

# Pupil premium strategy statement – Tanfield School

## School overview

Detail	Data
Number of pupils in school	710
Proportion (%) of pupil premium eligible pupils	34
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	August 2024
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	£271,979
Recovery premium funding allocation this academic year	£69,276
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£341,255

# 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 five minute afternoon meetings. A significant number of students are also expected to attend morning mastery and afternoon mastery from 8.00am and 3.10pm.

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 = -3; Y8 = -3 Y9; (CATS Scaled) = -2.3; Y10 (CATS Scaled) = -3.4; Y11 = -2																					
2	<p>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> <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 border="1"> <thead> <tr> <th></th> <th>% Disadvantaged students who are Boys</th> <th>% Other students who are boys</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>69</td> <td>55</td> </tr> <tr> <td>8</td> <td>47</td> <td>53</td> </tr> <tr> <td>9</td> <td>53</td> <td>59</td> </tr> <tr> <td>10</td> <td>34</td> <td>46</td> </tr> <tr> <td>11</td> <td>55</td> <td>58</td> </tr> <tr> <td>All</td> <td>53</td> <td>55</td> </tr> </tbody> </table>		% Disadvantaged students who are Boys	% Other students who are boys	7	69	55	8	47	53	9	53	59	10	34	46	11	55	58	All	53	55
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8	47	53																				
9	53	59																				
10	34	46																				
11	55	58																				
All	53	55																				
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 difficulties purchasing 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 (85.6% 22/23) does not match that of other students in the school (93.9% 22/23).

## 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.	By the end of our current plan in 2026, the percentage of students who Enter the English Baccalaureate will increase to at least 40%. The 2023 national average for EBACC entry for Disadvantaged Students is 27.7% and for other students is 43.4%. In Tanfield, 23% of the students Entered the EBACC. Attainment 8 score for disadvantaged students will continue to track above the national average for all students. EBACC average point score will increase from 3.7 to match the average EBACC points score for all students nationally. Currently, we are 3.8 and the national figure for all students is 4.05.
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	Data analysis to show that negatives for lack of participation in lessons to have decreased compared to 2023 data. Observations to evidence student participation improving over time and as a strength in the majority of classrooms.
To improve literacy amongst the least able disadvantaged students in Key Stage 3.	Direct instruction data to show a rapid increase in attainment for students following this program. Students who have completed this program score higher in internal and external examinations compared to students of the same ability in previous years.

<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 Continued high levels of well being for all students demonstrated through</p> <ul style="list-style-type: none"> <li>● Student, parent and staff questionnaires and observations.</li> <li>● An increase in students taking up places in enrichment activities including clubs, Champions Hour and the Duke of Edinburgh Award.</li> <li>● 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</li> </ul>
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## 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: £ 132,408

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</p>	<p>EEF toolkit <b>+4 months</b> <b>Behaviour interventions</b></p>	<p>2, 3</p>

<p>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>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><b>Booklets will be used in all subjects that incorporate Rosenshine's principles, reading of complex text, tier 2 and 3 vocabulary and The Writing Revolution.</b></p>	<p>EEF toolkit <b>Reading comprehension strategies +6 months</b></p>	<p>1, 2</p>
<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><b>Mini whiteboards provided by the school used by students to answer hinge questions, short answer questions and brain dumps.</b></p> <p><b>Feedback given on work within a 72 hour turnaround when possible. Whole class</b></p>	<p>EEF toolkit <b>Feedback +6 months</b></p>	<p>1, 2, 4</p>

<p><b>feedback and Active Observation used.</b></p> <p><b>Self assessment using model answers shared under a visualiser.</b></p>		
<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><b>Students complete quiz on Google Classroom</b></p> <p><b>Students complete a Look, Cover, Write, Check task in their homework books</b></p> <p><b>Students complete brain dump on Google Classroom</b></p> <p><b>Teacher videos uploaded to Google Classroom using Screencastify</b></p> <p><b>Tassomai used for English and Science for all year groups.</b></p> <p><b>SparxMaths used for years 7-11.</b></p>	<p>EEF toolkit</p> <p><b>Homework (secondary) +5 months</b></p>	<p>1, 2</p>
<p><b>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.</b></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</p> <p><b>Feedback +6 months</b></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 <b>Feedback</b> <b>+6 months</b></p>	
<p>Retrieval practice is embedded across the school.</p> <p><b><i>Recaps at the start of all lessons, hinge questions, brain dumps, homework quizzes, morning and afternoon meeting quizzes, progress checks and cycle assessments to be embedded across the school.</i></b></p>	<p>EEF toolkit <b>Meta - cognition and self - regulation</b> <b>+7 months</b></p>	<p>1, 2, 4</p>
<p>In order to support the least able students in Key Stage 3, Selected students will participate in Direct Instruction in Key Stage 3 English.</p>	<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 Rasplia 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>	<p>1, 6</p>

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

Budgeted cost: £ 36,032

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>An internal alternative provision base will be accessed by students who are at risk of disengaging and leaving without qualifications.</i></b></p> <p>All disadvantaged students leave with qualifications that enable them to access the next stage of education or employment</p>	<p><b><i>Small group tuition +4 months</i></b></p>	<p>3</p>
<p><b><i>Additional time is given to students who require it through morning and afternoon mastery. Peer tutoring and small group tuition will take place during this time and also after school in homework club and Champions Hour. 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.</i></b></p> <p><b><i>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</i></b></p>	<p><b><i>Small group tuition +4 months</i></b>  <b><i>Peer tutoring +5 months</i></b>  <b><i>Extending School time +3 months</i></b></p>	<p>1, 2, 3</p>
<p>Transition summer camp for pupils with complex needs and low prior attainment. Direct Instruction English and</p>	<p><b><i>Small group tuition +4 months</i></b></p>	<p>4</p>

Maths will be used with these students where necessary.		
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.	<b><i>Small group tuition +4 months</i></b>	1, 2 ,6
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 assessment where applicable.	<b><i>Small group tuition +4 months</i></b> <b><i>Reading Comprehension Strategies +6</i></b> <b><i>Meta-cognition and self-regulation +7 months</i></b>	1, 2 ,6

## **Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 172,815

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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.	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

Parental poverty will not act as a barrier to participation.		
Role of Home School Liaison officer created to support students who have difficulties outside of school.	EEF toolkit <b>Behaviour interventions +3 months</b>	3, 5
Role of Attendance Coordinator created to allow teachers and support staff to take swifter action based on attendance data.	EEF Toolkit <b>Parental Engagement +4 months</b>	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 <b>Behaviour interventions +3 months</b>	
To ensure no student is disadvantaged due to family income or circumstances we offer free participation in school journeys, residential, visits, including theatre and concert trips.	EEF toolkit <b>Arts participation +2 months</b>	4
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 and are able to loan musical instruments free of charge.	EEF toolkit <b>Arts participation +2 months</b>	4

<p>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.</p>	<p>EEF toolkit <b>Arts participation +2 months</b></p>	<p>4</p>
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**Total budgeted cost: £ 341,255**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Intended Outcome

- To improve attainment and progress among disadvantaged students across the curriculum at the end of Key Stage 4.

Target - By the end of our current plan in 2023, the percentage of students who Enter the English Baccalaureate will increase to at least 40%.

Target not met. The entry for disadvantaged students for EBACC was 23%. This was a big increase from the 2022 figure of 7% and the entry for the current year 11 disadvantaged cohort is 36% so we are making good progress in this area. The national average for EBACC entry for disadvantaged and other students in 2023 was 27.7% and 43.4% respectively.

Target - Attainment 8 score will increase from the 2020 figure of 38.1 to 46.0 (sustaining the score achieved in 2020 TAGS process)

Target Met - Attainment 8 score for disadvantaged students is 46.3 which is substantially higher than the national average for disadvantaged students of 34.9 and is higher than the ambitious target of 46. Whilst this is higher than the national average for disadvantaged students, it is not yet as high as the national figure for other students of 50.2, so we are not yet attaining as well as other students nationally.

- Target - EBACC average point score will increase from 2.84 to 3.75 (sustaining the score achieved in 2020 TAGS process)

Target not met - Disadvantaged students gained an EBCC APS of 3.7. This is substantially higher than the national figure for disadvantaged students of 2.97, but is not as high as the national figure for other students of 4.43. It is important to note that the national average for EBACC point score decreased by 0.22 compared to 2022. This decrease has impacted on our ability to meet our target.

- Target - 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

Target met. Data for the year 22- 23 shows a 38% drop in behaviour incidents of our disadvantaged students compared to 2019-20. Tanfield School has hosted visits from a number of schools in the 2022/23 and 2023/24 Academic Years who have heard of the outstanding behaviour and attitude to learning of all of our students.

#### Attendance

The lockdowns due to COVID had a profound effect on all schools including Tanfield. Our research shows that attendance to school is the primary lever for high academic performance. Our disadvantaged students who had attendance of 95% or higher had

a Progress 8 score of +0.89. Disadvantaged students with an attendance of between 90 and 95% had a progress 8 score of +0.7 and disadvantaged students whose attendance was below this had a progress 8 score of -0.42.

Ensuring students attend through intervention and prevention are the main spend of our PP grant and the success of these strategies will drive the success of our disadvantaged students.

Attendance of our disadvantaged students has risen slightly between 2021 and 2023, from 85% to 85.6% although this is higher than the national figure for disadvantaged students of 85.1%, it is below the national figure for non disadvantaged students of 92.5%.

At the time of writing, the picture for 2023 /24 shows an increased attendance of 90.4% from the beginning of term for our disadvantaged students..

### **Literacy**

The lockdowns due to COVID had a huge impact on the literacy levels of students nationally and particularly in disadvantaged households where access to suitable reading materials was limited. Also, the access to guided reading depended on the literacy levels of the adults within the household meaning the gaps between households with literate parents/carers. Learning during the pandemic: review of research from England supports this throughout the document and particularly in the Differential experiences of Learning Loss section. That being said, the impact of COVID on the literacy of our students is not marked. The percentage of students whose reading age is higher than their chronological age is broadly in line with students before the lockdowns for year 7 & 8 and substantially higher for year 9.

We have put Direct Instruction in place for our weakest students in Key Stage 3 and this has led to an improvement in reading age for these students with 27% of the PP students making over a Year improvement in reading age within a school year.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>
White Rose Maths	White Rose Maths