

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Tanfield School
Number of pupils in school	712
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	December 2022
Date on which it will be reviewed	August 2023
Statement authorised by	S Clough
Pupil premium lead	J Allan
Governor / Trustee lead	C McGough

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£246,545
Recovery premium funding allocation this academic year	£26,734
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£273,279

Part A: Pupil premium strategy plan

Statement of intent

At Tanfield School we have many minds but one mission: to get students to attend the best university, or real alternative, succeed in their dream job and thrive in all aspects of their life.

Our core values of hard work, trust and fairness permeate all that we do. From the moment a student arrives at Tanfield, we ask them to live these values:

Hard work

We never give up. We remain positive so that we have the strength to persevere with even the hardest work. We do what it takes for as long as it takes.

Trust

We are honest. We do what we say we'll do and do not make excuses. We are loyal and have the courage to do the right thing.

Fairness

We play by the rules. We are respectful, polite, kind and courteous at all times. We don't take advantage of others and helping a member of our team is helping ourselves.

We also focus on three key drivers: **Mastery**, which is the drive to get better at things that matter; **Autonomy**, or the drive to direct our own lives; and **Purpose**, which is the drive to connect to a cause larger than ourselves (Dan Pink, 'Drive').

We clearly communicate our mission, values and drivers throughout every day so that the whole school community knows the purpose of everything that we do. We know why we move around school in the way that we do, we know why we wear our uniform in the way that we do and we know why we look at the speaker in all of our lessons.

Through rigour, simplicity and a relentless focus on success, all students work hard every day to climb the mountain to university or real alternative.

How are we spending the PPG?

The school draws on research evidence (such as the Education Endowment Fund) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on supporting our disadvantaged students to achieve the highest levels. Our Pupil Premium spend is divided into the following four priority areas:

Quality first teaching and harnessing the power of feedback

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate. Therefore, we develop teacher talent by our incremental coaching strategy. We carry out fifteen-minute drop ins to give feedback to staff based on our Tanfield teaching and learning model, which has been inspired by Rosenshine's principles and the Teach Like a Champion 3.0 book. We have invested heavily and bought a copy of this book for every member of the

teaching staff to ensure that our staff know they are an important part of Team Tanfield and to ensure they have the ability to read deeper into the strategies we are driving in the classroom.

The best way to ensure students make progress is to harness the power of feedback. Every data cycle parents receive a highly personalised report, a face-to-face meeting or a telephone call home. At every morning and afternoon meeting, we reflect back on how the day has gone and the key highlights in learning, including opportunities for retrieval practice.

Highly tailored interventions and more time

We find out where the basic skills gaps exist among eligible students as soon as they arrive in Year 7 and deploy our best teachers to help close these gaps. In addition to our 30 50-minute lessons, we run five twenty-minute morning meetings, and five twenty minute afternoon meetings. A significant number of students are also expected to attend morning mastery and afternoon mastery from 8.00am and 3.05pm.

Minimising barriers to achievement

We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. For example, we have employed year managers and a Home School Liaison Officer to provide well-targeted support to improve attendance, behaviour or links with families where these are barriers to a student's learning. We insist on good learning habits with the highest of expectations and no excuses. We have very clear rules about homework and equipment because students have to be ready to learn. Our uniform is very practical and students are expected to wear it with pride and there is a strong attention to detail. During lessons, students are expected to track the speaker, teacher or student, and remain focussed at all times.

Raising aspirations and broadening experiences

Our students live in some of the most deprived wards in Durham. Our priority is to raise aspirations, encourage young people to have a growth mindset, and to progress onto higher education. The message at Tanfield is that ALL students are going to university or a real alternative. We continuously expose students to the expectation that students aim to attend university. Our school houses are named after the 4 local Universities and we have links with key staff from each of these.

Like many independent schools, we devote a significant amount of time to the development of holistic all-round development, especially in the sports and the arts. We have timetabled co-curricular sessions for years 7-10 where students participate in extracurricular activities during the school day, ensuring all students can participate regardless of background or additional responsibilities at home.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	In-school attainment gaps on entry in English and mathematics are increasing (APS gaps: Y7 = -4 Y8; (CATS Scaled) = -2.3; Y9 (CATS Scaled) = -3.4; Y10 = -3.7; Y11 = -1.5
2	Higher number of disadvantaged students are boys. Boys underperform compared to girls nationally, so in order to surpass national performance data overall, our students must perform comparatively better than schools with a more equal split of male/female students.

	<p>Interestingly, this number varies strongly between year groups</p> <p>Table 1. Percentage of boys in disadvantaged and other by year group</p> <table><tr><td></td><td>Disadvantaged</td><td>Other</td></tr><tr><td>Year 7</td><td>40%</td><td>57%</td></tr><tr><td>Year 8</td><td>56%</td><td>59%</td></tr><tr><td>Year 9</td><td>39%</td><td>43%</td></tr><tr><td>Year 10</td><td>53%</td><td>60%</td></tr><tr><td>Year 11</td><td>53%</td><td>56%</td></tr><tr><td>All Years</td><td>51%</td><td>56%</td></tr></table>		Disadvantaged	Other	Year 7	40%	57%	Year 8	56%	59%	Year 9	39%	43%	Year 10	53%	60%	Year 11	53%	56%	All Years	51%	56%
	Disadvantaged	Other																				
Year 7	40%	57%																				
Year 8	56%	59%																				
Year 9	39%	43%																				
Year 10	53%	60%																				
Year 11	53%	56%																				
All Years	51%	56%																				
3	Our discussions with feeder primary schools and through observations in school inform us that some disadvantaged students start at Tanfield with relatively lower aspirations than other students in the school which leads to the challenge of ensuring disadvantaged students have strong learning habits.																					
4	Not all disadvantaged students are struggling financially, however, currently 84% of our disadvantaged students are eligible for free school meals. This leads to the inability to purchase educational resources or to benefit from cultural and social events and experiences for a large proportion of our disadvantaged students.																					
5	Attendance of disadvantaged students (87.3% up to 30/11/22) does not match that of other students in the school (94.48% up to 30/11/22).																					
6	Key Stage 2 assessment data and in school assessments and observations have identified that our least able students are not making rapid progress due to the lack of key skills in literacy and numeracy from the beginning of their education																					

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To improve attainment and progress among disadvantaged students across the curriculum at the end of Key Stage 4.	<p>By the end of our current plan in 2023, the percentage of students who Enter the English Baccalaureate will increase to at least 40%. The 2019 national average for Disadvantaged Students is 27.5% and for other students is 44.5%.</p> <p>Attainment 8 score will increase from the 2020 figure of 38.1 to 46.0 (sustaining the score achieved in 2020 TAGS process). EBACC average point score will increase from 2.84 to 3.75 (sustaining the score achieved in 2020 TAGS process).</p>

<p>To improve the in class participation of all students in all classrooms with the goal of 100% of students being on task 100% of the time</p>	<p>Data analysis to show that negatives for lack of participation in lessons to have decreased substantially compared to 2020 data.</p> <p>Observations to evidence student participation improving over time and as a strength in the majority of classrooms.</p>
<p>To improve numeracy and literacy amongst the least able disadvantaged students in Key Stage 3.</p>	<p>Direct instruction data to show a rapid increase in attainment for students following this program.</p> <p>Students who have completed this program score higher in internal and external examinations compared to students of the same ability in previous years.</p>
<p>To achieve and sustain improved levels of attendance and well being for all students including those who are disadvantaged</p>	<p>Improved attendance for disadvantaged students leading to improvements in outcomes. Narrowing the gap for absence and persistent absence disadvantaged students compared to other students</p> <p>Continued high levels of well being for all students demonstrated through</p> <ul style="list-style-type: none"> • Student, parent and staff questionnaires and observations. • An increase in students taking up places in enrichment activities including clubs, Champions Hour and the Duke of Edinburgh Award. • The introduction of timetabled Co-curricular sessions for students in years 7 to 10 to ensure all students have the opportunity to take part in activities which are not part of the normal school curriculum.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £95,854

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff will use the 100% strategies from Teach Like a Champion 3.0. When giving instructions, staff will use '100% STAR students in 3,2,1' to gain attention and then use clear 'What to do' instructions that 'make compliance visible'. Radar be seen looking, Least invasive intervention and Art of the consequence strategies used to ensure students stay on task.</p> <p>2022/23 - Introduction of a whole staff focus on Active Observation where lessons are double planned and key learning points identified. The teacher identifies the students they will visit prior to the lesson and live data is collected throughout the lesson to identify misconceptions as they happen and address these immediately.</p>	<p>EEF toolkit +3 months Behaviour interventions</p>	2, 3
<p>Lessons will be planned with increasing detail and consideration for how pre-requisite knowledge will be taught alongside new learning so that knowledge gaps can be reduced.</p> <p>Booklets will be used in all subjects that</p>	<p>EEF toolkit Reading comprehension strategies +6 months</p>	1, 2,

incorporate Rosenshine's principles, reading of complex text, tier 2 and 3 vocabulary and The Writing Revolution.		
<p>All students will receive feedback that they respond to</p> <p>Teachers will have a very clear understanding of what gaps in learning students have.</p> <p>Mini whiteboards provided by the school used by students to answer hinge questions, short answer questions and brain dumps.</p> <p>Feedback given on work within a 72 hour turnaround when possible. Whole class feedback and Active Observation used.</p> <p>Self assessment using model answers shared under a visualiser.</p>	<p>EEF toolkit</p> <p>Feedback +8 months</p>	1, 2, 4
<p>All students will receive homework that incorporates retrieval practice</p> <p>Learning gaps from lockdown are closed. Students remember what they are taught.</p> <p><i>Students complete quiz on Google Classroom</i></p> <p><i>Students complete a Look, Cover, Write, Check task in their homework books</i></p> <p><i>Students complete brain dump on Google Classroom</i></p> <p><i>Teacher videos uploaded to Google Classroom using Screencastify</i></p>	<p>EEF toolkit</p> <p><i>Homework (secondary) +5 months</i></p>	1, 2

<p><i>Tassomai used for English and Science for all year groups.</i></p> <p><i>SparxMaths used for years 7-10 and HegartyMaths used for year 11.</i></p>		
<p><i>Students in year 11 will have a fortnightly progress check. Subject teams meet to analyse the data and decide on the gaps that need to be closed. All teachers choose and deliver the best reteach method.</i></p> <p>Fortnightly data meetings to take place which will lead to effective data analysis and effective reteaching to close gaps</p> <p>This in turn will lead to data driven instruction in all subjects. Learning gaps are closed quickly.</p>	<p>EEF toolkit <i>Feedback</i> <i>+8 months</i></p>	<p>1, 2, 6</p>
<p>All teachers improve their practice, leading to improved learning</p> <p>Instructional coaching model taking place across the school.</p> <p>Teachers respond to feedback, improving learning in their lessons.</p> <p><i>All staff receive a 'drop-in' with follow-up coaching sessions once a fortnight.</i></p>	<p>EEF toolkit <i>Feedback</i> <i>+8 months</i></p>	
<p>Retrieval practice is embedded across the school</p> <p><i>Recaps at the start of all lessons, hinge questions, brain dumps, homework</i></p>	<p>EEF toolkit <i>Meta - cognition and self - regulation</i> <i>+7 months</i></p>	<p>1, 2, 4</p>

<i>quizzes, morning and afternoon meeting quizzes, progress checks and cycle assessments to be embedded across the school.</i>		
In order to support the least able students in Key Stage 3, Selected students will participate in Direct Instruction in Key Stage 3 English and Maths.	<p>Supported by</p> <p>The Effectiveness of Direct Instruction Curricula: A Meta-Analysis of a Half Century of Research</p> <p>Jean Stockard, Timothy W. Wood, Cristy Coughlin, Caitlin Rasplika Khoury</p> <p>and</p> <p>Research Syntheses of Direct Instruction Outcomes</p> <p>Cristy Coughlin</p> <p>Effect sizes range from moderate (0.5) to very strong (0.8+).</p>	1, 6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £26,734

Activity	Evidence that supports this approach Unless stated otherwise, evidence is based on EEF toolkit	Challenge number(s) addressed
<p><i>An internal alternative provision base will be accessed by students who are at risk of disengaging and leaving without qualifications.</i></p> <p>All disadvantaged students leave with qualifications that enable them to access the next stage of education or employment</p>	<i>Small group tuition +4 months</i>	3
<i>Additional time is given to students who require it through morning and</i>	<p><i>Small group tuition +4 months</i></p> <p><i>Peer tutoring +5 months</i></p>	1, 2, 3

<p>afternoon mastery. Peer tutoring and small group tuition will take place during this time. Compulsory Get Exam Ready lessons take place after school for all students in year 11. Free transport is provided for all students who require it.</p> <p>Year 11 Champions hour is held between 4 o'clock and 5 o'clock each day where students can work independently or together to catch up, revise or look ahead. Free transport available for all students who require it.</p>		
<p>There will be a transition summer camp for pupils with complex needs and low prior attainment. Direct Instruction English and Maths will be used with these students.</p>	<p>Small group tuition +4 months</p>	<p>4</p>
<p>Disadvantaged SEN students are supported to achieve as well as other students by using Learning Support Assistants in lessons and during additional hours. For example, morning and afternoon mastery.</p>	<p>Small group tuition +4 months</p>	<p>1, 2 ,6</p>
<p>High quality, structured, targeted intervention in reading delivered x2 per week to two groups of struggling readers. Support is tiered according to need identified through standardised tests (NGRT) - either a literacy programme of Reciprocal Reading. All intervention includes delivery from trained staff, frequent sessions and continuous</p>	<p>Small group tuition +4 months Reading Comprehension Strategies +6 Meta-cognition and self-regulation +7 months</p>	<p>1, 2 ,6</p>

assessment where applicable.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £150,691

Activity	Evidence that supports this approach	Challenge number(s) addressed
In order to promote and develop the skills of : leadership, teamwork, self-motivation, communication, confidence, consideration and the ability to learn, all disadvantaged students in years 9 and 10 will be given the opportunity to participate in the Duke of Edinburgh Bronze award. Parental poverty will not act as a barrier to participation.	United Learning Trust research shows that of 29 extra curricular activities, participating the the Duke of Edinburgh Award ranks top in the most important activities run by school.	3, 4
Role of Home School Liaison officer created to support students who have difficulties outside of school.	EEF toolkit Behaviour interventions +3 months	3, 5
Role of Attendance Coordinator created to allow teachers and support staff to take swifter action based on attendance data.	EEF Toolkit Parental Engagement +4 months	5
In order to help address the attendance and behaviour gap between disadvantaged and non-disadvantaged students, we employ additional support staff whose role is to promote high levels of attendance and behaviour and to engage with parents and carers to enhance levels of support at home.	EEF toolkit Behaviour interventions +3 months	5
To ensure no student is disadvantaged due to	EEF toolkit	4

family income or circumstances we offer free participation in school journeys, residential, visits, including theatre and concert trips.	Arts participation +2 months	
In order to provide improved access to musical activities. Enriched cultural and musical experience. Increased participation in musical concerts and events, PP students who are eligible for free school meals are provided with one-to-one music lessons.	EEF toolkit Arts participation +2 months	4
Starting in Academic Year 22/23, students in Years 7 to 10 participate in Co-Curricular classes which are timetabled during the school day. This allows all students to choose elective classes and participate in activities which develop skills and qualities including Physical, sign language, Expedition/Residential trip and volunteering in the local community. They have been timetabled during the normal school day to ensure that all students can participate regardless of their background or financial situation.	EEF toolkit Arts participation +2 months	4

Total budgeted cost: £273,279

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.04. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 47.7. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15. This shows that our disadvantaged students progress was +0.51 higher than disadvantaged students nationally and 0.19 lower than other students nationally.

Key stage 4 data shows that the attainment of the school's disadvantaged pupils in 2021/22 of 47.7 met our 2023 target of 46 points.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 score of our disadvantaged pupils was -0.04, and the Progress 8 score for our other students was 0.69. Our analysis suggests that although our disadvantaged students made appreciable progress in terms of Progress 8, compared to previous years, their progress was not as marked as other students. One identified reason for this is that Student attendance to school and when in school, their attendance to after school revision classes was lower than the other students. For the year 22/23,

attendance to after school sessions has been further tightened and initial results show an improved attendance for disadvantaged students. We have also strengthened the attendance team and trained further staff to ensure students who struggle to get to school are collected using the school mini bus.

EBacc entry for disadvantaged pupils was 11%, which is lower than in previous years but not representative of our strategy. The EBACC entry for disadvantaged students for 2023 and 2024 leavers is 22% and 35% respectively.

Absence among disadvantaged pupils was 7.9% higher than their peers in 2021/22 and persistent absence 29.3% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

That being said, in 2022, we achieved the outcomes that we set out to achieve by 2022/23, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Maths	White Rose Maths