

Allocation, Spend and Impact

| Allocation | 2019/20 Funding Received | | |
|---|--------------------------|--|---------|
| Number of Year 7 students who did not achieve at least a scaled score of 100 in reading and/or mathematics at Key Stage 2 | 62 | | £10,022 |

*Subject to change

Lost learning due to lockdown had an impact on this data

| Statements of Success / Impact | | 2019/20 Cycle RAG |
|--------------------------------|---|-------------------|
| To use £7,303 to ensure: | | 1 |
| A | 100% of catch-up students make purple progress in English by the end of Year 7 | 50% |
| B | The percentage achieved by catch-up students stays the same or improves for each English assessment | 48.4% |
| C | 100% of catch-up students make purple progress in mathematics by the end of Year 7 | 43.5% |
| D | The percentage achieved by catch-up students stays the same or improves for each Maths assessment | 51.6% |
| E | All students below the national average in the core take part in, at least, one targeted intervention programme e.g. Thinking Reading | 100% |

| Plan/Spend | S I P L i n k | EEF Tool kit* * | Implementation timeline | | | | | | | | Cost (£) | Lead | 2018/19 Cycle RAG | |
|------------|---|--------------------------|-------------------------|---------------|---------------|---------------|---------------|---------------|-----------|---------------|-------------|--------|-------------------------|--|
| | | | Jul 19 | Se p 19 | No v 19 | Ja n 20 | M ar 20 | M ay 20 | Jul 20 | Se p 20 | | | 1 | |
| 1 | Embed reading in to all lessons with a focus on tier 2 and 3 terminology | 1 | 25 | | Im | | | | | | Rv | | SCL NST | |
| 2 | Embed Thinking for Reading for students with a reading age well below chronological age | 1 | 25 18, 30 | | Im | | | | | | Rv | 12,000 | MHE NST | |
| 3 | Embed Lexia reading scheme during Morning and afternoon Mastery for students in English below 100 | 1 | 31 18 | | Im | | | | | | Rv | 2500 | MHE | |

| | | | | | | | | | | | | | | |
|---|---|--------|----------|----------|----------|----|----|--|--|----|----|--------|-----|--|
| 4 | Embed HegartyMaths during Morning Mastery for students in mathematics below 100 | 1 | 31 18 | | PI CO | Im | | | | | Rv | 1500 | SCL | |
| 5 | Nurture group for most vulnerable students | 1 2 | 30 31 | PI Co | Im | | Rv | | | | | | SJO | |
| 6 | Employ additional staffing to work with underachieving disadvantaged students in English (contribution) | 1 | 17 30 | PI Co | Im | | | | | RV | | 21,345 | SCL | |
| 7 | Employ additional staffing to work with underachieving disadvantaged students in mathematics (contribution) | 1 | 17 30 | PI Co | Im | | | | | RV | | 21,345 | SCL | |

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

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

| | | | | | |
|-----------|-------------|-----------|-----------|-----------|-------|
| Co | Communicate | PI | Plan | Pt | Pilot |
| Rv | Review | Im | Implement | | |

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. Embed an exciting knowledge-rich curriculum
2. Improve outcomes for all year 11 students on all measures
3. Improve the progress of all year groups
4. Eradicate in-school variation
5. Close the gaps between different groups of students
6. Improve the quality of assessment
7. Ensure consistently strong teaching across all subjects and all teachers
8. Improve attendance
9. Reduce the number of fixed term and internal exclusions

2. Autonomy: the desire to direct our own lives

10. Create a disciplined and joyful school culture
11. Cultivate effective, autonomous leaders at every level of the organisation
12. Students progress to higher and further education establishments, apprenticeships, employment or training at a level suitable to meet their appropriate career plans.

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

13. Establish a genuine three-way partnership between families, students and staff
14. Work with other schools to replicate best practice and to contribute to continuous improvement
15. 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 instruction | £ £ £ £ £ | ★ ★ ★ ★ ★ | + 2 Months | Low impact for very low cost, based on 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. |

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|----|-------------------------------|-----------|-----------|------------|--|
| 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/>