



Theale Green School

Pupil Premium three-year strategy 2020-23

Our ALET Mission is “Transforming Lives through Learning”. The aim of our Pupil Premium Strategy is to bring equity to the lives of our disadvantaged students, to strengthen their aspirations and widen their ambition. We value destinations as an additional measure of success alongside social and academic outcomes.

This report reviews how we plan to spend the Pupil Premium Grant this year.

Leadership Team Lead: Charlotte Badarello – Deputy Headteacher*

Local Governing Committee Lead: John Gate – Chair of Governors

* Also Chair of ALET Transforming Lives Group (Disadvantaged Catch Up)

The document below shows:

1. Data relating to outcomes and demographics
2. Main objectives of our PPG strategy
3. Key areas of spending
4. The research we have considered

Theale Green School	2019-20	2020-21
Number on roll (7-11)	439	470
Number of students eligible for Pupil Premium	119	121 (year 7 & 8 30% disadvantaged; 9-11 25%)
Allocation	Funding 2019-20	Expected Funding 2020-21
Ever 6 FSM (£935)	£104,720	£106,590
LAC (£2300)	£9,200	£11,500
Service Children (£300)	£900	£1500
Year 7 catch up	£6174	No additional funding – this now falls under the 2020 Catch Up Funding scheme
Expected PPG funding	£120,994	£122,765 (expected overspend of £4,385)

As Theale Green School continues to grow, we cannot estimate the funding for 2021 and beyond with a degree of accuracy. Contextually we have seen an increase of students eligible for Pupil Premium since 2018, and with the economic impact of Covid-19 this is likely to increase further.

Year 7 Catch Up Grant report (no longer funded 2020 onwards) is available on the School website.

In 2020, as a consequence to Covid-19, students were awarded grades based on Centre Assessed grades. Although grades were calculated internally, Theale Green School adhered strictly to the Ofqual guidelines meaning that overall there was little final adjustment by the examination boards.

Table to show outcomes for Disadvantaged students based on Centre Assessed Grades 2020:

Measure	National (Disadvantaged)	Pupil Premium	Non-Pupil Premium	Difference PP/Non-PP
Progress 8 Score (estimated)	N/A	-0.24	0.08	0.32
Attainment 8 Score	N/A	42.98	52.38	9.40
Grade 4+ English	N/A	73.9	90	16.1
Grade 4+ Maths	N/A	60.9	75	14.1
% 4+ Eng/Maths	N/A	60.9	71.7	10.8
% 5+ Eng/Maths	N/A	26.1	51.7	25.6

Breakdown of Theale Green School demographics – October 2020:

Year Group	Total	Ever in Care	SERVICE	PP	SEN & PP	FSM
Year 7	106			31	9	22
Year 8	130		2	40	11	32
Year 9	85	1	2	20	2	10
Year 10	83	1		13	2	9
Year 11	66		1	17	4	12
Year 12	66	1	2	-	-	6
Year 13	35			-	-	
Total	571	3	7	121	28	91



Theale Green School Objectives:

- ❖ Ensure all staff know, understand and enact their role in improving outcomes & cultural capital for disadvantaged students
- ❖ Use of Pupil Premium Grant where it will have greatest impact for individuals.
- ❖ Implementation of ALET Transforming Lives strategy (catch-up funding)

20-21 goals

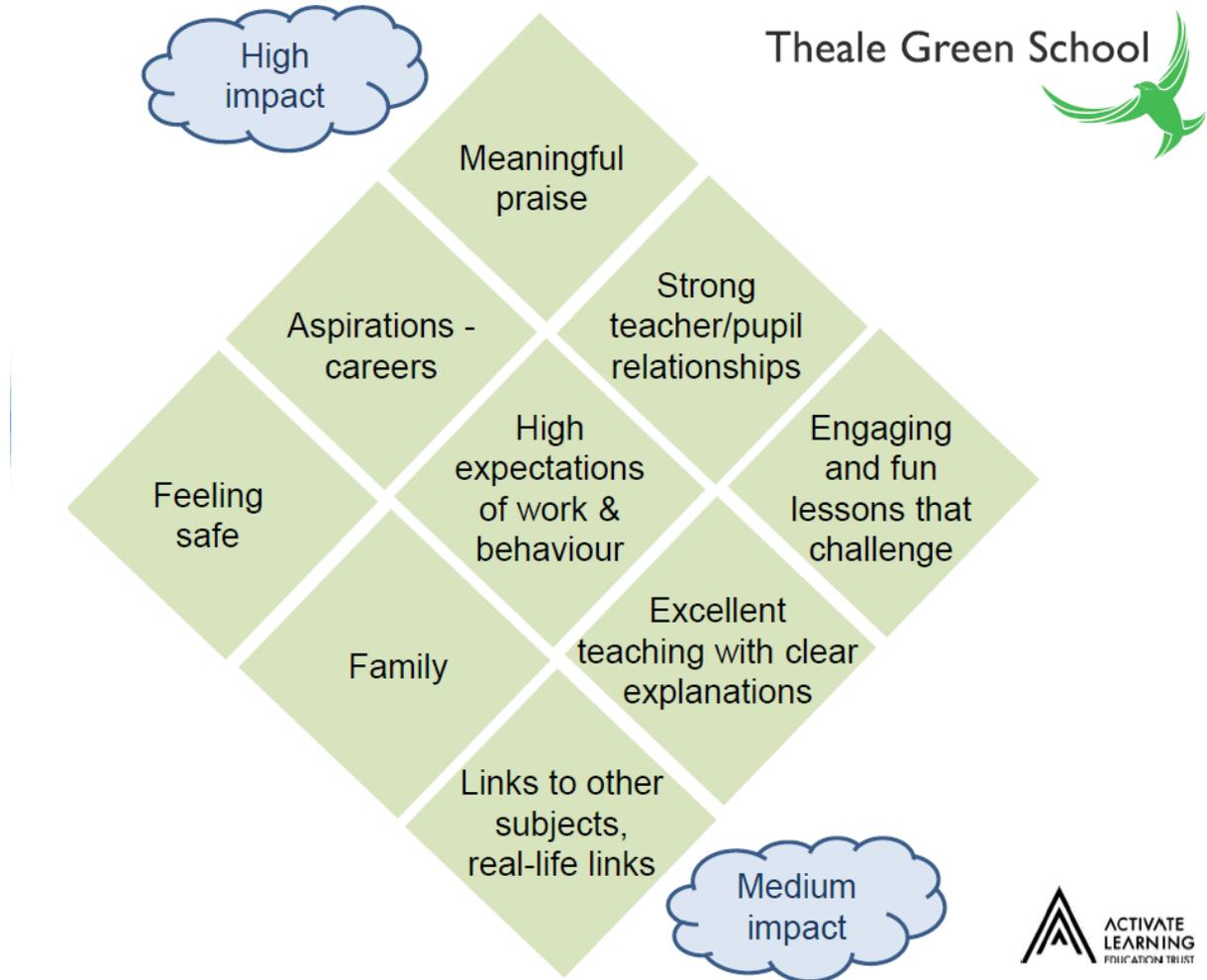
Disadvantaged students achieve improved outcomes and experiences.

This will be demonstrated through

- ✓ a Progress 8 score of 0 or better (-1.15 2019, estimated -0.24 2020),
- ✓ improved retention in to TGS 6th form (19% 2020),
- ✓ participation in extracurricular activities to be in line with non-disadvantaged,
- ✓ attendance for disadvantaged to be in line with national average (91.2% TGS, national average was 92.9%) and a reduction in Persistent Absentees from 19-20 (29.1% TGS, national average was 24.6%).
- ✓ All teachers to know their students' current reading ages and take this in to consideration when planning lessons
- ✓ All teachers to use MARGE and the TGS "Diamond Nine" approach when teaching their students
- ✓ Effective use of funding to support the above – using a personalised approach and not "one size fits all" strategy.



Theale Green School Diamond 9:



The three main areas for use of PP funding are based on the research of the EEF (June 2019):

- ❖ Quality teaching to help every child
- ❖ Targeted support
- ❖ Wider strategies

Beneath each of these areas sits the Theale Green PP tactics document which breaks down individual actions to ensure appropriate implementation.

**Impact One:** Quality teaching to help every child

Strategy	Purpose	Cost
Deputy Headteacher post <ul style="list-style-type: none"> • Oversight of pupil premium strategy implementation • Development of the TGS aspirational, cohesive curriculum with disadvantaged as main focus • Ensuring students achieve equity with their peers through the curriculum 	The pupil premium strategy is hugely important, and ensuring its successful implementation is critical to students' lives. A cohesive and aspirational curriculum will lead to strong outcomes	£20,000
Assistant Headteacher (Teaching & Learning) post <ul style="list-style-type: none"> • Improve quality of writing • Stretch and challenge "Lifting the Lid"; ensure students are challenged in all lessons and encouraged to push beyond their comfort zones • Focus on quality of low stakes assessment • High quality CPD for staff 	Effective teaching & learning strategy crucial for ensuring successful implementation of TGS curriculum Focus on continued development of T&L keeps quality teaching and learning at the forefront of all strategies Assessment at all levels is instrumental in accurately identifying gaps and barriers to learning, enabling effective and bespoke support to be introduced	£12,000
Quality assessments Key Stage 3 - 5	High quality MER assessment cycle is crucial for strong outcomes	£1,000
Purchase of ALPS software to monitor student's progress throughout the year	Enable staff to identify students in need of targeted support	£1,200
Curriculum support to ensure full participation in the curriculum and support good study skills <ul style="list-style-type: none"> • Appropriate subject support (eg art materials) • Revision guides • Pixl History & Geography app • Study skills 	Ensures that no students are disadvantaged by lack of quality materials for practical subjects All students have the materials required to help them achieve their best	£3,500

**Impact Two: Targeted academic support**

Strategy	Purpose	Cost
Head of English post (Literacy lead) <ul style="list-style-type: none"> Design and deliver literacy strategy across the school which demonstrates impact 	Poor literacy means students may not be able to fully access curriculum. Strong literacy skills underpin good progress in all subjects.	£10,000
Literacy software	Improve whole school literacy levels and reading ages which is a significant barrier to success in the classroom in all subjects.	£3,200
Purchase of reading books	Foster a love of reading and improve of students' literacy	
A supportive and impactful CEAIG programme to raise aspirations <ul style="list-style-type: none"> Careers programme embedded from year 7-13 including opportunities to engage with local employers Careers interviews Mock interview day Year 10 work experience	Improved attendance links to improved engagement and progress	£4,000

Impact Three: Wider strategies

Strategy	Purpose	Cost
Assistant Headteacher (Personal Development, Behaviour & Welfare) post <ul style="list-style-type: none"> Overseeing attendance strategy Embedding leadership opportunities from years 7 - 13 Coordination of "Berkshire Youth" – ongoing strategy to promote engagement in school & community Year 8 boys' engagement project 	Leadership of these important elements of school life is crucial to students' education, well-being and building aspiration for the future.	£12,000
Strategies to remove barriers for attendance <ul style="list-style-type: none"> Financial support for school uniform School bus 	Improve students' attendance and removes potential stigma for families.	£6,500 £5,500
Attendance support	Good school attendance is essential to ensure good academic progress. Using	£15,000



	effective monitoring and support systems will have an immediate impact as well as engraining good habits for the future.	
Prioritise Disadvantaged families to promote attendance at school events	Improve engagement of Disadvantaged families with school	£1,000
Resourcing of "Small Garden" – internal exclusion room	Reduce number of external exclusions for students. This will support disruption free learning.	£18,000
ELSA pastoral support	Reduce lack of engagement and motivation which may be a barrier to success	£6,000
Cultural enrichment <ul style="list-style-type: none"> • Domestic trips (including whole year theatre & subject trips) • International trips (including Ski trip & France trip) 	Broaden cultural experiences which are important for individual development	£2,000 (reduced expenditure due to Covid)
Duke of Edinburgh	Widen students' participation in community activities, and broaden their education and career aspirations	£350
Music lessons	Improve engagement in Music and help to improve students' self-confidence & attainment.	£600
Purchase of Class Charts software	Improve attendance, improve parental engagement. This also enables staff to share information on students and easily monitor progress and behaviour	£2,000
Year 11 prizes	Ongoing competition to reward and maintain motivation through year 11	£300
Sixth form Crew	Deployment of Sixth form students to promote and encourage pro-social behaviours at break and lunch times.	£3,000

Each student is known to staff as an individual and support is tailored to their individual needs. Class Charts software is used to share effective strategies. All PPG expenditure is recorded on a student-by-student basis which enables a detailed analysis of how the funds are distributed. Parents are contacted regarding ways in which the PPG can be used to support their child. This ensures the most effective and fair distribution of PP funding.

Reporting

At the end of each academic year, a 'light touch' report will be produced to highlight the progress made by Disadvantaged students in year 11. This will be based on official statistics from the Department of Education. We will also report on attendance figures for Y7-11 inclusive. The three-



year report will be a full report and will evaluate the overall effectiveness of the strategy, which will feed into the development of the next three-year strategy.

Additionally, the Theale Green School Pupil Premium income expenditure & balance sheet will be updated to reflect how money has been used.

Review of Pupil Premium Grant and its impact 2019-20

2019-20 firmly established the disadvantaged at the heart of strategy at TGS. A significantly more personalised approach has been adopted considering all aspects of a student's life at school to ensure they receive high quality teaching & learning, underpinned by an ambitious and cohesive curriculum where the disadvantaged is at the forefront of strategy. There is a shared understanding in the school that this is not a quick fix process, and time is needed for culture to be embedded throughout the organisation.

There are two significant indicators that best demonstrate the impact of this cultural change. Firstly, the number of disadvantaged students staying in to Theale Green Sixth Form has improved substantially from 5% in 2019 to 20% in 2020. Secondly, whilst due to CV-19 formal examinations did not take place, internal progress measures indicate significant improvements in pupils' learning and outcomes. Estimated measures of Progress 8 show an improvement to -0.24 in 2020 (-1.15 in 2019).

Crucially the leadership of the Pupil Premium is now focused on the overall learning experience of students from year 7 to 11, removing any barriers that might exist. A strong relationship between the school and disadvantaged families must be fostered from the start of year 7. Clear communication from the school beginning with the primary transition process helps explain what can be done to remove barriers to learning and promote good progress in all areas, leading to positive experiences for students.

i) Quality of teaching for all

Considerable work has taken place here with a clear whole school teaching & learning focus on the disadvantaged. This is underpinned by clear curriculum rationale based on ACES (Aspirational, coherent, enables students to recall in the longterm what they have learnt & with SEND/disadvantaged students at the heart). Whole school "Nudging Strategy" with the disadvantaged at the heart has been effective in fostering positive relationships between students and staff. Data analysis of attitude to learning data led to student pursuit, student voice which has been shared with staff. In turn this now feeds in to lesson planning and helps establish positive lesson framework which will lead to improved outcomes. Focused book scrutiny illustrated variable quality of work which has now been addressed. Accelerated Reader has had a significant impact on improving literacy skills, with reading fluency a significant area of focus for 2020-21

ii) Targeted academic support

Attendance & Persistent Absenteeism for PP students was at national average prior to lockdown. There is a clear strategic plan to improve attendance for all. Developing cultural capital, and educational experiences by using PPG funding to support is prioritised. For 2019-20 this included theatre trips for two whole year groups, visits to Kew Gardens, ski trip to Italy, music lessons and the purchase of fiction books to foster a love of reading.



A key area of support was in ensuring our students had computer access during lockdown, and over 30 laptops have been issued to students. A parental survey was carried out as part of CV19 lockdown 1 which was repeated in September 2020. DfE laptops were issued for lockdown 1 for Year 10 (current Year 11). Through the “Just Giving” platform, the school was able to issue further laptops to families with no device (laptop/tablet) at home. This is an ongoing area of focus for the school.

iii) Wider strategies

Shared barriers to learning have developed empathy amongst staff body, and this is supported by the introduction of Class Charts; development by staff of “diamond 9” of successful strategies to use with PP students. Work experience for suitable year 10 students has helped provide link current studies to their futures.

References

https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/>

https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf

https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf

For a review of 2019/20 expenditure please see Balance Sheet