



What is Pupil Premium?

Pupil Premium is additional funding for schools based on the number of pupils in compulsory education (not in Sixth Form) who are eligible for Free School Meals; those pupils who have been eligible for Free School Meals in the last six years (Ever 6); pupils who are in Care of the Local Authority (CLA) and Adopted from care. The school receives Pupil Premium for pupils eligible for Ever 6 money in each financial year based on the numbers of pupils recorded on the School Census the previous January. Pupils classed as CLA or Adopted from Care, are funded based on being on the school roll each term.

What is the funding for Pupil Premium?

The amount per pupil that the school receives is:

- Pupil Premium £935
- Children Looked After and Adopted from Care £1900; the LA retains 24% of funding under the direction of the LA Virtual Head teacher for CLA

How much funding did the school receive in the 2017 to 2018 financial year for pupils in the 2017 to 2018 academic year?

Group	Pupil Numbers	Funding	Amount	Allocation
Pupil Premium	409	£935	£382,415	£380,505
Looked After Children	18	£1900	£34,200	£18,400
Bradford LA	5			
Calderdale LA	1			
Leeds LA	2			

How is Pupil Premium funding used?

The Pupil Premium funding is spent on a range of interventions that are both integrated into the learning of pupils and targeted to provide specific support or resources for those pupils who are eligible for this funding. We have continued to fund a range of programmes which have previously has a positive impact on outcomes for Disadvantaged Pupils and they are ones which have a research and evidence base (see <https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/promising/>).

The school has a strong focus on inclusion for pupils of all ability groups. The profile of each Year Group is variable each academic year; Disadvantaged pupils in receipt of Pupil Premium range from being Low to High prior attainment at KS2. A number of pupils display a range of SEMH traits that become more evident through the secondary school phase and a number of these pupils are high on entry based on KS2 outcomes. The school has systems in place to monitor and support pupils to avoid exclusion and ensure they achieve to be able to progress to the next stage in their education, employment or training. The focus in 2017 to 2018 was on raising standards for all pupils and securing grades 9 to 4 in English and Mathematics as well as ensuring the best possible outcomes to support pupils in their next steps for Education, Employment and Training.

What is the range of intervention and support?

Intervention	Scope and rationale	staff	Detail of intervention	Budget	Impact
Free School Meals	Take-up value of FSM to ensure pupils are having a nutritional meal	N/A	Total FSM budget. Head cook for Innovate monitors pupils food habits	£64,000	School's own data and that produced by Innovate the school's catering provider shows there is a 71% take-up of free school meals All pupils are in correct uniform and this is monitored by Form Tutors and Assistant Year Leaders and support is given to those pupils who come into difficulties in purchasing uniform All pupils are given equality of opportunity in accessing enrichment activities such as visits and residential.
Uniform clothing allowance	£26 per student per annum	N/A	This is a voucher scheme for low income families to ensure they can purchase school uniform	£2,938	
Inclusion	Hardship funding distribution to support families and their children in having equality of opportunity	3	This is a budget overseen by the Senior Leadership Team to support Pastoral Teams in meeting specific needs of pupils from low income families. This includes the purchase of ICT resources to support equality of access to provision	£3,290	
Awareness Raising	Continued purchase of Class Charts licence Development of internal data analysis Both of these are to ensure data is available to all members of staff, especially, Faculty and Subject Leaders to be able to effectively monitor the progress of Disadvantaged pupils against assessment outcomes Staff Training session Internal Review of Disadvantaged Provision leading to report with recommendations	All	Disadvantaged pupils at TSS have a range of needs and are across the prior ability range The use of Class Charts identifies the profile of each pupil and there is a clear PP indicator per pupil Teaching staff can use this in lesson planning and for differentiation as needed Use of the Data Analysis Tool allows FLs, SLs and subject teachers to monitor pupil progress and intervene with those pupils who are not achieving levels as expected	£1,740 £3,909	On average all Disadvantaged pupils have attained 10 GCSEs of grade D+ for the last three years All pupils go on to further education, employment or training; the November report on NEET shows for the seventh consecutive year the outcome for Year 11 is 0% NEET End of Year 10 (2017) data: P8: -0.84 English: -1.55 Maths: -1.10 Following targeted intervention; end of Year 11 (2018) data: P8: -0.36 English: -0.82 Maths: -0.43
Learning Support Resources	Year 10 pupils are provided with Revision Guides Year 11 pupils are provided with Revision Guides and Essential Exam packs	Teaching and Support Staff	Pupils are provided with Revision Guides and Subject Teachers use them within lessons to support the use of them as part of independent study	£23,430	

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			Each Subject Leader produces Top Tips for examination preparation which are collated in A4 binders with integral plastic sleeves These are presented on the day of Mock Exam Results publication internally – combined this supports pupils in focusing on areas for improvement and revision		
National Professional Qualification Support	Evidence based research is being used to develop Quality First Teaching and programmes in Maths	2	Deputy Headteacher Belle Vue Girls, is studying for the National Professional Qualification for Headship. Her area of focus is on Disadvantaged pupils and the impact of quality first teaching – she is working with Assistant Headteacher T&L at TSS Leader of Maths Mastery is now KS4 Leader of Maths and enrolled on the NPQML; the focus of the project is on Numeracy for Disadvantaged pupils; in working with a team of 2 other members of staff the SoW and delivery of Maths will be developed to target the development of skills in using number	£1,395	Schemes of Work have been revised and Maths Mastery Schemes adapted to better suit pupils who are very low on entry in Maths. A KS3 and Transition Leader Maths has been appointed who works closely with KS4 Leader Maths and Primary Feeder schools to ensure a more effective developmental programme of Maths. A review was completed of the need for a Numeracy programme for Year 7 pupils to bridge gaps in learning from Primary to secondary phase. Curriculum planning has been completed for the introduction from September 2018.
National Collaborative Outreach Programme (NCOP)	This is a new programme, nationally funded which aims to increase the number of young people from disadvantaged backgrounds in higher education by 2020	0.5 FTE	See separate NCOP Report	DfE Funded	See separate NCOP Report
Maths Workshops	Saturday Morning Workshops targeting PP pupils to attend a Breakfast Club to focus on personalised learning topics – a strategy that has been	4 Teachers of Maths	Pupils identified from internal data analysis of assessments; letters inviting pupils to attend 10 weekly sessions 8.00am to 10.00am issued to parents. Sessions to run from 24	£1,200 £200	

Intervention	Scope and rationale	staff	Detail of intervention	Budget	Impact
	used by a neighbouring secondary school and identified as having a positive impact on improving outcomes		February to 11 May (excluding school holiday periods); this is a period of time that is the run up to examinations Breakfast will be provided for all pupils that attend		
Y11 progress intervention	Breakfast clubs, lunchtime and other interventions; Targeted Maths and English interventions and breakfast clubs which include use of Lifetracks and after school clubs to support intervention of pupils identified as underachieving based on data entry.	12	1 period per teacher per week; 5 teaching and 5 support staff; 1 period per week each; No ICT resources included	£26,615	A range of case studies demonstrate the positive impact the LSC, Behaviour Support and Pastoral Teams have had on individual pupils through a strong ethos of inclusion. All pupils go on to further education, employment or training; the November report on NEET shows for the seventh consecutive year the outcome for Year 11 is 0% NEET
Learning Support Centre	LSC management and leadership	2	This is a fully staffed provision that supports pastoral and behaviour teams to meet the learning needs of specific pupils – a number of whom are Pupil Premium. Pupils may be referred to the LSC for additional learning support within the school day and outside of the school curriculum	£24,680	There were 2 LAC pupils who both achieved positive P8 outcomes due to intensive programmes of intervention: +0.19 +0.29 Average +0.24 End of Year 10 (2017) data: P8: -0.84 English: -1.55 Maths: -1.10 Following targeted intervention; end of Year 11 (2018) data: P8: -0.36 English: -0.82 Maths: -0.43
Inclusion and Alternative Provision	Pupils who find mainstream education a challenge are provided with internal support and in some cases at KS4 additional education provision outside of the normal timetabled day	1 Support Staff Term Time Only	A member of staff has been assigned the role of Behaviour Mentor to monitor and support the learning of pupils who are Disadvantaged and who often struggle in a mainstream setting. In addition this role provides additional education support	£12,427 £1,300	

Intervention	Scope and rationale	staff	Detail of intervention	Budget	Impact
			outside of the usual school day for a small number of pupils who respond well to 1:1 support without distraction of a larger than average secondary school setting		3 Pupils in Year 11 at risk of Permanent Exclusion placed on Alternative Provision and supported by LSC and AP staff -1.99 -3.02 -3.13 Average -2.71
Alternative provision	Pupils who find mainstream education a challenge at KS4 are provided with a programme of work in a number of different Alternative Curriculum settings	1 Support 0.5 FTE Teacher Range of providers	A full time member of the Support staff works with Pastoral Teams and Deputy Headteacher to ensure those pupils who are challenged by mainstream education are placed in a range of Alternative Provision settings including for example Pipeline, JAMES The attendance and progress is monitored with some additional support provided by our Learning Support Centre A range of providers are used to support pupils in challenging circumstances continue in education outside of the mainstream curriculum; typically pupils in Year 9 may access provision for 1 to 2 days per week as part of their 25 hours per week entitlement whereas pupils in Years 10 and 11 may have a combination of alternative provision, work experience and access to the LSC for their 25 hours entitlement.	£66,625 £54,912	8 Pupils in Year 11 were School Refusers and had support from school through Year Teams and LSC staff for large parts of KS4 or were referred by CAMHS to TRACKS -1.61 -2.63 -1.41 -0.42 -0.31 -0.54 -0.20 -0.65 Average -0.97 2 pupils with Severe Learning Difficulties had KS2 Teacher Assessment Scores but functioned below KS3 Levels -1.36 -1.11 Average -1.24 Data returns to the Local Authority shows a reduction in overall Fixed-Term Exclusions and a sustained level of no Permanent Exclusions. The percentage of pupils who are FSM

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					<p>and had fixed-term exclusion is 5.8% which is significantly below the national figure of 13.1%. Analyse School Performance shows the school is significantly below national figures. No Looked After Child had either a permanent or fixed-term exclusion.</p> <p>Attendance at 9.2% is in line with the national average of 7.5%</p> <p>Persistent Absentees with 10% more, at 30.2% is above the national average of 22.4% and will be a key target for 2018-19. There was significant impact on attendance due to severe weather conditions as the school did not have enforced closure and remained open. There has been an increase in holidays during term time even though the school continues to not authorise these.</p> <p>In school isolations and restorative work have had variable impact each half-term with outcomes that are better for Disadvantaged than for Other pupils</p>
Pastoral support and attendance intervention	Additional support by year team to focus on good behaviour through rewards and sanctions. Attendance Manager to focus on "hard to reach" families; encourage and support Disadvantaged pupils to attend school	11	5 teachers (2 periods per week) and 5 AYs (0.5 days per week)	£41,373 £11,037 £12,083	A range of case studies demonstrate the positive impact this team has in working with a range of agencies to support young people and their families
Wellbeing	A number of Disadvantaged	2	1 full time and 1 part-time Support	£63,300	A range of case studies demonstrate

Intervention	Scope and rationale	staff	Detail of intervention	Budget	Impact
	students display mental health issues including anxiety. A team of staff has been established to support vulnerable young people at risk through counselling, open door policy and referral through Year Teams		Staff		the positive impact this team has in working with a range of agencies to support young people and their families
				£416,454	

Catch Up Premium Grant

Maintained schools and academies may spend the grant for the educational benefit of pupils registered at that school, or for the benefit of pupils registered at other maintained schools and academies. They may also spend it on community facilities, for example services where the provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the school's locality. Schools and academies do not have to spend the grant in the financial year beginning 1 April 2017; they may carry forward some or all of the grant to future financial years. The authority must make the grant available irrespective of the existence of any deficit relating to the expenditure of the school's budget share (SBS). The year 7 catch-up premium is not part of the SBS or the individual schools budget. It is not included in minimum funding guarantee calculations.

Grant allocation to TSS: £23,323

We have chosen to spend this funding to support the improvement of literacy and numeracy across the school. An additional lesson on Literacy is well established in the curriculum for Year 7 pupils. Strategic decisions have been made regarding staffing and provision to introduce a Numeracy lesson into the Year 7 curriculum from September 2018. There are a number of programmes across the school which focus on Reading for pleasure to improve vocabulary and understanding; there are a number of programmes that focus on numeracy but these have been mainly focused in Maths through mentoring using Numeracy Ninjas and KS3 timetables practice through Times-table Rock Stars.

Intervention	Scope and rationale	staff	Detail of intervention	Budget	Impact
Literacy Lesson	This is a 1 hour lesson per week in addition to the lesson allocation for English. Different groups of pupils will have a range of different support	10	A range of interventions are used to encourage a love of reading and develop both reading and oracy skills. 2 periods per week for Teachers; 50% for support staff	£37,769	Virtually all pupils improved their reading age following internal assessments; nearly 40% of the group made above average progress; approximately 25% attained a reading age score that was above their chronological age having started from a position well below
Literacy - whole school	This is a range of interventions linked to Catch Up Funding to target pupils with low on entry levels of literacy	6	A range of programmes which include Readathon; Spelling Bee; Summer Reading Challenge and First Story	£36,068	
Numeracy intervention	This is the development of a whole school strategy to focus on raising standards in Mathematics and other subjects across the curriculum through improved skills in numeracy.	3	Use of online Maths challenges in Years 7 to 9 – free software version to support times-table challenge Review of Numeracy in addition to lesson allocation for Maths – time for planning	£900	Pre and post test results show a 75% improvement in outcomes (for Other pupils the outcome is 86% level of improvement)

Pupil Premium Year Group Profile by Academic Year

Summary Information 2016 – 17 (031016)					
Total Number of pupils	1440	Number of pupils eligible for Pupil Premium	409	Percentage of pupils eligible for Pupil Premium	28%
Year 7	255	Year 7	47	Year 7	18%
Year 8	240	Year 8	84	Year 8	35%
Year 9	240	Year 9	90	Year 9	38%
Year 10	242	Year 10	88	Year 10	36%
Year 11	233	Year 11	77	Year 11	33%
Year 12	117	Year 12	22	Year 12	19%
Year 13	113	Year 13	1	Year 13	0.9%

Summary Information 2017 – 18 (031017)					
Total Number of pupils	1487	Number of pupils eligible for Pupil Premium	400	Percentage of pupils eligible for Pupil Premium	27%
Year 7	255	Year 7	41	Year 7	16%
Year 8	254	Year 8	88	Year 8	35%
Year 9	245	Year 9	83	Year 9	34%
Year 10	243	Year 10	78	Year 10	32%
Year 11	241	Year 11	84	Year 11	35%
Year 12	144	Year 12	26	Year 12	18%
Year 13	105	Year 13	0	Year 13	0

Summary Information 2018 – 19 (011018)					
Total Number of pupils	1467	Number of pupils eligible for Pupil Premium	371	Percentage of pupils eligible for Pupil Premium	25%
Year 7	252	Year 7	37	Year 7	15%
Year 8	245	Year 8	87	Year 8	36%
Year 9	253	Year 9	77	Year 9	30%
Year 10	242	Year 10	77	Year 10	32%
Year 11	246	Year 11	75	Year 11	30%
Year 12	116	Year 12	18	Year 12	16%
Year 13	113	Year 13	0	Year 13	0



	2017				2018			
	All	PP	Other	PP to Other	All	PP	Other	PP to Other
DfE published data on size of cohort	231	68			241	85		
DfE published data on size of cohort eligible for Pupil Premium		29%				35%		
P8 Score	+0.02	-0.32	+0.09	-0.41	-0.23	-0.36	-0.17	-0.19
A8 Score English	9.66	8.19	10.26	-2.07	8.29	6.67	9.06	-2.39
P8 Score English	-0.01	-0.23	0.10	-0.33	-0.43	-0.57	-0.36	-0.21
A8 Score Maths	8.29	6.85	8.84	-1.99	7.62	5.44	8.7	-3.26
P8 Score Maths	-0.10	-0.25	-0.04	-0.21	-0.18	-0.50	-0.03	-0.47
A8 Score EBacc	13.1	9.59	14.49	-4.9	11.38	8.41	12.81	-4.4
P8 Score EBacc	0.40	-0.22	0.66	-0.88	0.07	-0.41	0.18	-0.59
A8 Score Open	13.13	11.67	13.89	-2.22	12.57	10.71	13.36	-2.65
P8 Score Open	-0.47	-0.52	-0.38	-0.14	-0.44	-0.14	-0.47	0.33
% attaining a strong pass including E&M	36%	19%	43%	-0.24	27%	2.35%	37%	-34.7
% attaining a standard pass including E&M	59%	46%	65%	-0.19	43%	9.41%	53%	-43.6

	2017	2018		2017	2018		2017	2018	
	All	All	Change	PP	PP	Change	Other	Other	Change
DfE published data on size of cohort	231	241	+10	68	85	+17			
DfE published data on size of cohort eligible for Pupil Premium				29%	35%	+6% points			
P8 Score	+0.02	-0.23	-0.21	-0.32	-0.36	-0.04	+0.09	-0.17	-0.26
A8 Score English	9.66	8.29	-1.37	8.19	6.67	-1.52	10.26	9.06	-1.20
P8 Score English	-0.01	-0.43	-0.42	-0.23	-0.57	-0.34	0.10	-0.36	-0.46
A8 Score Maths	8.29	7.62	-0.67	6.85	5.44	-1.41	8.84	8.70	-0.14
P8 Score Maths	-0.10	-0.18	-0.08	-0.25	-0.50	-0.25	-0.04	-0.03	+0.01
A8 Score EBacc	13.1	11.38	-1.72	9.59	8.41	-1.18	14.49	12.81	-1.68
P8 Score EBacc	0.40	0.07	-0.33	-0.22	-0.41	-0.19	0.66	0.18	-0.48
A8 Score Open	13.13	12.57	-0.56	11.67	10.71	-0.96	13.89	13.36	-0.53
P8 Score Open	-0.47	-0.44	+0.03	-0.52	-0.14	+0.38	-0.38	-0.47	-0.09
% attaining a strong pass including E&M	36%	27%	-9% pts	19%	2.4%	-16.6% pts	43%	37%	-6% pts
% attaining a standard pass including E&M	59%	43%	-16% pts	46%	9.41%	-36.6% pts	65%	53%	-12% pts