

Pupil premium strategy statement (secondary)

1. Summary information					
School	Torquay Girls' Grammar School				
Academic Year	2017-2018	Total PP budget	£58905	Date of most recent PP Review	September 2017
Total number of pupils	920	Number of pupils eligible for PP	85	Date for next internal review of this strategy	September 2018

2. Current Attainment 2017				
		Pupils eligible for PP at TGGGS	Pupils not eligible for PP at TGGGS	National Benchmark
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)	

3.	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 occasionally 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).
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 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.	Improve students' self-belief: having a Growth-Mindset, in particular with regard to languages, Maths and Sciences (came from student survey carried out in June 2016)
D.	To improve the performance of PP students in Year 11 in Maths.
E.	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>
F.	Attendance – an on-going focus for TGGs. To continue to monitor and support the attendance of PP students where possible.

4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria																
<p>A.</p>	<p>Emotional support for occasionally vulnerable students who can feel overwhelmed (issue raised in ‘ Student Survey’ June 2016)</p> <p>Providing ever improving pastoral care through AHOYs</p> <p>To provide greater mentoring of PP students with Year 11, and those underachieving/poor attendance given priority</p> <p>To run comprehensive well-being programme; details of this can be found on the school web-site</p> <p>To increase proportion of time staff, spend in support of PP students.</p>	<p>Success criteria: -</p> <ol style="list-style-type: none"> 1. Improvement in performance of Year 11 PP students from mock examinations to GCSE exams, with a particular focus on Maths and Open element subjects. 2. Improvement in Attainment/ Attitude to Learning by majority of PP students who have underachieved in first data- drop in second data- drop; 3. Improvement in attendance for those PP students whose attendance drops below 90% in first term during second and third terms. 4. To close the gap on attendance between PP students and rest of school with the intention of there being no difference. <table border="1" data-bbox="884 662 2072 821"> <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>38</td> <td>89.75%</td> <td>91.1%</td> </tr> <tr> <td>2015-2016</td> <td>58</td> <td>92.44%</td> <td>93.98%</td> </tr> <tr> <td>2016 - 2017</td> <td>82</td> <td>92.60%</td> <td>93.17%</td> </tr> </tbody> </table> <p>The sixth-form study-leave brings down all figures considerably.</p> <p>Staff involved Deputy-Head Academic, Assistant Heads of Year; Attendance Officer.</p>	YEAR	NO. OF PP STUDENTS	PP ATTENDANCE	NON PP ATTENDANCE	2014 - 2015	38	89.75%	91.1%	2015-2016	58	92.44%	93.98%	2016 - 2017	82	92.60%	93.17%
YEAR	NO. OF PP STUDENTS	PP ATTENDANCE	NON PP ATTENDANCE															
2014 - 2015	38	89.75%	91.1%															
2015-2016	58	92.44%	93.98%															
2016 - 2017	82	92.60%	93.17%															
<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> and <i>Differentiation</i> strategies. This is the focus for the Performance Management lesson observation of all teaching staff from September 2017 to October 2017.</p>	<p>To monitor a sample of the PP 3* students’ performance in both data-drops to seek improvement. To work with these students through student-voice to see how improvement has been brought about.</p> <p>Staff involved Deputy-Head Academic and Intervention Lead.</p>																
<p>C.</p>	<p>Self-belief: having a growth-mindset (issue arose from student survey carried out in June 2016).</p>	<p>Survey carried out with all students undergoing G-M training. Selected students – those with low G-M scores – to redo same survey in June 2018 to monitor if they feel more confident about their ability to improve performance. Match this with data to see if improved attitude to G-0M has brought about improved data in sciences. Maths and Languages.</p>																

	<p>A programme to be delivered to Years 7-10, and all teaching staff to attend training on G-M. This is part of each teachers' Performance Management.</p>	<p>Staff involved Deputy-Head Academic, Growth Mindset leader (N.S) and all teaching staff.</p>
D.	<p>To improve the performance of PP students in Year 11 in Maths.</p> <p>The performance of these students needs to improve from the mock GCSE examinations in November 2017 to the real examinations Year 11 students are given 3 additional lessons in small groups. Regular before- and- after tests to monitor improvement.</p>	<p>Improved GCSE grade in Maths compared to mocks for all of the Year 11 PP students.</p> <p>Staff involved: Maths Department</p>
E.	<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 November 2017</p>	<p>Student Voice indicates that feedback is effective in all subjects. Where this does not happen, those subjects are mentored on how to improve the feedback by colleagues cited by students as highly effective at ait.</p> <p>Staff involved: Deputy-Head Academic and all staff.</p>
F.	<p>To continue to monitor and support the attendance of PP students.</p> <p>Strategies in place implemented by the Attendance Officer</p>	<p>Reduce the number of persistent absentees (PA) among pupils eligible for PP to 12% or below. . The level in 2016-17 was 16%</p> <p>Overall attendance among pupils eligible for PP improves from 92.6% to 94% in line with 'other' pupils.</p> <p>To identify poor attenders or those students who need additional support, to invite the parents in and to improve attendance and performance where possible.</p> <p>Staff involved: Deputy-Head, Heads of Year and Attendance Officer</p>

5. Planned expenditure

Academic year: 2017-2018

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. 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 and Differentiation</i> strategies. This will be the focus for the Performance Management lesson observation of all teaching staff from September 2017 to October 2017.</p>	<p>Staff training on high quality intervention, differentiation and SEND issues led by Intervention Lead, SEND and external expert on dyslexia.</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. To be part of P.M. lesson observations in first term. All staff fill in CIM sheets detailing strategies they will use with PP and other 3* students. INSET in November – to share strategies that work effectively.</p>	<p>Deputy-Head Academic, Intervention Lead and then HODs</p>	<p>February/March 2018</p>

<p>C. Self-belief: having a Growth-Mindset (issue arose from student survey carried out in June 2016).</p> <p>A programme to be delivered to Years 7-10, and all teaching staff to attend training on G-M. This will be part of every teachers' Performance Management.</p>	<p>Trial materials with Year 10 on a Challenge Day in January 2018.</p> <p>Group of year 12 students to deliver improved programme for Years 7-9 in Spring and Summer Terms</p> <p>Staff trained in key techniques of G-M in Twilight in Spring 2018.</p> <p>Whole school Challenge Week in summer 2018.</p> <p>Particular emphasis on G-M in Maths, Languages and Sciences Department.</p>	<p>There is evidence from Dweck's research that even sitting through a one-hour programme has proven results in terms of student's willingness to tackle tasks that are more challenging. This statistical finding is backed up by numerous other research projects, and many schools in UK that have gone fully G-M have seen dramatic changes in performance which they put down to this initiative (Huntington School, Great Torrington School)</p>	<p>Through Student Voice in two ways:-</p> <ol style="list-style-type: none"> 1. Enhanced scores from students on how they see G-M and their willingness to learn; 2. Through tracking the data for those students deemed to be G-M 'ready'. 	<p>Deputy-Head Academic.</p>	<p>July 2018</p>
<p>E. To improve the quality and effectiveness of feedback after KAW is completed.</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 November 2017.</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 emphasis on students talking responsibility for their work.</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 2018 with strong department's sharing what they do with others.</p>	<p>Deputy-Head Academic and Heads of Department</p>	<p>Spring Term 2018</p>

Total budgeted cost C - £1300

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>A.Emotional support for occasionally vulnerable students who can feel overwhelmed (issue raised in ‘ Student Survey’ June 2016)</p>	<p>Providing ever improving pastoral care through AHOYs’ regular intervention with PP students</p> <p>To provide greater mentoring of PP students in Year 11 and 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 Assistant Heads of Year and their intervention by Deputy-Head Academic and Heads of School.</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>Deputy Heads of School</p>	<p>June 2018</p>

<p>D. To improve the performance of PP students in Year 11 in Maths.</p> <p>The performance of these students needs to improve from the mock GCSE examinations in November 2017 to the real examinations</p>	<p>Year 11 students are given 3 additional lessons in small groups. Regular before and after tests to monitor improvement.</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 2018</p>
---	--	--	--	-------------------------	------------------

Total budgeted cost					<p>A - £37,650 (60% funded by PP)</p> <p>D - £6736</p>
----------------------------	--	--	--	--	---

iii. Other approaches

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>To continue to monitor and support the attendance of PP students.</p> <p>Strategies in place implemented by the Attendance Officer</p>	<p>To monitor attendance more closely. To see PP students who have been away, and who have a record below 90% to ascertain exactly why they have not been in school To make contact with the parents each time a PP student is away who has an attendance rate below 90% Through attention to attendance, reduce the rate of serial absentees, , and to close the gap of attendance between PP students and others.</p>	<p>There is evidence that absence is one of the key factors in determining outcomes. For example, at A Level an attendance rate of less than 90% on average drops the student's marks by one grade.</p>	<p>Two- weekly meetings between the Deputy-Head Academic and the Attendance Officer and Assistant Heads of Year where relevant.</p>	<p>Deputy-Head Academic and Attendance Officer</p>	<p>A review of data on attendance in all three terms.</p>

Total budgeted cost

£11390 Attendance officer funded by PP

£1179 Capita and lesson monitor 50% funded by PP

**Total budget for 2017-2018 PP initiatives;
£58,245**

6. Review of expenditure				
Previous Academic Year: 2016-2017				
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
<p>A stress on central organisation of data allied to improved feedback. This was part of a completely new Assessment Policy with many ramifications: Support meetings; changed school reports; greater emphasis on mentoring etc. Please see school Assessment Policy.</p>	<p>Robust data packages that provide timely, accurate data for analysis and interpretation</p> <p>FSM/Ever6 students identified and progress and achievements tracked and monitored</p> <p>Deviations from predictions identified at an early stage</p>	<p>Progress 8 score and KS5 Value-Added scores for the whole school were impressive. PP students did not make as much progress as the rest of the school, but analysis suggests that this was due to other factors, in particular serious health issues.</p> <p>At level, 3 other priorities played a part in lower than expected performance, as although PP scores at A Level were lower than the cohort as a whole, they averaged a grade B and of the 5 students, 2 were successful in gaining Oxbridge places and one student won a scholarship to Emory University in America.</p>	<p>Lessons learnt:</p> <ol style="list-style-type: none"> 1. Mentoring is too time heavy for teachers who consequently are out of lessons too often; 2. Support Meetings are less effective in the Upper School as they often cause resentment; 3. The quality of feedback is variable between departments, and is an on-going concern being monitored by SLT and Heads of Department. 4. A whole school response to the now centralised data is a school priority going forward. 	<p>Assessment suite pro £1,160</p> <p>ScoMIS hosted application service: £2,265</p> <p>Contribution to Assessment Manager salary:</p> <p>Total: £6425</p>

To introduce Growth Mindset to staff	External expert launched to staff. Staff sent on courses	On-going project: the full launch of Growth Mindset was delayed until following year (2017-2018) due to the work-load 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.	Visiting speaker, Barry Hymer £1500. 30% funded by PP Total cost: £500
--------------------------------------	---	---	---	--

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
Pastoral Interventions Assistant Heads of Year (one per key stage) continue to offer pastoral support and provide counselling and mentoring. AHOYs encourage awareness of students' strengths and weaknesses and employ a range of strategies designed to facilitate self-assessment and improved personal/ learning skills	Welfare issues promptly identified and supported and external agencies informed as appropriate. Students fully aware of support available and will be referred by staff or will self-refer. Academic mentoring system working effectively alongside pastoral provision.	Difficult to quantify impact, although staff, student and parents see this support as essential. The Progress 8 scores and Level 3 value-added indicate that the students have been supported effectively. It is also true that where this is not the case, for example with three PP students in year 11, there was extensive support put in place, but external emotional factors beyond our control meant that progress, whilst better than the national average, was not the same as progress made by other students. In some individual cases – for example with student X - the support was essential to improved time keeping and attendance. .	To continue with this approach, but to make three improvements:- <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. 	Contribution to salaries of AHOYs and Counsellor: <i>Full cost:</i> AHOYs £35,535 Counsellor £15,440 50% funded by PP £25,487.50

<p>Support Y7 Students on Admission</p> <p>Creation of Primary Liaison Officer (PLO) post (w.e.f. Sep 2016) to assist students with transition from Y6 into secondary school. PLO visited students in their primary schools and tailored individual support. Part of the focus was to visit schools who did not normally send students to TGGs and to target Ever 6 students</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 AHOY KS1 • 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 7, 8 and 9. We have no PP students in Year 13. 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: £2,638 p.a. plus on-costs = £3,350</p> <p><i>Full cost of release time</i> £2,000</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>Please see above.</p>	<p>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>£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
------------------------	---------------------------------	---	---	-------------

<p>Improved attendance and support for those whose attendance is lower than expected, in particular PP students.</p>	<p>Appointment of a dedicated Attendance Officer for the first time</p>	<p>Attendance figures for whole school: - 2014 – 2015: 2015 – 2016: 2016 – 2017</p> <p>2016 – 2017; 16.6% of students on PP had below 90% attendance. The year before it was not measured and so this appointment allowed us to focus on this.</p>	<p>Whilst there was an improvement in over-all attendance in 2016-2017, record keeping of the many contacts with regard to PP student with attendance issues needs improving for 2017-2018. We also want to act more quickly when any PP students with a previous record of poor attendance are away.</p>	<p>Appointment of Attendance Officer (Apprentice): Contribution to salary & training <i>Full cost: £7,700 – 50% paid through PP</i></p> <p>Capita SIMS licenses: Attendance £362 p.a. Lesson Monitor £1,995 p.a. 50% funded by PP</p> <p>Total cost of both with regard to PP: £3850+997.5+181</p> <p>£ 5028.5</p>
<p>Improved Facilities for Supported Self-Study Continue to enhance facilities offered by 'The Hub' including extending opening hours, improved physical environment. Extension of 'Study Plus' programme to include key speeches, refreshments and tailored study support</p>	<p>Purchase of additional tables and seating to allow individual study areas. 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</p>	<p>The Study-Centre is heavily used all the time – this was not in existence in July 2016 – and many students work there after school and in free periods. The Study-Plus programme was more popular than in any previous time with all students. PP students were specifically invited to attend and seven did on a regular basis. We also laid on lectures prior to examinations to encourage focus.</p>	<p>The Study-Centre has been a success, and is valued by students. The Study Plus programme is also seen as a benefit according to student voice.</p> <p>We need to review the use of 'The Hub' going forward, as it is used often by about 40 students, but not necessarily by those for whom it would be a benefit in terms of learning. A more targeted, teacher- led approach would be more effective.</p>	<p>Study-Plus refreshments £200</p>

				Total PP spending: £39,781.00 Allocated PP budget for PP was £38,685.00
--	--	--	--	--

7. Additional detail

In this section, you can annex or refer to **additional** information which you have used to inform the statement above.

STATEMENT

Torquay Girls' Grammar school selects by ability and not income; consequently, we admit students 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. Since the application of this funding in 2011, the absence rate of disadvantaged students has dropped and there has been a rise in their progress measures across time, although this is by its nature not a straight line of improvement. We will continue to monitor the effectiveness of our strategy in reducing any gaps between pupil premium and non-pupil premium students.

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 key priorities for Pupil Premium:

- To ensure that PP students are making the necessary academic progress.
- To Support PP students socially and holistically.

To ensure this progress happens, T.G.G.S. will focus on: -

- Improving the progress of those classed for educational purposes as 'Disadvantaged';
- Improving the attendance of those students by engagement with families;
- Providing opportunities for these students to aspire.

INDICATORS FOR ADDITIONAL SUPPORT

The following measures will be used to identify PP students who need additional support in all three key stages:

- Students who are not achieving at least equal to expectations for attainment;
- Students whose attendance rate is below 90%;
- Students who have additional needs in terms of their well-being. This is to be determined by regular meetings with Assistant Heads of Year.

HOW YOU'LL MEASURE THE EFFECT OF THE PUPIL PREMIUM

Support Strategies

We have employed Assistant Heads of Year partially paid for by our PP funding. Whilst they support the whole year – in line with PP spending criteria - they have 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 will be meeting all PP students regardless of progress twice a year to check on progress and welfare. Where there are concerns over progress, additional meetings will take place with actions following – in the first instance, these are with The Assistant Heads of Year, but this can be escalated to the Head of Year and, in exceptional cases, to the Deputy-Head in charge of P.P. All these meetings will be supportive in their nature and will result in definite actions designed to support the student in question.

Tracking and monitoring systems are used regularly to assess where students require specific support. Targeted support will be put in place for students not on track to achieve in line with expected levels. The following list provides examples of the type of support that is available:

- Peer mentoring through the school Hub scheme;
- Personal mentoring by Assistant Head of Year and others;
- Homework support;
- Attendance at subject clinics;
- Provision of revision guides and other specialist study materials;
- Specific software such as Unifrog;
- Careers interviews;
- Transition meetings.

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.

FINANCIAL ASSISTANCE FOR INDIVIDUAL STUDENTS WHO ARE ELIGIBLE FOR FREE SCHOOL MEALS

The way the school spends the PP allocated money is set-out below. In addition, the school provides a grant of £50 as a one-off payment for school uniform in the lower-school and in the Sixth-Form. Also, 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. The school only asks for voluntary contributions for crucial trips (for example, a whole year group trip to support learning as opposed to a skiing trip), and makes up the short-fall from for PP students. For non-essential trips, such as Year 8 Rhineland, the school allows a different, longer payment schedule if agreed in advance.

FOCUS ON QUALITY OF TEACHING

As per research by Ofsted, we are concentrating on the quality of teaching so that intervention is less needed.

In 2015/16 we looked into: -

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

In 2016-17, we concentrated on the quality of feedback given to students once they have completed KAWs.

In 2017 – 18, the focus is twofold:-

1. Growth Mindset with Years 7-10;
2. Intervention and supporting students with special learning needs.

HOW TO CLAIM FREE SCHOOL MEALS – FOR INTERESTED PARENTS

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 Darby in the school Finance Office (01803 653760, sdarby@tggsacademy.org) who will be happy to help you.

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

If you do not 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.

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