

## Pupil Premium Review April 18/19

Allocation, Spend and Impact

Student numbers to be used in calculation of the Pupil Premium Grant (PPG)



Allocation	2017/18 Expected Funding		Funding Received Apr to Sep (6 months)	
Based on the School Census				
Pupils in year groups 7 to 11 recorded as Ever 6 FSM	180/230	@ £935	£168,300	£91,477
Looked-after children (LAC)	8	@ £1,600	£12,800	£2000
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	1	@ £1,600	£1600	£0
Service Children	2	@ £300	£600	£0
<b>Total</b>			<b>£181,550</b>	<b>£136,000</b>

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.

## **Barriers to future attainment for scholars eligible for the PGP (including high ability)**

### **Internal barriers**

- In-school attainment gaps on entry in English and mathematics (APS gaps: Y7 = 2.44 points; Y8 = 6.37 points; Y9 = -0.39; Y10 = -0.48; Y11 = -0.61).
- Disadvantaged students often start at Tanfield with relatively lower aspirations than other students in the school.
- Ensuring disadvantaged students have strong learning habits.

### **External barriers**

- Attendance of disadvantaged students (90.89% in 2017/18) does not match that of other students in the school (93.57% in 2017/18).
- Building strong relationships with families can be more complex.
- A culture which doesn't value education

## **Pupil Premium April 2018/19**

### **How are we spending the PPG?**

The school draws on research evidence (such as the Sutton Trust toolkit – see Appendix 2) 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 ten-minute drop ins to give feedback to staff based on our Teach Like a Champion placemat, focusing on the Tanfield 19 in particular. 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.

#### **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. We double-staff, at least, one class-set in English and Maths in each year group throughout the week: the second teacher usually works with the lower sets, but can also be deployed to

support students in higher sets. In addition to our 25 60-minute lessons, we run five twenty-minute morning meetings, and five half hour afternoon meetings. A significant number of students are also expected to attend morning mastery from 8.00am.

### **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 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 university. Before they join, Year 6 students visit the University of Durham so their first experience with Tanfield is at a Russell Group university. In Year 8 and 9, every student visits a different University. 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.

Statements of Success / Impact – YEAR 7 To use £181,550 to ensure:			April 2018/19 Cycle RAG		
			1	2	3
A	The percentage purple in English for progress for low prior attaining disadvantaged scholars, at least, matches or is improving towards that for other low prior attaining scholars within school	Disad		55.6%	41.7%
		Other		16.7%	57.9%
		Gap		+38.9%	-16.2%
B	The percentage purple in English for progress for middle prior attaining disadvantaged scholars, at least, matches or is improving towards that for other middle prior attaining scholars within school	Disad		71.4%	20%
		Other		35.7%	19.6%
		Gap		+35.7%	+0.4%
C	The percentage purple in English for progress for high prior attaining disadvantaged scholars, at least, matches or is improving towards that for other high prior attaining scholars within school	Disad		27.6%	22.2%
		Other		72.4%	43.8%
		Gap		-44.8%	-21.6%
D	The percentage purple in mathematics for progress for low prior attaining disadvantaged scholars, at least, matches or is improving towards that for other low prior attaining scholars within school	Disad		55.6%	21.7%
		Other		44.4%	25%
		Gap		+11.2	-3.3%
E	The percentage purple in mathematics for progress for middle prior attaining disadvantaged scholars, at least, matches or is improving towards that for other middle prior attaining scholars within school	Disad		100%	34.3%
		Other		0%	29.4%
		Gap		+100%	+4.9%
F	The percentage purple in mathematics for progress for high prior attaining disadvantaged scholars, at least, matches or is improving towards that for other high prior attaining scholars within school	Disad		28.6%	22.2%
		Other		71.4%	52.9%
		Gap		-42.8%	-30.7%
G	The attendance of disadvantaged scholars, at least, matches that for other scholars nationally	Disad	93.71	93.54	92.54
		Nat	95.9	95.9	95.9
H	The average number of detentions for disadvantaged students is no higher than 1 per student, per week	Disad	0.64	0.61	0.99
		Other	0.24	0.12	0.37
I	All disadvantaged students participate in, at least, 1 co-curricular session each and every week	Disad			
		Nat			

Disad = figure for disadvantaged students in the school

Other = figure for other students in the school

Nat = figure for other students nationally

Statements of Success / Impact – YEAR 8 To use £181,550 to ensure:			April 2018/19 Cycle RAG		
			1	2	3
A	The percentage purple in English for progress for low prior attaining disadvantaged scholars, at least, matches or is improving towards that for other low prior attaining scholars within school	Disad		75%	33.3%
		Other		25%	0%
		Gap		+50%	+0.33%
B	The percentage purple in English for progress for middle prior attaining disadvantaged scholars, at least, matches or is improving towards that for other middle prior attaining scholars within school	Disad		37.5%	22.2%
		Other		62.5%	27.5%
		Gap		-25%	-5.3%
C	The percentage purple in English for progress for high prior attaining disadvantaged scholars, at least, matches or is improving towards that for other high prior attaining scholars within school	Disad		21%	30.8%
		Other		79%	36.8%
		Gap		-58%	-6.8%
D	The percentage purple in mathematics for progress for low prior attaining disadvantaged scholars, at least, matches or is improving towards that for other low prior attaining scholars within school	Disad		50%	16.7%
		Other		50%	0%
		Gap		0%	+16.7%
E	The percentage purple in mathematics for progress for middle prior attaining disadvantaged scholars, at least, matches or is improving towards that for other middle prior attaining scholars within school	Disad		20%	7.7%
		Other		80%	25%
		Gap		-60%	-17.3%
F	The percentage purple in mathematics for progress for high prior attaining disadvantaged scholars, at least, matches or is improving towards that for other high prior attaining scholars within school	Disad		28%	53.8%
		Other		72%	48.6%
		Gap		-44%	+5.2%
G	The attendance of disadvantaged scholars, at least, matches that for other scholars nationally	Disad	90.40	90.38	89.79
		Nat	95.9	95.9	95.9
H	The average number of detentions for disadvantaged students is no higher than 1 per student, per week	Disad	0.95	0.77	0.98
		Other	0.45	0.41	0.50
I	All disadvantaged students participate in, at least, 1 co-curricular session each and every week	Disad			

		Other			
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Disad = figure for disadvantaged students in the school

Other = figure for other students in the school

Nat = figure for other students nationally

Statements of Success / Impact – YEAR 9 To use £181,550 to ensure:			April 2018/19 Cycle RAG		
			1	2	3
<b>A</b>	The percentage purple in English for progress for low prior attaining disadvantaged scholars, at least, matches or is improving towards that for other low prior attaining scholars within school	Disad		60%	100%
		Other		40%	100%
		Gap		+20%	0%
<b>B</b>	The percentage purple in English for progress for middle prior attaining disadvantaged scholars, at least, matches or is improving towards that for other middle prior attaining scholars within school	Disad		35%	14.3%
		Other		65%	40%
		Gap		-30%	-25.7%
<b>C</b>	The percentage purple in English for progress for high prior attaining disadvantaged scholars, at least, matches or is improving towards that for other high prior attaining scholars within school	Disad		20%	11.1%
		Other		80%	18.2%
		Gap		-60%	-7.1%
<b>D</b>	The percentage purple in mathematics for progress for low prior attaining disadvantaged scholars, at least, matches or is improving towards that for other low prior attaining scholars within school	Disad		40%	33.3%
		Other		60%	75%
		Gap		-20%	-41.7%
<b>E</b>	The percentage purple in mathematics for progress for middle prior attaining disadvantaged scholars, at least, matches or is improving towards that for other middle prior attaining scholars within school	Disad		47%	17.9%
		Other		53%	17.1%
		Gap		-6%	+0.8%
<b>F</b>	The percentage purple in mathematics for progress for high prior attaining disadvantaged scholars, at least, matches or is improving towards that for other high prior attaining scholars within school	Disad		28.6%	22.2%
		Other		71.4%	36.4%
		Gap		-42.8%	-14.2%
<b>G</b>	The attendance of disadvantaged scholars, at least, matches that for other scholars nationally	Disad	88.33	87.7	89.84
		Nat	95.9	95.9	95.9
		Gap	-7.57	-8.2	-6.06
<b>H</b>	The average number of detentions for disadvantaged students is no higher than 1 per student, per week	Disad	0.83	0.68	0.97

		Other	0.71	0.59	0.75
I	All disadvantaged students participate in, at least, 1 co-curricular session each and every week	Disad			
		Nat			

Disad = figure for disadvantaged students in the school

Other = figure for other students in the school

Nat = figure for other students nationally

Statements of Success / Impact – YEAR 10 To use £181,550 to ensure:		April 2018/19 Cycle RAG			
		1	2	3	
A	The Progress 8 score / Attainment 8 score for low prior attaining disadvantaged scholars, at least, matches or is improving towards that for other low prior attaining scholars nationally	Disad	0.215/23.5	-0.241/19.17	-0.075/21.58
		Nat	+0.19/ 31.2	+0.19/ 31.2	+0.19/ 31.2
		Gap	-7.7	-12.03	-9.62
B	The Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged scholars, at least, matches or is improving towards that for other middle prior attaining scholars nationally	Disad	-0.145/37.41	-1.108/28.19	-1.139/27.96
		Nat	+0.14 / 50.6	+0.14 / 50.6	+0.14 / 50.6
		Gap	-13.19	-22.41	-22.64
C	The Progress 8 score / Attainment 8 score for high prior attaining disadvantaged scholars, at least, matches or is improving towards that for other high prior attaining scholars nationally	Disad	-0.764/49.75	-1.023/47.64	-0.265/54.9
		Nat	+0.07 / 65.0	+0.07 / 65.0	+0.07 / 65.0
		Gap	-15.25	-17.36	-10.1
D	The percentage of disadvantaged scholars achieving a grade 4 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other scholars nationally	Disad	53.7%	43.9%	35.9%
		Nat	71%	71%	71%
		Gap	-17.3%	-27.1%	-35.1%
E	The percentage of disadvantaged scholars achieving a grade 5 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other scholars nationally	Disad	29.3%	24.4%	20.5%
		Nat	49%	49%	49%
		Gap	-19.7%	-24.6%	-28.5%
F	The percentage of disadvantaged scholars achieving the English Baccalaureate, at least, matches or is improving towards that for other scholars nationally	Disad	0%	0%	10.3%
		Nat	25%	25%	25%
		Gap	-25%	-25%	-14.7%
G	The attendance of disadvantaged scholars, at least, matches that for other scholars nationally	Disad	90.34	86.87	87.7
		Nat	95.9	95.9	95.9



		Gap	-5.56	-9.03	-8.2
<b>H</b>	The average number of detentions for disadvantaged students is no higher than 1 per student, per week	Disad	1.27	0.94	1.05
		Other	0.73	0.51	0.81
<b>I</b>	All disadvantaged students participate in, at least, 1 co-curricular session each and every week	Disad			
		Other			

Disad = figure for disadvantaged students in the school

Other = figure for other students in the school

Nat = figure for other students nationally

Statements of Success / Impact – YEAR 11 To use £181,550 to ensure:			April 2018/19 Cycle RAG		
			1	2	3
<b>A</b>	The Progress 8 score / Attainment 8 score for low prior attaining disadvantaged scholars, at least, matches or is improving towards that for other low prior attaining scholars nationally	Disad	-0.187/21.1	-0.307/20	19.1
		Nat	+0.19/ 31.2	+0.19/ 31.2	+0.19/ 31.2
		Gap	-10.1	-11.2	-12.1
<b>B</b>	The Progress 8 score / Attainment 8 score for middle prior attaining disadvantaged scholars, at least, matches or is improving towards that for other middle prior attaining scholars nationally	Disad	-0.529/33.0	-0.709/31.34	32.27
		Nat	+0.14 / 50.6	+0.14 / 50.6	+0.14 / 50.6
		Gap	-17.6	-19.26	-18.33
<b>C</b>	The Progress 8 score / Attainment 8 score for high prior attaining disadvantaged scholars, at least, matches or is improving towards that for other high prior attaining scholars nationally	Disad	-2.273/42.92	-1.707/47.06	45.08
		Nat	+0.07 / 65.0	+0.07 / 65.0	+0.07 / 65.0
		Gap	-22.08	-17.94	-19.92
<b>D</b>	The percentage of disadvantaged scholars achieving a grade 4 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other scholars nationally	Disad	39.3%	45.2%	29.6
		Nat	71%	71%	71%
		Gap	-31.7%	-25.8%	-41.4%
<b>E</b>	The percentage of disadvantaged scholars achieving a grade 5 or better in both English (either Language or Literature) and mathematics, at least, matches or is improving towards that for other scholars nationally	Disad	14.3%	22.6%	3.7
		Nat	49%	48%	48%
		Gap	-34.7%	-25.4%	-44.3%
<b>F</b>	The percentage of disadvantaged scholars achieving the English Bacallaureate, at least, matches or is improving towards that for other scholars nationally	Disad	0%	3.2%	3.7%
		Nat	25%	25%	25%
		Gap	-25%	-21.8%	-21.3%

<b>G</b>	The attendance of disadvantaged scholars, at least, matches that for other scholars nationally	Disad	88.92%	88.59%	
		Nat	95.9%	95.9%	95.9
		Gap	-6.98%	-7.3%	
<b>H</b>	The average number of detentions for disadvantaged students is no higher than 1 per student, per week	Disad	0.94	0.73	0.44
		Other	0.75	0.59	0.42
<b>I</b>	All disadvantaged students participate in, at least, 1 co-curricular session each and every week	Disad			
		Other			
<b>J</b>	100% of disadvantaged students stay in education or employment after key stage 4	Disad			
		Nat			

Disad = figure for disadvantaged students in the school

Other = figure for other students in the school

Nat = figure for other students nationally

Plan/Spend	SIP Link	EEF Toolkit**	Implementation timeline								Cost (£)	Lead	2018/19 Cycle RAG		
			Jul 17	Sep 17	Nov 17	Jan 18	Mar 18	May 18	Jul 18	Sep 18			1	2	3
<b>Quality First Teaching and Harnessing the Power of Feedback</b>											£6000				
1	Identify additional feedback opportunities in schemes of work for Red students	1.2	9				PI	CO Im		Rv					
2	Design and implement a knowledge based curriculum	1.3	14			PI	CO Im			Rv					
3	Embed reading in to all lessons with a focus on tier 2 and 3 terminology	1.1	25	PI	CO Im					Rv					
4	Design and implement a bespoke CPD programme underpinned by development of a practice culture	1.2	9 16				PI			CO Im					

5	Further embed intervention and prevention strategies aimed at supporting disadvantaged students	1.2	13		PI	CO	Im				Rv	-				
6	Embed, track and respond to retrieval practice through Morning and afternoon meetings, and Do Now activities	1.2	13				PI	CO	Im		Rv	-				
<b>Highly Tailored Interventions and More Time</b>												£66,000				
7	Maximise the effectiveness of Thinking Reading scheme for students reading below chronology	1.1	25 18,30				PI	Co	Im			£12,000	SCL MEF			
8	Employ additional staffing to work with under achieving disadvantaged students in English	1.1	17 30				PI		Co		Im	£25000				
9	Employ additional staffing to work with under achieving disadvantaged students in mathematics	1.1	17 30				PI		Co		Im	£25000				
10	Embed effective Morning Mastery to support underachieving disadvantaged students.	1.1 1.2	17 30				PI	Co			Im	-				
<b>Minimising Barriers to Achievement</b>												£127,000				
11	Provide breakfast every morning so all students are ready to learn	2.1	3					PI	Co		Im	200*190 days @£1 a day = £38000				
12	Maximise the effectiveness of reading in all lessons so students read widely / often	1.1	18	PI	Co	Im					Rv	-				
<b>Plan/Spend</b>					<b>Implementation timeline</b>									<b>2018/19 Cycle RAG</b>		
		<b>SIP Link</b>	<b>EEF Toolkit**</b>	<b>Jul 17</b>	<b>Sep 17</b>	<b>Nov 17</b>	<b>Jan 18</b>	<b>Mar 18</b>	<b>May 18</b>	<b>Jul 18</b>	<b>Sep 18</b>	<b>Cost (£)</b>	<b>Lead</b>	<b>1</b>	<b>2</b>	<b>3</b>
13	Embed Dream Team feedback and Belay Partnerships to develop student confidence	3.1	20					PI	Pt		Im	-				
14	Strategically deploy Year Managers to target key disadvantaged students to improve their behaviour and attendance	2.1 3.1	3					PI	Co		Im	Additional costs for year managers - £15000				

15	Targeted use of the Year Managers to develop disadvantaged students' personal skills	2.2	3 15				PI Co			Im		As above				
16	Engage with the A+ Family Advocacy programme to target students who face challenges at home	3.1	20					PI Co	Pt			-				
17	Provide a homework club for Disadvantaged students to support learning outside the classroom	2.2	15 31	PI Co	Im					Rv		-				
18	Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y7 disadvantaged students	2.2	2	PI Co				Im				Cover costs - £200				
19	Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y8 disadvantaged students	2.2	2	PI Co				Im		Rv		Cover costs - £200-				
20	Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y9 disadvantaged students	2.2	2	PI Co						Rv		Cover costs - £200-				
21	Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y10 disadvantaged students	2.2	2	PI Co	Im					Rv		Cover costs - £200-				
22	Provide a range of CEIAG activities / interventions inc. independent CEIAG for Y11 disadvantaged students	2.2	2	PI Co	Im					Rv		Cover costs - £200-				
23	Provide a range or revision resources and timetables for students to independently learn outside of the class	2.2	15			PI Co	Im				Rv	Copier costs £1000				
<b>Plan/Spend</b>					<b>Implementation timeline</b>									<b>2018/19 Cycle RAG</b>		
		<b>SIP Link</b>	<b>EEF Toolkit**</b>	<b>Jul 17</b>	<b>Sep 17</b>	<b>Nov 17</b>	<b>Jan 18</b>	<b>Mar 18</b>	<b>May 18</b>	<b>Jul 18</b>	<b>Sep 18</b>	<b>Cost (£)</b>	<b>Lead</b>	<b>1</b>	<b>2</b>	<b>3</b>
24	Provide additional after school, holiday and Saturday morning intervention packages for students	2.2 1.1	30			PI Co	Im				Rv	-				

Raising Aspirations and Broadening Experiences												£11,600				
25	Raise aspirations through a visit to the University of Durham on transition day (transport costs)	2.2	2				PI Co		Im	Rv	£140					
26	Raise aspirations through a visit to the University of Durham during Y7 (transport costs)	2.2	2				PI Co		Im	Rv	£140					
27	Subsidise a Y7 expedition in order to reinforce our core values and drivers	2.2	19				PI Co		Im	Rv	£1500					
28	Subsidise a Y8 expedition in order to reinforce our core values and drivers	2.2	19				PI Co		Im	Rv	£1500					
29	Subsidise a Y9 expedition in order to reinforce our core values and drivers	2.2	19				PI Co		Im	Rv	£1500					
30	Offer subsidies for general subject trips throughout the year	2.2	31		PI Co	Im				Rv	£1000					
31	All disadvantaged students to have the opportunity to participate in, at least, one Shakespeare production	2.2 1.1	1				PI Co		Im	Rv	£1500					
32	Disadvantaged students to participate in author / poet workshops throughout the year	2.2 1.1	1				PI Co		Im	Rv	£1500					
33	Provide most able workshops throughout the year	2.2 1.1	2		PI Co	Im				Rv	£2000					

\*SIP – School Improvement Plan (see Appendix 1 for more details).

\*\*EEF Toolkit = Education Endowment Foundation (see Appendix 2 for more details).

<b>Co</b>	Communicate	<b>PI</b>	Plan	<b>Pt</b>	Pilot
<b>Rv</b>	Review	<b>Im</b>	Implement		

## Review of Expenditure

<b>Quality First Teaching and Harnessing the Power of Feedback</b>		
<b>Impact</b>	<b>Lessons Learned</b>	<b>Action</b>
<ul style="list-style-type: none"> <li>Year 11 2018 disadvantaged students improved by 0.18 grades from 2017 and the gap closed by 0.33 grades.</li> <li>Provisional progress 8 data shows disadvantaged students made better progress than non-disadvantaged students</li> <li>Reading age data: scaled score of 103. Reading age improved in year 8 by 2.6 years and year 9 by 1.7 years.</li> </ul>	<ul style="list-style-type: none"> <li>More time is required to analyse data for red students to ensure meaningful interventions take place</li> <li>A knowledge rich curriculum has required subject leaders to rewrite their curriculum. This has taken a lot of time. Training has been required. This meant the delivery started later in the year than planned.</li> <li>Reading in lessons has in some cases, slowed down the learning.</li> </ul>	<ul style="list-style-type: none"> <li>CPD days after assessment cycles will allow staff a full day to plan curriculum changes.</li> <li>Continued CPD on what a knowledge rich curriculum looks like in the classroom.</li> <li>Accountable independent reading strategies to be introduced along with whole class reading</li> </ul>
<b>Highly Tailored Interventions and More Time</b>		
<b>Impact</b>	<b>Lessons Learned</b>	<b>Action</b>
<ul style="list-style-type: none"> <li>Staff trained in Thinking Reading strategies and assessments carried out</li> <li>Staff appointed</li> </ul>	<ul style="list-style-type: none"> <li>The training and testing of students using Thinking Reading was a long process and meant that the actual intervention with students was unable to begin</li> <li>Intervention package needed for those students between the Thinking Reading students and those who are at chronological age</li> <li>Maths intervention package needed to make the morning and afternoon mastery sessions more effective</li> </ul>	<ul style="list-style-type: none"> <li>Thinking Reading intervention to be implemented with identified students</li> <li>Lexia to be used for those students between the Thinking Reading students and those who are at chronological age, during morning and afternoon mastery</li> <li>Hegarty maths or Maths Mastery to be purchased and used during morning and afternoon mastery</li> </ul>
<b>Minimising Barriers to Achievement</b>		
<b>Impact</b>	<b>Lessons Learned</b>	<b>Action</b>
<ul style="list-style-type: none"> <li>21% reduction in the number of detentions given for no homework</li> <li>Attainment 8 increased by 11.05, progress 8 by 1.266, 3.7% increase in students gaining 5+ in English and Maths, 1.35 point increase in the Ebacc point score between the November mock exams and the real exams</li> </ul>	<ul style="list-style-type: none"> <li>Homework club was successful at providing a safe place for students to complete homework</li> <li>Appointed year managers had too little time at the end of the year to have a significant impact (the last 3 weeks of term)</li> <li>Interventions such as lesson 6, Saturday and Sunday morning sessions and Easter and half term holiday sessions increased the performance of disadvantaged students on all headline measures</li> </ul>	<ul style="list-style-type: none"> <li>Homework club to continue</li> <li>Year managers to continue with actions</li> <li>Lesson 6 to begin earlier in year 11</li> <li>Lesson 6 timetable to be more bespoke for students</li> </ul>

	<ul style="list-style-type: none"> <li>Lesson 6 could be more focused instead of all students in the same subjects on the same nights</li> </ul>	
<b>Raising Aspirations and Broadening Experiences</b>		
<b>Impact</b>	<b>Lessons Learned</b>	
<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

## **Appendix 1 School Improvement Plan**

### **Priorities for 2017-20**

Our key drivers of mastery, autonomy and purpose underpin our priorities for 2017-20:

#### **1. Mastery: the urge to get better and better at something that matters**

- 1.1. Demonstrate outstanding progress and achievement
- 1.2. Ensure learning is rigorous, engaging and underpinned by meaningful feedback
- 1.3. Embed a rich and exciting knowledge-rich curriculum that embodies the laws of mastery; flow, pain and growth.

#### **2. Autonomy: the desire to direct our own lives**

- 2.1. Create a disciplined and joyful school culture
- 2.2. Develop gritty, confident and self-directed learners
- 2.3. Cultivate effective, autonomous leaders at every level of the organisation

#### **3. Purpose: the yearning to do what we do in the service of something larger than ourselves**

- 3.1. Establish a genuine three-way partnership between families, students and staff
- 3.2. Work with other schools to replicate best practice and to contribute to continuous improvement
- 3.3. Establish a strong reputation for Tanfield School

1 Adopted from Drive, Daniel Pink 2009.

## **Appendix 2 Education Endowment Foundation (EEF) – Pupil Premium Toolkit**

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.



Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
1	Arts participation	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2	Aspiration interventions	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3	Behaviour interventions	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
4	Block scheduling	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5	Collaborative learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6	Digital technology	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7	Early years intervention	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8	Extended school time	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9	Feedback	£ £ £ £ £	★ ★ ★ ★ ★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10	Homework (Primary)	£ £ £ £ £	★ ★ ★ ★ ★	+ 1 Month	Low impact for very low cost, based on moderate evidence.
11	Homework (Secondary)	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on moderate evidence.
12	Individualised	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for very low cost, based on

	instruction				moderate evidence.
13	Learning styles	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
14	Mastery learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15	Mentoring	£ £ £ £ £	★ ★ ★ ★ ★	+ 1 Month	Low impact for moderate cost, based on moderate evidence.
16	Meta-cognition and self-regulation	£ £ £ £ £	★ ★ ★ ★ ★	+ 8 Months	High impact for very low cost, based on extensive evidence.
17	One to one tuition	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for high cost, based on extensive evidence.
18	Oral language interventions	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19	Outdoor adventure learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 3 Months	Moderate impact for moderate cost, based on limited evidence.
20	Parental involvement	£ £ £ £ £	★ ★ ★ ★ ★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21	Peer tutoring	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
22	Performance pay	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Low or no impact for moderate cost, based on very limited evidence.
23	Phonics	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24	Physical environment	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for low cost based on very limited evidence.

25	Reading comprehension	£ £ £ £ £	★ ★ ★ ★ ★	+ 5 Months	High impact for very low cost, based on extensive evidence.
26	Reducing class size	£ £ £ £ £	★ ★ ★ ★ ★	+ 3 Months	Low impact for very high cost, based on moderate evidence.
27	Repeating a year	£ £ £ £ £	★ ★ ★ ★ ★	- 4 Months	Negative impact for very high cost based on extensive evidence.
28	School uniform	£ £ £ £ £	★ ★ ★ ★ ★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29	Setting or streaming	£ £ £ £ £	★ ★ ★ ★ ★	- 1 Months	Negative impact for very low cost, based on moderate evidence.
30	Small group tuition	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31	Social and emotional learning	£ £ £ £ £	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32	Sports participation	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Moderate impact for moderate cost based on moderate evidence.
33	Summer schools	£ £ £ £ £	★ ★ ★ ★ ★	+ 2 Months	Moderate impact for moderate cost based on extensive evidence.
34	Teaching assistants	£ £ £ £ £	★ ★ ★ ★ ★	+1 Months	Very low or no impact for high cost, based on limited evidence.

<http://educationendowmentfoundation.org.uk/toolkit/>