

Pupil premium strategy statement (secondary)

1. Summary information					
School	Torquay Girls' Grammar School				
Academic Year	2018-2019	Total PP budget	£51,425	Date of most recent PP Review	October 2018
Total number of pupils	950	Number of pupils eligible for PP	83 PP from 950 total single registration students = 8.7%	Date for next internal review of this strategy	September 2019

2. Attainment 2017				
	Pupils eligible for PP at TGGGS in 2017	Pupils not eligible for PP at TGGGS in 2017	National Benchmark in 2017	
Progress 8 score average	0.14	0.43	-0.03	
Progress 8 English	1.30	0.82	-0.03	
Progress 8 Maths	0.22	0.37	-0.02	
Progress 8 Eng Bac	-0.19	0.50	-0.03	
Progress 8 Open element	-0.36	0.15	-0.04	
A Level Value Added score	0.10	0.22 (includes 5 disadvantaged students)		
Level 3 Academic Value added	-0.06	0.23 (includes 5 disadvantaged students)		
Average grade at A Level	B	B (includes 5 disadvantaged students)		

ATTAINMENT 2018			
	Pupils eligible for PP at TGGGS in 2018	Pupils not eligible for PP at TGGGS in 2018	National Benchmarks
Number of PP students - 6 (DfE = 4 i.e. those with prior KS2 data)			
Progress 8 score average	-0.25	0.83	-0.02
Progress 8 English	-0.07	0.82	-0.04
Progress 8 Maths	0.37	0.51	-0.02
Progress 8 Eng Bac	-0.24	1.11	-0.03
Progress 8 Open element	-0.78	0.75	-0.04
Average points score per A Level entry	39.73	43.05 (includes 6 disadvantaged students)	32.39
Average points score per academic entry	40.50	43.46 (includes 6 disadvantaged students)	32.73
Average grade at A Level	B	B+ (includes 6 disadvantaged students)	C+

1.	Barriers to future attainment (for pupils eligible for PP)
	In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)
A.	Most significant factor - Emotional support for vulnerable students who can feel over-whelmed (issue raised in 'Student Survey' June 2016 and evident through analysis of individual PP students with negative value-added at both GCSE and A Level for both 2017 and 2018).
B.	Greater awareness of the needs of PP students by class teachers. Whilst pastoral support is vital, classroom teaching is also a key determinant as demonstrated by the disparity in value-added in English in 2017 and Maths in 2018 at GCSE compared to other subjects. A greater range of intervention/differentiation strategies carried out in lessons, in particular in subjects that count for the 'Open Element'.
C.	Quicker intervention – identification of students; strategies to improve performance

D.	To improve the effectiveness of feedback, and student response to it, relevant for all students, including PP.
	External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)
PART OF 'A'	To improve well-being and health of our students

2. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria																							
A.	Emotional support for vulnerable students	Success criteria: -																							
	Providing ever-improving pastoral care through appointment of new full-time, non-teaching Heads of Year. These Heads of Year will have more time than post-holders in recent years to ensure that their PP students are supported.	1. Improvement in attendance of PP students from previous year;																							
	To increase proportion of time staff spend in support of PP students.	<table border="1"> <thead> <tr> <th>YEAR</th> <th>NO. OF PP STUDENTS</th> <th>PP ATTENDANCE</th> <th>NON PP ATTENDANCE</th> </tr> </thead> <tbody> <tr> <td>2014 - 2015</td> <td>40</td> <td>89.75%</td> <td>91.1%</td> </tr> <tr> <td>2015-2016</td> <td>59</td> <td>92.44%</td> <td>93.98%</td> </tr> <tr> <td>2016 - 2017</td> <td>75</td> <td>92.60%</td> <td>93.17%</td> </tr> <tr> <td>2017-18</td> <td>83</td> <td>93.8 % (excluding study leave)</td> <td>93.23%</td> </tr> </tbody> </table>				YEAR	NO. OF PP STUDENTS	PP ATTENDANCE	NON PP ATTENDANCE	2014 - 2015	40	89.75%	91.1%	2015-2016	59	92.44%	93.98%	2016 - 2017	75	92.60%	93.17%	2017-18	83	93.8 % (excluding study leave)	93.23%
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To develop much more robust and immersive 'recovery' programmes for students who are behind expected progress.	2. Improvement in Attainment/ Attitude to Learning by targeted PP students who underachieved in 2017-18. This to be tracked by Intervention Leads.																								
New whole-school focus on 'Blue Zone' Schools.	3. Improvement in GCSE Progress 8 scores of PP students to close the gap of last two years.																								
	Staff involved: Intervention Lead Teachers, Heads of Year, SEND and Safeguarding teams																								

<p>B.</p>	<p>Greater awareness of PP students by class teachers and more intervention strategies carried out in lessons</p> <p>PP and other 3* students to get greater in- and- out of class support through a focus on <i>Intervention</i> strategies. We have appointed two new post-holders to specifically lead on intervention.</p>	<p>To monitor the PP 3* students' performance in both data-drops to seek improvement.</p> <p>Teachers to move to other 3 stated students in January2019 when reviewing data.</p> <p>PP 3* students to be targeted at parents' evenings though new booking system being trialed in January 2019</p> <p>Progress of 3-star students and evaluation to be carried out by Intervention Leads</p> <p>Staff involved: All teachers and Intervention leads RB and DH</p>
<p>C.</p>	<p>Clearer intervention</p> <p>Two components:</p> <ol style="list-style-type: none"> 1. Identification of students; strategies to improve performance led by non-teachers. 2. To develop much more robust and immersive 'recovery' programmes for students who are behind expected progress. 	<p>Targeted students on PP make improvement in Attainment/ Attitude between data drops.</p> <p>Evaluate performance of long-term PP underachievers after attending Immersive Programme.</p>
<p>D.</p>	<p>To improve the effectiveness of feedback after KAW completed.</p> <p>This is to be done through staff identified in observations and student voice as exceptional at feedback sharing their methods with colleagues in Spring Term 2019</p>	<p>Student Voice indicates that feedback is effective in most subjects.</p> <p>Where this does not happen, those subjects are mentored on how to improve the feedback by colleagues cited by students as highly effective at it.</p> <p>Student Voice to see if feedback has improved.</p> <p>Staff involved: Deputy-Head Academic, T.G and B.B. (latter staff leads on Teaching and Learning)</p>

3.

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>B and C: Greater awareness of PP students by class teachers and more intervention strategies carried out in lessons</p> <p>PP and other 3* students to get greater in- and- out of class support through a focus on <i>Intervention</i> and <i>Differentiation</i> strategies. The quality of teacher intervention continues to be a focus, and is led by two new staff to this role. This is our second year of focusing on this aspect.</p>	<p>Staff training on high quality intervention, differentiation and SEND issues led by Intervention Lead and SEND team</p> <p>We will have an in-depth programme for PP students who are consistently under-performing led by Sixth-form students.</p>	<p>Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality intervention and skilled teaching is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p>	<p>Use INSET days to deliver training in September. Intervention and differentiation strategies shared. All staff fill in CIM sheets detailing strategies they will use with PP and other 3* students.</p> <p>INSET in January – to share strategies that work effectively and to look at progress of PP (and 3 starred students) by class teachers.</p> <p>In depth Intervention programme devised and delivered by Intervention Leads and Sixth form students in February 2019.</p>	<p>Deputy-Head Academic, Intervention Leads and then HODs</p>	<p>June 2019</p>

<p>D. To improve the quality and effectiveness of feedback after KAW is completed in line with our work on Growth-Mindset.</p>	<p>This will be done through staff identified in observations and Student Voice as exceptional at feedback (History, Maths, Science and English) sharing their methods with colleagues in January 2019. They will be identified through whole-school audit on feedback.</p> <p>All departments' work analysed through HODs and Senior Leaders looking at quality of feedback.</p> <p>An enhanced mentoring system in the Upper School will place greater</p>	<p>Many different evidence sources (including Johan Hattie's Visible Learning, the EEF Toolkit and research on assessment by Oxford University in 2015) suggest high quality feedback and assessment is one of the most significant ways to improve performance.</p>	<p>Sample of Student Voice responses. A survey was carried out in June 2017 questioning the quality of each department's feedback. This will be repeated in June 2019 with strong department's sharing what they do with others.</p>	<p>Deputy-Head Academic and Heads of Department</p>	<p>Spring Term 2019</p>
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ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

<p>Emotional support for occasionally vulnerable students who can feel over-whelmed (issue raised in ‘ Student Survey’ June 2016)</p>	<p>Providing ever improving pastoral care through HOYs’ regular intervention with PP students</p> <p>To provide greater mentoring of PP students - those who are seen through data to not be making sufficient progress</p> <p>To run comprehensive well-being and meta-cognition programme (termed PPP at TGGs); details of this can be found on the school web site.</p> <p>Use of the skills of the school counsellor and of visiting counsellor from Exeter University.</p>	<p>The rationale is that through analysis of past performance of PP students, those who underachieve often have significant emotional factors that have caused this. Teaching about meta- cognition is shown by Hattie and EEF toolkit to have the greatest impact on student progress of all teacher intervention methods.</p>	<p>Through regular monitoring of Heads of Year and Intervention Leads.</p> <p>By establishing a standard response system to data underperformance</p> <p>PPP course has regular opportunities for Student Voice – course is evaluated and changed according to student feedback.</p>	<p>Deputy-Head Curriculum</p> <p>In addition, Intervention Leads with Heads of Year.</p>	<p>June 2019</p>
<p>To improve the performance of PP students in Year 11 in Maths.</p>	<p>Year 11 students significantly improved performance in 2018 from mocks to real exams through dedicated three lessons a fortnight. Look to provide the same if staffing allow this year.</p>	<p>Many different evidence sources (including Johan Hattie’s Visible Learning and the EEF Toolkit) suggest high quality intervention in small-groups and skilled teaching is an effective way to improve attainment.</p>	<p>Through improved performance in regular tests</p>	<p>Maths Department</p>	<p>June 2019</p>

4. Review of expenditure				
Previous Academic Year: 2017-2018				
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To introduce Growth Mindset to staff	External expert launched to staff. Staff sent on courses	The full launch of Growth Mindset was delayed until 2017-2018 due to the workload caused by the implementation of new specifications.	To build G-M into P. M for staff; To ensure that full focus is on this new way of thinking by teachers. For this to happen, they need time to focus on this rather than new specs.	Total cost: £360 for two teachers to attend courses 50% funded by PP Total cost: £180
ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Pastoral Interventions</p> <p>Assistant Heads of Year (one per key stage) continued to offer pastoral support and provide counselling and mentoring.</p> <p>AHOYs encouraged awareness of students' strengths and weaknesses and employed a range of strategies designed to facilitate self-assessment and improved personal/</p>	<p>Welfare issues promptly identified and supported and external agencies informed as appropriate.</p> <p>Students fully aware of support available and were referred by staff or self-refer.</p> <p>Academic mentoring system working effectively alongside pastoral provision.</p>	<p>Difficult to quantify impact, although staff, student and parents see this support as essential. The Progress 8 scores were disappointing, but all the students did sit their GCSE examinations – this was progress in itself as many had significant mental health issues.</p> <p>We feel that the low performance in terms of GCSE in 2017 and 2018 is due to the emotional/welfare issues faced by these students. Whilst our support team work superbly, the decision to have full-time HOY is in response to this need.</p>	<p>To continue with this approach, but to make three improvements: -</p> <ol style="list-style-type: none"> 1. Make PP students the main focus of intervention – so, students self-referring is important, but the school will determine who is seen first; 2. We will improve our record-keeping around such meetings; 3. We will target Year 11 PP students and at any one time, five other PP students using data provided from KAW. 4. Bring leaders to this 	<p>Contribution to salaries of AHOYs and Counsellor:</p> <p><i>Full cost:</i></p> <p>AHOYs £35,535</p> <p>Counsellor £15,440</p> <p>50% funded by PP</p> <p>£30,585.00</p>
<p>Support Y7 Students on Admission</p> <p>To continue to try to attract PP students through the work of our Primary Liaison Officer, and then to support them through full-time Head of Year 7.</p>	<ul style="list-style-type: none"> • Concerns over transition are minimised • Students feel supported and confident in their new environment • PLO effectively supported by HOYear 7 • New parents encouraged to apply for FSM where eligible • Increased uptake of 11+ admission test 	<p>Clearly this is working. 58 of our PP students are in Years 8, 9 and 10. The work of the PLO has been effective in targeting Ever 6 students, and continuing the effective outreach work we have done in the last three years.</p>	<p>For the PLO to push to be informed of talented students in years 4-6 who would be suited to the education we provide. She needs to liaise with schools and parents specifically about this factor.</p>	<p>TLR offered to existing member of staff:</p> <p>£2,638 p.a. plus on-costs = £3,350</p> <p><i>Full cost of release time £2,000</i></p> <p>40% funded by PP</p> <p>Total cost is £2140</p>

<p>Financial Support for Parents</p> <p>Subsidies offered to parents of FSM children to assist with purchase of uniforms, cost of music tuition and residential trips. Eligibility information, with benefits to students and school, clearly highlighted is regularly communicated by Parentpay</p>	<ul style="list-style-type: none"> • Subsidies widely advertised to all parents • FSM eligibility criteria clearly communicated • FSM numbers increased 	<p>Yes - please see above.</p>	<p>Lessons learned - please see above</p>	<p>Uniform subsidies estimated 25 @ £50 - £1250</p> <p>Music tuition (66%) £1,200</p> <p>Total cost: £2450</p>
<p>16-19 Bursary Funding Used Effectively</p> <p>Higher-level bursary funding available for FSM students. Staff administering bursary to ensure that students and families are fully aware of allowance and criteria for claiming, and to assist in doing so.</p>	<p>Sixth form administrators to regularly offer information to students and families. Information to be displayed in prominent positions in 6th Form Centre and to be distributed electronically.</p> <p>Full uptake of bursary funding by FSM students.</p> <p>All eligible students aware of opportunities to access Bursary Fund to enhance their educational experience</p>	<p>Yes – the HE take-up and completion rates are high in Year 13.</p>	<p>Lessons learned – some of this funding should be more readily available to target subjects – this means study aids, support sessions etc.</p>	<p>£550 on PP students</p>

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved attendance and support for those whose attendance is lower than expected, in particular PP students.	Work by attendance officer to highlight PP students – their attendance – and to liaise with parents	2016 – 2017; 16.6% of students on PP had below 90% attendance.	Record keeping of the many contacts with regard to PP student with attendance issues needs improving for 2018-2019. We also want to act more quickly when any PP students with a previous record of poor attendance are away.	Total cost of pay to School £8,693.04 Part of Attendance Officer's salary £3876
				Total PP spending: £39,781.00 Allocated PP budget for PP was £38,685.00

Torquay Girls' Grammar School

Pupil Premium Projected Expenditure 2018/19 £55,625

	Aim	Action	Cost	Success criteria
1	<p>Pastoral Interventions</p> <p>Full time Heads of Year offer much enhanced pastoral support and provide counselling and mentoring.</p> <p>HOY encourage awareness of students' strengths and weaknesses and employ a range of strategies designed to facilitate self-assessment and improved personal/ learning skills</p>	<p>Contribution to salaries of HOYs and Counsellor:</p> <p><i>Full cost:</i></p> <p><i>HOYs £130,000</i></p> <p><i>Counsellor £18,500</i></p> <p>20% funded by PP</p>	£29,700	<ul style="list-style-type: none"> • Welfare issues promptly identified and supported and external agencies informed as appropriate. • Students fully aware of support available and will either be referred by staff or will self-refer. • Academic mentoring system working effectively alongside pastoral provision.
2	<p>Improved Facilities for Supported Self-Study</p> <p>Continue to enhance facilities offered by 'The Hub' including extending opening hours, improved physical environment.</p> <p>Extension of 'Study Plus' programme to include key speeches, refreshments and tailored study support</p>	'Study Plus' refreshments	£200	<ul style="list-style-type: none"> • All students aware of opportunities offered by 'The Hub' team • Supervisors/ volunteers have necessary training to support students effectively • Increased percentage of students signing up to the 'Study Plus' programme
3	<p>Support Y7 Students on Admission</p> <p>Primary Liaison Officer (PLO) post to assist students with transition from Y6 into secondary school.</p> <p>PLO visits students in their primary schools and tailor individual support as needed</p>	<p>TLR offered to existing member of staff:</p> <p><i>£2,678 p.a. plus on-costs = £3,370</i></p> <p><i>Full cost of release time £2,000</i></p>	£1,348	<ul style="list-style-type: none"> • Concerns over transition are minimised • Students feel supported and confident in their new environment • PLO effectively supported by AHOY KS1 • New parents encouraged to apply for FSM where eligible • Increased uptake of 11+ admission test

	<p>the vast majority of students' progress comes from getting it right in the classroom.</p> <p>Extensive monitoring of lessons by SLT to continue together with opportunities for teachers to routinely observe colleagues' lessons</p>			<ul style="list-style-type: none"> Increased interaction between HOFs and departments with increased support at meetings, INSET and lessons
9.	<p>16-19 Bursary Funding Used Effectively</p> <p>Higher level bursary funding available for FSM students. Staff administering bursary to ensure that students and families are fully aware of allowance and criteria for claiming, and to assist in doing so.</p>	<p>Sixth form administrators to regularly offer information to students and families.</p> <p>Information to be displayed in prominent positions in 6th Form centre and to be distributed electronically.</p> <p>Cost of printing</p>	£50	<ul style="list-style-type: none"> Full uptake of bursary funding by FSM students All eligible students aware of opportunities to access Bursary Fund to enhance their educational experience
	TOTAL COST		£54,388-00	

ADDITIONAL INFORMATION ON PP STUDENTS

A LEVEL

SUMMARY OF PREVIOUS YEARS - 2016-2018

In 2016 and 2017, we had 15 PP students who left school in Year 13; this is the number who started with us.

10 of these students attended Russell group universities. Two students claimed places at Oxbridge, and one at an American university worth over £250,000 over four years.

All 15 students found places on Higher Education courses through the support offered to them. This support included being especially encouraged to attend school career conferences (for example, SP attended the Law conference – now reading Law at Bristol University);

meetings with school career advisor; as well as the normal support given by the school through mentoring, strong teaching and UCAS and careers' support.

One of these students wrote the following for our sixth-form prospectus a year after she left.

The support I received from pastoral and teaching staff was excellent and I was accommodated at every stage of my sixth form experience. The sixth form staff are always working to facilitate every girl's needs and create long-lasting relationships with the students through their care and supervision. I believe the guidance and encouragement I received throughout my A levels contributed hugely in helping me build the resilience and initiative to pursue new opportunities at university and beyond."

INCREASING NUMBERS OF PP STUDENTS

The school has been successful at encouraging students to claim PP status.

<u>Year</u>	<u>No of PP</u>
2014	48
2015	40
2016	57
2017	75
2018	83

AN OVER-VIEW OF PUPIL PREMIUM AT T.G.G.S.

Pupil Premium Statement

Torquay Girls' Grammar school selects by ability and not income; consequently, we admit girls from a range of backgrounds. A portion of the budget we receive from the Government is prioritized to help to close the attainment gap between children from low income and otherwise disadvantaged families and their peers. The Pupil Premium is paid by means of a specific annual grant from the Education Funding Agency (EFA). The calculation is based on the number of "Ever 6" Free School Meals students (i.e. students who have been eligible for Free School Meals at any point in the previous six years). In addition, a grant is also received for children whose parent(s) is/are currently serving in the armed forces. The Pupil Premium grant is additional to main General Annual Grant (GAG) funding and is to be used to address any inequalities or underachievement for children eligible by appropriate interventions arising from monitoring of student achievement and progress.

Principles

We have two priorities for Pupil Premium:

1. The funding will be used to narrow and close any gap between the achievement of these students and those who are not eligible for the Pupil Premium.

2. The school will ensure that funding has a significant impact upon the personal development of PP students.

In other words, the challenge is to-

- Ensure the students are making the necessary academic progress.
- Support the students socially and holistically.

Indicators for Additional Support

The following are used to identify PP students who need additional support. The lead in identifying PP students who need support will be taken by Mr. R. Baker and Mrs. D. Halliday working in conjunction with Heads of Year.

- Students who are underachieving in terms of progress and attainment.
- Students whose attendance rate is below 90% for no obvious reason;
- Students who have additional needs in terms of their well-being.

Staffing Strategies

In 2014, we employed Assistant Heads of Year paid for by our PP funding. Whilst they supported the whole year – in line with PP spending criteria - they had a particular focus on the PP students, both holistically in terms of their welfare and as a first port of call for academic performance. They met all PP students regardless of progress twice a year to check on progress and welfare. Where there were concerns over progress, additional meetings took place with actions following. Certain students, whose attendance or performance was giving concern, were closely mentored by these Assistant Heads of Year.

As a result of less progress being made by PP students than other students in both 2017 and 2018, in particular at GCSE, a new structure was put in place in September 2018. This involved full-time non-teaching Heads of Year being employed for years 7-12, and two senior teachers were given particular responsibility for ensuring the intervention for PP students was adequate. The Heads of Year being full-time was put in place to enhance the support for what can be (but of course not must be) vulnerable students – where students with PP do not achieve what is expected, there are often reasons related to emotional concerns, and supporting students with these will be key to future success. The two lead teachers on intervention are tasked with identifying more quickly who needs support and monitoring that support in year both in-and-out of the classroom.

Support Available In School

The following list provides examples of the type of support that is available, but all support is provided on a case-by-case premise.

- Peer- mentoring;

- Personal mentoring by Heads of Year and others;
- Homework support;
- Attendance at subject clinics;
- Provision of revision guides and other specialist study materials;
- Specific software such as Unifrog. Students at Key Stage 5 are given the opportunity for Higher Education Access Interviews covering issues such as aspiration, work experience opportunities and other issues relating to access to Higher Education.
- Transition meetings;
- External agency support.

Support Available In The Classroom

The focus now is on more effective classroom intervention – this was launched in September 2017 through training and PM observations, and has been refined for September 2018. It involves ‘CIMS’ – Class Intervention Maps. In this system, all teachers focus intervention strategies on at least three students in a class. The students are chosen with reference to data available in that subject, and in many cases this does involve PP students. The choice of these three students is monitored by teachers, and in January there is time given over to ensuring that we are monitoring the right students. As per advice by Ofsted, we are concentrating on the quality of teaching so that intervention is not needed at the level that we do it now.

Staff Training

In 2016/16, we looked into -

1. Feedback;
2. Differentiation;
3. Engaging-talk-less teaching;
4. Use of flipped learning;
5. Apps in education.

Our focus in 2017-19 was on Growth-Mindset, which has been broken down into these components:-

- Staff and student use of language – INSET June 2018
- Challenge and involvement of students – INSET September 2018 followed-up by P.M. lessons;
- Quality of feedback – Summer Term 2019.

All students in Years 7-10 have been introduced to G-M in the Summer Term of 2018, and we have also led parents in this initiative at parental engagement events in September 2018 (Years 11 and 12).

HOW TEACHERS AND PASTORAL TEAMS ENSURE THE STUDENTS ARE MAKING THE NECESSARY ACADEMIC PROGRESS

STAGE 1: SUBJECT MONITORING

The process for this will involve the following steps: -

- All subject teachers will see through SIMS who is receiving PP. There has been INSET ensuring that all teachers see the importance of supporting these students in the classroom; staff encouraged to give all PP students – and others – aspirational messages;
- Staff identify at least three students who are under-performing per group – these students will be PP students if they are under-performing, but will not necessarily be PP;
- Teaching staff log intervention strategies they will use with these students.

STAGE 2: INNITIAL RESPONSE TO PP STUDENTS UNDER-PERFORMING AS SEEN THROUGH DATA DROPS

At assessment points, our Intervention Leads will analyse the academic performance of each PP student and ensure that the HOY is aware of who needs support. The Head of Year will

- Request more information from subject staff.
- The Head of Year will have a holistic/academic meeting with the student determining needs. This meeting will focus on Identification of main barriers to learning for PP students;
- Action points and notes made in each student's Record Cards;
- HOY checks with teachers on progress three weeks later;
- Voluntary subject report issued.

Stage 3: NO IMPROVEMENT AFTER HOY INTERVENTION

- Student goes to see HOY with parents;
- Action points and notes made in each student's Record Card;
- Student on subject report.

STAGE 4: IMMERSIVE INTERVENTION PROGRAMME

- Action points and notes made in each student's Record Card;
- 'Immersive Intervention Programme' with Sixth-form mentors organised.

HOLISTIC MEETINGS FOR ALL PP STUDENTS IN ADDITION TO ABOVE

HOY meet all students 2 times a year and tell the students that we are required to ensure that their circumstances do not hinder them socially or academically in any way.

Explore-

- Well-being
- Any hindrances to progress;
- Any needs they have
- Attendance
- Attitude to learning.
- Learning skills - Organizational support; right equipment brought to lessons; use of planner checked and monitored to ensure homework is correctly noted and due dates recorded; support to plan time in school or at home when homework is to be completed; support to take useful and clear notes, highlighting key learning points.
- Engage carers in discussions.

TRANSITIONS

Year 6 students coming into Year7 will have a transition meeting early in September. This will also be the case in Year 12.

HOW TO CLAIM PUPIL PREMIUM STATUS FOR YOUR CHILD

The school provides a grant of £50 as a one-off payment for school uniform in the lower-school and in the Sixth-Form.

FINANCIAL ASSISTANCE

The school uses the money from PP to provide a grant of £50 as a one-off payment for school uniform in the lower-school, and to provide full support for uniform in the Sixth-Form. In addition, the school provides two thirds of the cost of private music lessons in school throughout their time at T.G.G.S. This is for one instrument only. Students at Key Stage 5 are given the opportunity for Higher Education Access Interviews covering issues such as aspiration, work experience opportunities and other issues relating to access to Higher Education.

HOW TO CLAIM PUPIL PREMIUM STATUS FOR YOUR DAUGHTER

This is the letter we send out:-

How does it work?

First, check if you qualify – it is not just if you are unemployed, so please look at the list below.

Registering is really quick and easy – if you think you qualify or have any questions please contact Mrs Stone in the school Finance Office (01803 653760, ssstone@tggsacademy.org) who will be happy to help you.

If you want your child to have a free, healthy meal at lunchtime that's great – they will get the free meal (saving you more than £400 a year), extra benefits and the school gets extra too.

If you don't want your child to have the school meals they can continue as normal – as long as you qualify and are registered, the school still gets extra.

Do you qualify?

You can register your child for Free School Meals if you get any of these benefits:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £16,190
- Working Tax Credit 'run-on' - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit

First, check if you qualify – it is not just if you are unemployed, so please look at the list below.

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If you don't want your child to have the school meals they can continue as normal – as long as you qualify and are registered, the school still receives the additional money to support you daughter and others like her.

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