-31.31%
% making expected progress in mathematics	2.94%	31.11%	-28.17%

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KS3 – Year 7, 8 & 9 *(Based in last assessment available from March 2020 due to school closure)*

% of students at or above age related expected level

Year	English Language			English Literature			Mathematics		
	Disadvantaged	Non-disadvantaged	Difference	Disadvantaged	Non-disadvantaged	Difference	Disadvantaged	Non-Disadvantaged	Difference
7	40.0%	44.1%	-4.1%	57.1%	54.4%	+2.7%	37.1%	55.9%	-18.7%
8	36.7%	55.6%	-18.9%	10.0%	40.7%	-30.7%	23.3%	53.7%	-30.4%
9	44.2%	69.8%	-25.6%	25.0%	45.2%	-20.2%	36.5%	60.3%	-23.8%

KS4 – Year 10 *(Based in last assessment available from March 2020 due to school closure)*

Attainment

	Disadvantaged students	Non – Disadvantaged students	Difference
Average Attainment 8 Score	2.03	2.67	-0.64
5 Strong passes including English and Maths	2.8%	2.4%	+0.4%
5 standard passes including English and Maths	8.3%	12.8%	-4.5%
Average Attainment 8 (English Language)	2.39	3.02	-0.63
Students achieving 9-5	5.6%	13.6%	-8.0%
Students achieving 9-4	27.8%	43.2%	-15.4%
Average Attainment 8 Score (Mathematics)	1.50	2.48	-0.98
Students achieving 9-5	5.6%	10.4%	-4.8%
Students achieving 9-4	11.1%	27.2%	-16.1%

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Progress

	Disadvantaged students	Non – Disadvantaged students	Difference
P8 score	-1.36	-1.01	-0.35
P8 score English	-1.45	-1.05	-0.40
P8 score Maths	-1.57	-0.97	-0.60
EBacc Element	-1.08	-0.79	-0.29
Open Element	-1.44	-1.39	-0.05

EBacc

	Disadvantaged students	Non – Disadvantaged students	Difference
Students entered for the English element	88.9%	89.6%	-0.7%
Students entered for the Maths element	100.0%	100.0%	0.0%
Students entered for the 2 x Science element	83.3%	89.6%	-6.3%
Students entered for the Humanities element	58.3%	58.4%	-0.1%
Students entered for the Languages element	5.6%	15.2%	-9.6%
Students entered overall	5.6%	7.2%	-1.6%

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KS4 – Year 11 *(Based in last assessment available from March 2020 due to school closure)*

Attainment

	Disadvantaged students	Non – Disadvantaged students	Difference
Average Attainment 8 Score	3.36	4.08	-0.72
5 Strong passes including English and Maths	20.0%	30.9%	-10.9%
5 standard passes including English and Maths	40.0%	49.6%	-9.6%
Average Attainment 8 (English Language)	3.68	4.28	-0.65
Students achieving 9-5	33.3%	52.8%	-19.5%
Students achieving 9-4	63.3%	74.0%	-10.7%
Average Attainment 8 Score (Mathematics)	3.17	3.68	-0.51
Students achieving 9-5	26.7%	39.8%	-13.1%
Students achieving 9-4	46.7%	54.5%	-7.8%

Progress

	Disadvantaged students	Non – Disadvantaged students	Difference
P8 score	-0.18	0.42	-0.60
P8 score English	-0.20	0.26	-0.46
P8 score Maths	-0.05	0.23	-0.28
EBacc Element	-0.57	0.49	-1.06
Open Element	0.14	0.57	-0.43

EBacc

	Disadvantaged students	Non – Disadvantaged students	Difference
Students entered for the English element	86.7%	94.3%	-7.6%
Students entered for the Maths element	100.0%	100.0%	-0.0%
Students entered for the 2 x Science element	80.0%	91.1%	-11.1%
Students entered for the Humanities element	40.0%	66.7%	-26.7%
Students entered for the Languages element	16.7%	21.1%	-4.4%
Students entered overall	6.7%	12.2%	-5.5%

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Current Conduct

Year	Attitude to Learning		
	Average ATL PP	Average ATL Non-PP	Difference
6	1.95	1.70	0.25
7	2.01	1.86	0.15
8	2.00	1.88	0.12
9	2.06	1.64	0.42
10	2.15	1.80	0.35
11	1.95	1.68	0.27

Year	Fixed Term Exclusion		
	FTE Rate PP	FTE Rate Non-PP	Difference
6	0.00%	5.56%	-5.56%
7	0.00%	0.96%	-0.96%
8	3.33%	7.40%	-4.07%
9	11.50%	0.00%	+11.50%
10	2.77%	3.22%	-0.45%
11	0.00%	4.88%	-4.88%
Overall	3.72%	3.82%	-0.1%

Current Attendance

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Year	Average Attendance % PP	Average Attendance % Non-PP	Difference
Overall	89.0%	93.5%	-4.5%
6	87.9%	96.8%	-8.9%
7	89.4%	95.1%	-5.7%
8	89.6%	94.4%	-4.6%
9	89.7%	93.2%	-3.5%
10	85.9%	92.5%	-6.6%
11	91.7%	90.9%	+0.8%

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

Academic barriers

1	The performance of students at KS2 is significantly lower of disadvantaged students compared to non-disadvantaged students this is particularly evident in Mathematics
2	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 is particularly evident in Year 8 & 9 students and will be a significant barrier as they move into KS4 courses
3	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, this is shown by the number of students currently at age related expectations across Years 6 to 9. In particular the skills of the Y6 students is considerably lower and this will be a continuing barrier
4	The number of disadvantaged students entering the EBACC at KS4 is significantly lower than other students, and significantly lower than the national average.

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.
5	Possible lack of engagement in the schools provision during the closure will cause a significant issue when the students return to school as well as access issues for online resources



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) • Skills development and support for lower ability (HOF/Classroom Teacher) • 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, (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, (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
<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 • Number of rewards for disadvantaged students comparable to other students • Reduce the number of disadvantaged students with repeat FTE
<p>4 – Attendance</p>	<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 (HOL/SIT) • Family support through pastoral support worker (SDHTHOL/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 for all disadvantaged students • Reduction in numbers of disadvantaged students in PA status • Improved support from families on PA issu



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	Continue to focus on the development of quality wave 1 teaching	<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 SDHT (Teaching and learning) 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>£3,500.89</td> </tr> <tr> <td>English</td> <td>£3,711.32</td> </tr> <tr> <td>Hums</td> <td>£3,233.06</td> </tr> <tr> <td>PEPA</td> <td>£3,233.06</td> </tr> <tr> <td>E&I</td> <td>£3,233.06</td> </tr> <tr> <td>Science</td> <td>£3,233.06</td> </tr> <tr> <td>Total</td> <td>£20,144.44</td> </tr> </table>	Maths	£3,500.89	English	£3,711.32	Hums	£3,233.06	PEPA	£3,233.06	E&I	£3,233.06	Science	£3,233.06	Total	£20,144.44	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	£3,500.89																			
English	£3,711.32																			
Hums	£3,233.06																			
PEPA	£3,233.06																			
E&I	£3,233.06																			
Science	£3,233.06																			
Total	£20,144.44																			

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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																			
Total Budget Cost					£26.744.44															

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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?																
TLR funding for Head of Learning for disadvantaged students (staff costs)	To provide oversight for behaviour and attendance interventions of disadvantaged students	There is a significant gap between the attendance of disadvantaged and other students. Targeted support is required to improve the overall attendance figure and progress of the students	<ul style="list-style-type: none"> Attendance support Line management meetings Attendance data analysis 	SDHT/AHT	£5,820.00	Regular review of the outcomes for disadvantaged students																
Funding for family support worker for disadvantaged students to improve attendance (staff costs)	To increase the attendance of the disadvantaged students and reduce the number of student in PA status	School evidence suggests that disadvantaged students who have an attendance over 80% at KS4 have a positive progress 8 score. This is not the case in students with an attendance below 80%	<ul style="list-style-type: none"> Line managements meetings Review of individual strategies for disadvantaged students Attendance analysis information 	HOL (Disadvantaged students)	£10,048.78	Regular review of attendance data to measure the impact of the activities on the attendance of specific students																
Partial funding of SITs and attendance support (staff costs)	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 nor contact members of staff will be able to coordinate early intervention strategies, with greater efficiency and have clear record of impact. Increase in the capacity of the system to support students returning back to school following the significant absence	<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</td> <td>£5,428.54</td> </tr> <tr> <td>SIT Y7</td> <td>£5,747.87</td> </tr> <tr> <td>SIT Y8</td> <td>£4,949.55</td> </tr> <tr> <td>SIT Y9</td> <td>£8,621.80</td> </tr> <tr> <td>SIT Y10</td> <td>£5,907.53</td> </tr> <tr> <td>SIT Y11</td> <td>£4,789.89</td> </tr> <tr> <td>Attendance administration</td> <td>£5,331.76</td> </tr> <tr> <td>Total</td> <td>£40,776.95</td> </tr> </table>	SIT Y6	£5,428.54	SIT Y7	£5,747.87	SIT Y8	£4,949.55	SIT Y9	£8,621.80	SIT Y10	£5,907.53	SIT Y11	£4,789.89	Attendance administration	£5,331.76	Total	£40,776.95	Regular attendance monitoring, evaluating the overall attendance of all disadvantaged students and the number in PA status.
SIT Y6	£5,428.54																					
SIT Y7	£5,747.87																					
SIT Y8	£4,949.55																					
SIT Y9	£8,621.80																					
SIT Y10	£5,907.53																					
SIT Y11	£4,789.89																					
Attendance administration	£5,331.76																					
Total	£40,776.95																					

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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 Head of Learning to support attendance and behaviour improvement (staff costs)	Increase in the attendance of the disadvantaged students and a reduction in the number of behaviour incidents	Disadvantaged students are represented disproportionately in the PA status group. SITs, as nor 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 & behaviour reports AHT scrutiny HOL meetings Line management minutes HOL reports to SLT Attendance & behaviour reports by link governor and reports to full governing body 	HOL/AHT	<table border="1"> <tr> <td>HOL 6</td> <td>£2,382.65</td> </tr> <tr> <td>HOL 7</td> <td>£2,522.81</td> </tr> <tr> <td>HOL 8</td> <td>£2,172.42</td> </tr> <tr> <td>HOL 9</td> <td>£3,784.22</td> </tr> <tr> <td>HOL 10</td> <td>£2,592.89</td> </tr> <tr> <td>HOL 11</td> <td>£2,102.34</td> </tr> <tr> <td>Total</td> <td>£15,557.33</td> </tr> </table>	HOL 6	£2,382.65	HOL 7	£2,522.81	HOL 8	£2,172.42	HOL 9	£3,784.22	HOL 10	£2,592.89	HOL 11	£2,102.34	Total	£15,557.33	Regular monitoring of the behaviour and attendance of the disadvantaged students
HOL 6	£2,382.65																			
HOL 7	£2,522.81																			
HOL 8	£2,172.42																			
HOL 9	£3,784.22																			
HOL 10	£2,592.89																			
HOL 11	£2,102.34																			
Total	£15,557.33																			
Partial funding of the school counsellor (staff costs)	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 	DHT	£3,471.00	Regular reports from the school counsellor linked to specific disadvantaged students who have received support.														

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Funding for administration and delivery of the wave 2 interventions (staff costs)	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	Intervention analysis data
Total Budget Cost					£88,253.06	



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	£1,500.00	Review of progress and success at the end of each activity cycle (half term)
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
Additional Teaching group Y6 (staff costs)	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	£13,644.00	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 – staff costs)	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>£14,610.20</td> </tr> <tr> <td>English</td> <td>£12,547.20</td> </tr> <tr> <td>Maths</td> <td>£12,051.60</td> </tr> <tr> <td>Total</td> <td>£39,209.00</td> </tr> </table>	Science	£14,610.20	English	£12,547.20	Maths	£12,051.60	Total	£39,209.00	After Data capture points
Science	£14,610.20													
English	£12,547.20													
Maths	£12,051.60													
Total	£39,209.00													
Targeted support for attendance interventions for disadvantaged students	Provide specific and personalised interventions and support for disadvantaged students to raise the attendance for this group of students	School evidence suggests that disadvantaged students who have an attendance over 80% at KS4 have a positive progress 8 score. This is not the case in students with an attendance below 80%	<ul style="list-style-type: none"> • Review of attendance strategies for individual students 	AHT/HOL (Disadvantaged students)	£14,877.00	Overall review of attendance improvements for students who undergo specific attendance interventions								
Partial funding of intervention materials to provide wave 2 provision	Provide specific and personalised interventions and support for disadvantaged students	Evidence by the EEF shows that individualised learning has an impact of +3 months	<ul style="list-style-type: none"> • Specific success criteria based on the distribution of the additional funding 	SDHT/SEN CO	£1,780.00	As specific interventions take place								
Partial funding of class charts attendance module	Increase in the reporting ability to highlight issues allowing appropriate interventions to take place	School evidence and analysis shows that the attendance of disadvantaged students is a significant issue that needs to be addressed	<ul style="list-style-type: none"> • Review of attendance data for disadvantaged students • Review of teacher and administration use of the system 	AHT/HOL (Disadvantaged students)	£4,000.00	During regular attendance monitoring								
Total Budget Cost					£78,627.50									



Section 5 – Review of Expenditure 2019/20

Quality teaching for all

Action	Intended outcome	Cost	Evaluated outcome/impact	Review
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	£42,682.53	There were several initiatives that focused on development of wave 1 teaching strategies that were delivered by the faculty leadership. These included the development of cognitive load theory into the curriculum and shared expectations of the lesson experience for all students.	Funding to support the development of teaching strategies for disadvantaged students should be continued. However, due to other priorities in the new strategy this will be at a reduced level
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	£6,600	The resources were spent on a number of different areas: <ul style="list-style-type: none"> • Support for PP students in Food and design subjects with provision of materials • Additional resources for Science • Additional resources for Geography 	Faculty interventions remain important and have had an impact in some areas. There will be continued funding in the new strategy.
Develop the role of Lead Practitioners in each faculty	Lead Practitioners will take responsibility for developing teaching and learning strategies for PP students in their faculty areas	£16,279.00	The lead practitioners lead on a number of initiatives focused on developing the teaching and learning within their faculty area: Evaluation of literacy ideas across the faculty Trailing and developing resources for the implementation of the learning scientists resources for the development of student understanding and as part of the T&L development plan	Although the lead practitioners worked on several initiatives, the impact was less than expected. The focus on specific initiatives for disadvantaged students was difficult to identify and although improvement in the quality of wave 1 teaching is a key thread to the strategy. The change in the structure of the week to provide more opportunities for discussion and development as well as

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				emerging issues with PP performance mean that the funding in this case would be better spent in other areas for the academic year 2020/21
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Targeted support

Action	Intended outcome	Cost	Evaluated outcome/impact	Review																				
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	£23,129.80	The gap in attendance between disadvantaged and non-disadvantaged has been a significant barrier for a number of academic years and is still considered to be a major barrier on the progress and attainment of the disadvantaged students. The work of the SIT team has made some impact although this has been small the overall absence rate for the disadvantaged students had reduced compared to the previous year and the gap between the non-disadvantaged students has also reduced, although the absence rate is still above the national average. Absence summary (Autumn & Spring terms) <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Year</th> <th>PP</th> <th>National</th> <th>Non PP</th> <th>Difference</th> </tr> </thead> <tbody> <tr> <td>2017/18</td> <td>9.8</td> <td>8.9</td> <td>5.8</td> <td>4.0</td> </tr> <tr> <td>2018/19</td> <td>10.1</td> <td>8.8</td> <td>5.8</td> <td>4.3</td> </tr> <tr> <td>2019/20</td> <td>11.0</td> <td></td> <td>6.5</td> <td>4.5</td> </tr> </tbody> </table>	Year	PP	National	Non PP	Difference	2017/18	9.8	8.9	5.8	4.0	2018/19	10.1	8.8	5.8	4.3	2019/20	11.0		6.5	4.5	Narrowing the gap in attendance between disadvantaged and non-disadvantaged students will continue to be essential next year, therefore this funding should continue for the next year
Year	PP	National	Non PP	Difference																				
2017/18	9.8	8.9	5.8	4.0																				
2018/19	10.1	8.8	5.8	4.3																				
2019/20	11.0		6.5	4.5																				
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	£11,836.18	The focus on Attitude to learning and behaviour interventions have been successful. For the academic year (19/20) the number of FTE for disadvantaged students is expected to be well below the national average, with a FTE rate of 6.79% for the Autumn and Spring terms. (National average for whole academic year 17/18 for disadvantaged students 28.12%). Although the rate compared to national	Although there has been several areas of success in this area, there needs to be continual concentration on the attitude and behaviour of the disadvantaged students. Evidence supports that a good attitude to learning supports the progress of students. The EEF highlights behaviour interventions as an important strategy for disadvantaged students. The provision for specific behaviour interventions																				

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figures is a success there is still a significant difference when compared to non-disadvantaged students.

	PP FTE Rate	Non-PP FTE Rate	Difference
Year 6	5.71%	4.55%	1.62%
Year 7	0.00%	0.00%	0.00%
Year 9	17.95%	3.85%	4.35%
Year 10	2.86%	2.52%	3.59%
Year 11	3.45%	3.36%	3.13%
Year 9	2.94%	1.94%	3.27%
Total	6.97%	2.76%	2.96%

The interventions by the pastoral team has ensured that the average ATL for the disadvantaged students is 2.02 compared to the non-disadvantaged students at 1.76. Although the ATL of the disadvantaged students is strong, showing that they demonstrate a good attitude to learning, there is still a gap when compared with the non-disadvantaged students

Year	PP	Non-PP	Difference
6	1.95	1.74	-0.21
7	2.01	1.83	-0.18
8	1.99	1.84	-0.15
9	2.06	1.65	-0.41
10	2.15	1.8	-0.35
11	1.95	1.68	-0.27
Average	2.02	1.76	-0.26

should continue for 20/21. The effect of the COVID-19 lockdown measures on disadvantaged students is unclear, however, it is likely that they may find the return to school more challenging than other students. The funding for the pastoral support should increase to ensure that disadvantaged students are fully supported as they return to school.

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Action	Intended outcome	Cost	Evaluated outcome/impact	Review
Partial funding of the school counsellor	To provide high level social and emotional support disadvantaged students	£7,297.00	Social and emotional learning is recognised as being an important part of the supporting the progress of students in school. The counsellor worked with a number of disadvantaged students, this work did have an effect on their mental health and ability to attend school and engage in lessons	Although this aspect of the strategy is difficult to evaluate due to the complication of obtaining quantitative data this is an important part of the pupil premium strategy. Due to the possibility of the recent lock down measures in response to the COVID-19 virus having a greater effect on disadvantaged students, this provision should be continued and increased for the next academic year.
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	£12,579.00	The wave 2 interventions have been successful and the evaluation of the individual provisions shows that there has been either been a higher level of expected progress or expected in some cases. Overall progress of the disadvantaged students with the lowest prior attainment have benefited the most	The focus on the core skills of disadvantaged students is a core concept of the schools strategy and funding for this activity will continue in the next academic year

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Other approaches

Action	Intended outcome	Cost	Evaluated outcome/impact	Review
Support for Arts activities for disadvantaged students	Enable disadvantaged students to have full access to the enriched curriculum	£2,300	Students have taken part in a wide range of activities and these have supported their academic studies as well as engagement	Art participation is considered to important for both student engagement and aspiration and funding should continue.
Supply of revision material for Year 11 students	Provide resources for disadvantaged students to enable them to revise for the GCSE courses effectively	£1,100	The Y11 students used the resources extensively during the preparation for the mock examinations. The full evaluation of this spend is difficult due to the Y11 students not taking GCSE examinations at the end of the year.	The provision of resources to allow the disadvantaged to have access to the same materials as the non-disadvantaged students is still important and will be continued. There will be a targeted approach to resources that are applied to each of the disadvantaged student
Part funding of careers support and guidance (staff costs)	Provide specialised careers mentoring for disadvantaged students	£3,617.50	As well as the one to one sessions that were provided to all disadvantaged students, the career advisor was involved in the organisation of careers activities for disadvantaged students to support their careers aspirations.	To provide advice for disadvantaged students is essential in raising aspirations and funding should continue
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	£175.00	The funding was only partially used during the mock examinations as students did not take the final examinations	Support for this activity should continue

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Online Mentoring	Improved outcomes for Y11 MABLE students	£2,300	This part of the strategy did not take place due to the closure of the school	Additional support for disadvantaged students in the next academic year will be important, especially those preparing to take GCSE examinations in the summer of 2021. The use of specific mentoring and tuition of students will be required in the strategy for next year
Additional Teaching group Y6	Create smaller teaching groups in Y6 to allow for more personalisation and targeted support	£21,430	The impact of the additional group is difficult to evaluate in the absence of quantitative data. Feedback from staff has indicated that the additional support which can be provided with a smaller class size does have a major impact on the progress of the PP students. The teacher assessments up to the point of closure show that even with the additional support there was still a significant gap between the disadvantaged and non-disadvantaged students	The funding for an additional group should continue in the strategy for 2020/21. The EEF shows that reducing a class size has an increased progress of up to 3 months
Creation of additional core teaching groups in Year 10 & Y11 (Partial funding)	To increase outcomes for all year 10 & 11 students	£34,694.00		
Additional funding to support specific disadvantaged students		£8,405	Funding provided various activities such as access and engagement in academic studies	The funding for this areas will be reduced in the next plan to provide a more focussed approach to attendance interventions