



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 £2300; the LA retains 50% of funding under the direction of the LA Virtual Head teacher for CLA

How much funding did the school receive in the 2019 to 2020 financial year for pupils recorded on the census for the previous year?

Group	Pupil Numbers	Funding	Amount	Allocation
Pupil Premium	324	£935	£302,940	£361,630
Year 7	59			
Year 8	72			
Year 9	66			
Year 10	66			
Year 11	61			
Looked After Children	22	£2300	£50,600	£24,118
Bradford LA	18			
Calderdale LA	1			
Leeds LA	2			
Rotherham LA	1			
FSM Supplementary Grant				£14,960
				£400,708

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 had 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; 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 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 2019 to 2020 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 spend	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 COVID-19 led to immediate response in the production of packed lunches for first two weeks which moved to five-day food hampers 125 five-day food hampers produced weekly for pupils on PP 15 five-day food hampers produced weekly for families not on PP	£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	£2,218.19	
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	£3,409.58	
Data Analysis and Awareness Raising	Disadvantaged Review is ongoing through data analysis by Faculty and Subject Leaders. Each Faculty reviews the strategies and impact on outcomes for Disadvantaged pupils. Continued purchase of Class Charts licence; 4 Matrix and FFT	All	Many Disadvantaged pupils do not have the opportunity for private study at home or access to the internet or printing facilities – a lunch time study room was established to support pupils in private study. Disadvantaged pupils at TSS have a range of needs and are across the prior ability range	£1,740 £3,909	On average all Disadvantaged pupils have attained 10 GCSEs of grade 3+ 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 11 (2019) data: P8: -0.49

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	Development of internal data analysis ensures 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		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		<p>English Language: -0.79 English Literature: -0.89 Maths: -0.15</p> <p>End of Year 11 (2020) data: P8: -0.27 English Language: -0.32 English Literature: -0.55 Maths: -0.08</p> <p>Data outcomes includes three pupils who are in our Designated Specialist Provision</p>
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 Each Subject Leader produces Top Tips for examination preparation which are collated in A4 binders - this supports pupils in focusing on areas for improvement and revision	£25,304	Data outcomes includes eight pupils on Alternative Provision
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
HLTA Progress Leader at KS4	To assist pupils, under the direction of the Senior Leader Achievement and Pastoral Leaders in following educational programmes and activities. To work as directed in meeting the educational needs of targeted groups of pupils to ensure they achieve	Term time only plus 15		£27,727.91 Pro rata to PP = £7,957.91	<p>Individual support programmes established for pupils and individual mentoring sessions in place</p> <p>Collaborative work with newly appointed Data Analyst allowed for bespoke intervention</p> <p>Key areas of focus on English and Mathematics</p>

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	the best possible examination outcomes by the end of Key Stage 4 To implement agreed work programmes with individuals / groups, in or out of the classroom to support them in achieving the best possible examination outcomes at the end of Key Stage 4. This could include those requiring detailed and specialist knowledge in particular areas and will involve the planning of lessons; management of data and preparation of resources.				<p>End of Year 11 (2019) data: P8: -0.49 English Language: -0.79 English Literature: -0.89 Maths: -0.15</p> <p>End of Year 11 (2020) data: P8: -0.27 English Language: -0.32 English Literature: -0.55 Maths: -0.08</p>
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 Work was produced online using Microsoft Teams and welfare checks made weekly to ensure work was being accessed	£9,581.33	<p>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.</p> <p>All pupils go on to further education, employment or training; the November report on NEET shows for the eighth consecutive year the outcome for Year 11 is 0% NEET</p>
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	£26,654	<p>Eight Pupils in Year 11 were at risk of Permanent Exclusion and placed on Alternative Provision and supported by LSC and AP staff</p> <p>-2.69 -2.75 -4.00 -3.90 Average -3.34</p>

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			This transferred to online support using Microsoft Teams – LSC Leader made daily and at least weekly contact – support provided in school by HLTA		3 pupils with Severe Learning Difficulties had KS2 Teacher Assessment Scores but functioned below KS3 Levels
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 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	£13,421 £1,400	<p>-1.37 -1.75 Average -1.56</p> <p>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 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.</p> <p>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>
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	<p>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</p> <p>The attendance and progress is monitored with some additional support provided by our Learning Support Centre</p> <p>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</p>	£71,955 £37,800.33	



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			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.		
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 AYLs (0.5 days per week)	£44,682 £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 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	2	1 full time and 1 part-time Support Staff	£64,260	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
				£401,712.34	