

Pupil Premium Strategy Statement – The Taunton Academy 2019-20

The Taunton Academy is an 11 -16 Academy (Church of England affiliated) comprising 737 students mainly from the Taunton area of Somerset. The school has a requires improvement grading from Ofsted (2018) but has made significant progress in the last 2 years becoming the most improved school in the South West of England in 2017. In 2018 attainment dipped but with a much lower prior attaining year group. It has a well above average level of PP students, **presently 37%** of the school population compared to 12.4% national average.

At the Taunton Academy we are committed to maximising the achievement and progress of all students, minimising any variation between disadvantaged students and their peers. To this end we are part of the Somerset **Beach Teaching School SSIF** project focussing on improving progress and attainment for Pupil Premium Students. We have also engaged with Manchester University's 'National Student Wellbeing Project'.

Pupil Premium funding is additional funding provided by the government since April 2011 to enable schools to put into place strategies that will raise the attainment and progress of disadvantaged students and reduce any potential variation in performance between them and their peers. This funding is not ring fenced by the government and forms part of the school's main budget.

The Pupil Premium Grant (PPG) Funding for 2019-20 is based on the number of students who fall into the following groups:

- *Are eligible for Free School Meals (FSM), or have been in the last 6 years.*
- *Children Looked After in local authority care for 1 day or more*
- *Students who have left local authority care due to adoption, a special guardianship order, a child arrangements order or a residence order.*
- *Ever 5 service students - Children who have one or more parents in the armed forces and recorded on the January 2016 census as eligible for service child premium in any of the previous 4 years. (SPG – which is separate to the main PPG)*

(NB The Virtual Schools withhold some of the PPG funding so the CLA funding of £1900 is not provided directly to the Taunton Academy – as we serve three counties the arrangements differ in each as to how much is provided to the school.)

The following targets have agreed by the Governors:

1. To improve the attendance of students eligible for pupil premium funding so that it is in line with all students– as attendance of 95% and above has been shown to greatly increase a student's chances of achieving their aspirations and goals within school
2. To improve Progress and Attainment of students eligible for pupil premium funding. Targets in line with those of non-pupil premium students – the use of targeted Pupil Premium funding to remove potential barriers to learning.

Our Objectives are:

- to ensure that outcomes for PPG and SPG students are at least in line with national expected progress

- to accelerate the progress of PPG and SPG students so that any variation in attainment between disadvantaged and non-disadvantaged students is reduced and their attainment is in line with that of the rest of the cohort at The Taunton Academy
- to improve the literacy and numeracy of PPG and SPG students
- to support the higher aspirations of all including the more able PPG and SPG students
- to ensure that PPG and SPG students remain in and select appropriate routes in education or training post 16 and that those who are able to take more demanding level 3 courses are supported to pursue these
- to ensure that PPG students participate fully in school activities and take full advantage of the opportunities for student leadership across the school
- to increase the access to Cultural Capital for our PPG students

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1. Summary information					
School	The Taunton Academy				
Academic Year	2019/20	Total PP budget	£237,584 (April 2018)	Date of most recent PP Review	- Internal July 2019 -External June 2016
Total number of pupils	737 (1/9/2019)	Number of pupils eligible for PP	272 (37%)	Date for next internal review of this strategy	July 2022

2. Current attainment						
	Pupils eligible for PP 2020 GCSE Predictions	Pupils eligible for PP 2019 GCSE Results	Pupils eligible for PP 2018 GCSE Results	Pupils not eligible for PP 2020 predictions	Pupils not eligible for PP 2019 Results	Pupils not eligible for PP 2018 GCSE results
Progress 8 score average	-0.03	-0.77	-0.75	-0.18	-0.35	-0.5
% achieving 9-5 English and maths	26%	14%	13%	30%	32%	30%
% achieving 9- 4 English and maths	58%	39%	38%	59%	51%	59%
Attainment 8 score average	39.24	33.6	30.64	39.66	40.11	40.44
EBACC measure	3%	2%	0	0	5%	1.59%

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.	Poor Literacy skills and Numeracy Skills (especially on entry to academy)
B.	The progress made by Lower Prior Attaining Students
C.	Lack of Cultural Capital

D.	Low levels of "Grit" (passion and perseverance)	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Attendance of PP students is lower than non PP students. Persistent absentees for PP students is higher than non PP students which impacts progress.	
F.	Low exposure to a range of cultural activities and experience of anywhere outside local community	
G.	A significant number of PP students with SEMH issues	
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved Literacy and numeracy	In Year 11 our PP students will make better progress than PP students nationally and are at least in line with non PP students nationally. In other year groups the progress of students in English and maths will be at least as good as non PP students. PP students who have had interventions and support will show clear evidence of catching up with the non PP students.
B.	Improved progress and attainment of Lower Prior Attaining Students	PP students who are identified as LPAS from KS2 will make similar progress to other students in terms of outcomes. Tracking of PP students in KS3 will show similar progress to other students. Intervention will be evident for those students who are not progressing as expected
C.	Students experience a wide range of cultural activities	There will be clear evidence of an increased level of engagement of PP students in cultural and enrichment activities: Trips, visits, Music lessons, involvement in teams and performances etc.
D.	Students develop passion and perseverance for their learning	The attendance levels of PP students will improve and be at least in line with non PP students. The level of exclusions of PP students will be in line with non PP students. Progress and attainment will be in line with non PP students.
E.	Lower PA rates in line with non PP students - Persistent absentees for PP students across year groups is higher than non PP meaning impacts progress.	There will be a reduction in whole school PP persistent absence. This should show an increase in the school attendance for this group of students.
F.	Students experience a wide range of cultural activities	In school this will be addressed through an increased offer that runs from Year 7 through to Year 11 in the form of a student entitlement. PP students will leave with a wide range of experiences and having travelled beyond the confines of Taunton
G.	Reduce the number of PP students with mental health issues	PP students will access mental health services (e.g. counselling, youth worker, external agency intervention, Forest School). We have embarked on the three year National Wellbeing Project run by Manchester University. They provide the first data set from student surveys in July 2018. These are repeated for the following two years and we can use the results to track and monitor the impact of our work. We are appointing a dedicated medical officer and have a PP champion.

H.	Students develop a better understanding of how to learn – meta cognition	Students will become more independent learners. The performance of students at all stages will improve. Students will be able to discuss their learning and explain how they are improving.
I.	Improved progress and attainment of Higher Prior Attaining Students	Our HPA students will make expected progress and attain the grades they are targeted to get.

5. Planned expenditure					
Academic year		2019/20			
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>A. Improve the literacy and numeracy skills in PP students across School</p> <p>(Costed in the below section ii)</p>	<p>Direct Instruction programme introduced. Class sizes of less than 15 and delivered by two trained TAs. Proportion of total costs: £35,000</p> <p>Interventions including ARROW in place.</p> <p>PiXL strategies (membership. CPD for DH & HoF £2,000</p> <p>All teaching staff have full access to Class charts, ILP Writer and to 4Matrix (school data analysis system, licence, training, staffing) £2,500</p> <p>Taunton High Performing Academy Programme (HPA). HPA students receive additional learning opportunities that include University and Work focussed experiences £500</p>	<p>Evidence: Analysis of prior attainment data/in year data. To ensure that we have smaller class Sizes and specific Literacy and numeracy groups. It has been shown in research (EEF & Hattie) that if the class size is reduced to below 20, or even better 15 then a positive impact is seen. It allows for better feedback which is shown as one of the most positive ways to improve achievement (Hattie, Sutton Trust and EEF)</p> <p>Staff have knowledge of the needs of every student and can quickly and simply identify PP, SEN or HPA</p> <p>To allow the higher performing PP students to work with their HPA non PP peers and experience high quality and varied extra-curricular and curriculum enhancement opportunities. Previous year's HPA have shown improved engagement and outcomes</p>	<p>Monitored by SENDCO and Assistant HT.</p> <p>Monitored by HoD and Deputy Head</p> <p>Monitored by Deputy Head and delivered by Deputy Head of each faculty</p>	<p>AHT and SENDCO</p> <p>Deputy Head Progress</p> <p>DH of each Faculty</p> <p>Deputy Head Progress</p>	<p>Ongoing through half termly tracking</p> <p>Ongoing through half termly tracking</p> <p>Ongoing through half termly tracking</p>
<p>I. Ensure Higher Prior Attaining Students who are PP make significantly positive progress in school</p>	<p>The Brilliant Club (in conjunction with Exeter University)</p>	<p>This is to ensure that we are having high expectations of our HPA students, This has been shown to increase progress (Hattie)</p>	<p>DHT teaching & learning will coordinate programme and ensure that students are identified clearly</p>	<p>Deputy Head Progress</p>	<p>September 2019</p>

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?
A. Improve the literacy and numeracy skills of PP students across School	ARROW Literacy support programme alongside ILI programmes run by TAs trained to deliver them. £2,000	ARROW project was piloted at the academy in 2018 with 15 students for one period of intervention (5 hours) the students made on average an 8 month improvement in their reading and spelling age. Rolled out for 2018/19 ILI projects successfully used in schools across the UK.	Delivered by SEND team and monitored and QA by SENDCO	SENDCO	After each intervention period
A. Improve the literacy and numeracy skills in PP students across School	ILI, DEAR time and Accelerated Reader costs reflect licence, training and pro rata staff to deliver programme £10,000	Based on research we ensure ALL students in KS3 get to read for 20 minutes every day. Students track results using Accelerated Reader online programme	Deputy Head and Head of English work with Literacy Coordinator and SENDCo	Literacy Coordinator (KLA)	Ongoing through termly tracking
A. Direct Instruction programme to close the gap for students with literacy and numeracy difficulties	Two classes in Year 7 and two in Year 8 with small groups delivered by two TAs that have been trained. Resources purchased from McGraw Hill £35,000	Evidence worldwide of the impact of this programme closing the gap. A visit to a similar school showed the impact of the programme there	AHT and SENDCO to monitor	AHT and SENDCO	Ongoing

<p>A. Improve the literacy and numeracy skills in PP students across School</p> <p>C. Improved levels of progress for mathematics at KS3 and KS4</p> <p>H. Students develop a better understanding of how to learn – meta cognition</p>	<p>Hegarty Maths £1500</p> <p>Revision books provided in Core subjects free for PP students £600</p> <p>Year 10 Meta cognition as part of PP research project £300</p>	<p>Hegarty maths is recognised nationally, it provides individualised programmes and instant feedback (EEF and Hattie) and scaffolded approaches to Learning new topics</p> <p>EEF research has meta cognition as being most effective at a low cost.</p>	<p>Delivered by Maths team and monitored by Head of Maths and deputy Head (Line manager)</p> <p>Delivered by Challenging the Gap project team.</p>	<p>HoD</p> <p>Deputy Head Inclusivity & Enrichment</p>	<p>Ongoing through half termly tracking – Tracking and assessment built into programme</p> <p>At key data points throughout the year.</p>
<p>A. Improve the literacy and numeracy skills in PP students across School</p> <p>B. Improved progress and attainment of LPAS</p> <p>C. Improved levels of progress for mathematics at KS4</p> <p>D. Students develop (Grit) passion and perseverance for their learning</p> <p>I Improved progress and attainment of HPAS</p>	<p>Year 11 Evening School in Spring Term (staffing costs, refreshments and resources) £2,500</p>	<p>Evening School will run for 8 weeks prior to examinations. It provides a focussed learning environment for revision led by teachers. The first year pilot was superbly attended. Student attitudinal surveys show a major improvement in Grit and attitude to school. EEF Toolkit – Feedback +8 months High Impact</p>	<p>Overseen by SLT who attend every session</p>	<p>HoY</p>	<p>Attitudinal Surveys at start and end of 6 week block</p>
<p>D. Students develop passion and perseverance for their learning</p>	<p>Specialist professional support to ensure high quality pastoral care and access to appropriate interventions and external support for students entitled to PP funding (EP, Somerset SSE, etc) £15,000</p>	<p>In order to support some of the most vulnerable students we will need to gain additional external professional support to allow us to submit HNF and EHCP applications as required. The SEND / PP crossover is high and this requires additional support.</p>	<p>Quality Assured by Deputy Head</p>	<p>Karen Mellish SENDCo</p>	<p>Termly</p>

<p>B. Improved progress and attainment of LPAS D. Students develop (Grit) passion and perseverance for their learning E. Lower PA rates in line with non PP students - Persistent absentees for PP students across year groups is higher than non PP meaning impacts progress I Improved progress and attainment of HPAS</p>	<p>Careers events throughout the year – free transport provided. With priority access to PP students £1,500</p> <p>Main Somerset Careers Fair October 2018 – transport and cover costs £1000</p>	<p>To raise awareness of the range of post 16 opportunities available and the academic requirements.</p> <p>Access to Apprenticeship programmes and recruitment directly. Improve the futures planning of our most vulnerable students by providing access to a wide range of post 16 routes and information.</p>	<p>Assistant Head Teacher to oversee careers offers</p>	<p>Assistant Head Teacher</p>	<p>Annually</p>
<p>A. Improve the literacy and numeracy skills in PP students across School B. Improved progress and attainment of LPAS C. Improved levels of progress for mathematics at KS4 H. Students develop a better understanding of how to learn – meta cognition I Improved progress and attainment of HPAS</p>	<p>Development of Home Learning Systems Provision of Class Charts, lunchtime and after school home learning clubs staffed and access to IT. Staffing £2,000 Licences £1,000</p>	<p>EEF Toolkit + 5 months Prevents students falling behind, enables parents to check and discuss with students.</p>	<p>Head of ICT and HoY</p>	<p>Assistant Head T&L</p>	<p>Annually</p>

<p>B. Improved progress and attainment of LPAS D. Students develop (Grit) passion and perseverance for their learning E. Lower PA rates in line with non PP students - Persistent absentees for PP students across year groups is higher than non PP meaning impacts</p>	<p>Rapid and regular communication with PP students' parents about attendance, progress and behaviour</p>	<p>Developing reliable and consistent relationships with these parents will ensure we gain their trust and support which will in turn impact upon their children's success</p>			
<p>Budgeted cost £86,900</p>					
<p>iii. Other approaches</p>					
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 address all of the barriers to learning</p>	<p>Introduce a Pupil Premium Champion (change of job role) CPD training and staffing costs £14,300</p>	<p>Ofsted's reports on PP suggest the appointment of a lead professional has a positive impact</p>	<p>New Job description agreed, CPD arranged (vis SSIF project) and line managed by DH Inclusivity and enrichment</p>	<p>Deputy Head Inclusivity & Enrichment</p>	<p>Bi Annually</p>
<p>To address all of the barriers to learning</p>	<p>We are part of the Beach Teaching School SSIF bid and Somerset PP project involving TA training (Outstanding TA Award) Challenge Partners work on 'Closing the Gap', Bill Jerman Leadership events. Research and practical based projects Staffing, cover, travel etc:</p>	<p>National SSIF bid led by Beach School Teaching Alliance who have received National awards for their work on PP. Challenge Partners – National organisation renowned for their work on improving school provision. Bill Jerman – Ofsted Inspector and PP reviewer, NCSL leader.</p>	<p>SLT commitment to project Regular monitoring from SSIF bid coordinator.</p>	<p>Deputy Head Inclusivity & Enrichment</p>	<p>Every 6 months</p>

	£4,500				
<p>G. Reduce the number of PP students with mental health issues</p> <p>D. Students develop (Grit) passion and perseverance for their learning</p>	<p>National Wellbeing Project Manchester University, Big Lottery Funded – Surveys and research project Staffing and admin costs for conducting surveys etc. £600</p>	<p>Big Lottery funded national 3 Year project for schools with high levels of PP students run by Manchester University to track Well Being and look at strategies. The surveys provide base line data and future surveys will then inform us about the impact of our interventions</p>	<p>Run by Manchester University</p>	<p>Deputy Head Inclusivity & Enrichment</p>	<p>Phase one complete – results due July / August 2019</p> <p>Data and strategies provided by the research group for us to use.</p>
<p>G. Reduce the number of PP students with mental health issues</p> <p>D. Students develop (Grit) passion and perseverance for their learning</p> <p>Support for SGP at times of need.</p>	<p>The specialist staff in the Return to Learn Team work with students who have found it difficult to stay in the classroom due to anxiety, behaviour or who are returning from illness or exclusion. At this time these are almost exclusively PP students. Proportion of staff costs £28,000</p> <p>Forest School Provision one day per week for most vulnerable PP students, including taxis £18,000</p> <p>Training for team in Thrive and ELSA £2,500</p>	<p>Individualised reintegration and support programmes providing small class sizes – often 1-1 EEF Toolkit: social and emotional learning +4 months moderate impact behaviour interventions +4 months moderate impact. 1-1 +5 months moderate impact.</p> <p>Individualised targeted support</p> <p>Thrive and ELSA trained staff to support students</p>	<p>External support and training in nationally recognised approaches will be used such as Thrive and ELSA.</p> <p>Support from Education Psychologists</p> <p>Monitoring of this external provision.</p> <p>External supervision by EP</p>	<p>Deputy Head Inclusivity & Enrichment and Deputy Head Culture & Climate</p>	<p>R2L room established and student incidents declining.</p> <p>Termly</p> <p>Annually</p>
<p>G. Reduce the number of PP students with mental health issues</p>	<p>Staffing: Employ full time medical officer with medical/nursing background (proportion of cost) £5,000</p>	<p>The HoY and SENDCO require more support with students displaying SEMH.</p> <p>At times of need we have several senior staff who are ex forces and</p>	<p>Supervised by SENDCO and Headteacher</p> <p>Monitor and review as required</p>	<p>Headteacher</p> <p>Deputy Head</p>	<p>December 2018</p> <p>Termly</p>

Support for Service Grant Pupils at times of need	Two Heads of Year with Forces experience act as SPG links along with the PP Champion. £300	now work in a pastoral capacity who will coordinate SPG.		Inclusivity & Enrichment	
G. Reduce the number of new PP students with mental health issues	Transition and enhanced transition to focus not just on SEN but also PP students, individual student visits, detailed planning meetings, July visits £500 (costs reduced as we use some gained time)	There is national evidence to suggest that the PP students suffer a big drop off in transition to secondary. We have catered well for SEN but will now also focus on PP.	A team of key staff will lead including the HoY 7	Deputy Head Inclusivity & Enrichment	Review at transition day and again in September and at first data collection point in October.
A. Improve the literacy and numeracy skills in PP students across School B. Improved progress and attainment of HPAS C. Improved levels of progress for mathematics at KS4 D. Students develop (Grit) passion and perseverance for their learning E. Lower PA rates in line with non PP students F. Students experience a wide range of cultural activities H. Students develop a better understanding of how to learn – meta cognition	Challenge the Gap Project with Challenge Partners To develop a Year 9 Project Research Group to establish which interventions have most impact for our students. The project will look to address the three key barriers of Grit, Literacy and Cultural Capital. Staffing costs and enrichment costs for this 100% PP target group £7,500	Challenge Partners are a nationally recognised organisation that work with schools to improve attainment of PP students. We recognise that we still need to diminish the differences. We will receive support and guidance that will enable us to create our small research cohort of 15 students and to implement a wide range of initiatives from specifics of meta cognition to a cultural enrichment programme. This will enable us to see what has real impact on the students prior to rolling it out across the school.	The project will be overseen by Challenge Partners and led by Deputy Head and a team of 3 teachers, one non teaching Head of Year and a PP Champion Supported by Challenge Partners.	Deputy Head Inclusivity & Enrichment	Half Termly

<p>F. Students experience a wide range of cultural activities</p>	<p>Financial support for educational trips, revision packages etc including DofE and subsidised Music lessons and support for Year 10 students on Work Experience, travel PPE etc. Approx. £50 per student £13,500</p> <p>School uniform grants available £7,000</p>	<p>The research establishes clear benefits attached to being able to experience these opportunities From social interaction and cultural experiences.</p> <p>(Bourdieu's work on cultural capital and educational attainment for example.)</p>	<p>HoY will coordinate process for their year groups.</p>	<p>Deputy Head Inclusivity & Enrichment</p>	<p>Ongoing</p>
<p>F. Students experience a wide range of cultural activities</p>	<p>Create a clear whole school Passport / route map of key experiences we want students especially PP students to have taken part in during school life. (based on Mick Walters "100 things every child should do") £1,000</p>			<p>Deputy Head Inclusivity & Enrichment</p>	
<p>E. Lower PA rates in line with non PP students - Persistent absentees for PP students across year groups is higher than non PP meaning impacts progress</p>	<p>SOL attendance Scheme - Licences, Support, Staffing to operate systems and track data and contact home. Plus follow up work. £3,500</p>	<p>A nationally recognised approach to tracking and impacting on school attendance. A whole school approach from individual student to Tutor Group and Year Group. Also focusses on key groups such as PP and SEND</p>	<p>Led by Deputy Head and tracked on a weekly basis at meetings with HoY and attendance officer. All staff share weekly data with students</p>	<p>Deputy Head Culture & Climate</p>	<p>Every Week</p>
<p>E. Lower PA rates in line with non PP students - Persistent absentees for PP students across year groups is higher than non PP meaning impacts progress</p>	<p>Academy Attendance Officer, Home School Liaison Officer, Inclusion Mentor and HoY (pro rata time for analysis and support of PP students) £30,000</p>	<p>To reduce possibility of reduced attendance Intervene with students whose attendance starts to decline Monitor and report on attendance patterns Report on FSM, PPG, SPG and PPG with SEN Liaise with Heads of Year and SLT Develop working relationship with parents carers</p>	<p>Deputy Head Culture and Climate</p>	<p>Attendance officer</p>	<p>Weekly</p>
<p>E. Lower PA rates in line with non PP students - Persistent absentees for</p>	<p>Rapid and regular communication with parents about attendance, progress</p>	<p>Immediate contact with parents via text which is a medium that has been</p>	<p>Attendance team</p>	<p>Deputy Head</p>	<p>Weekly</p>

PP students across year groups is higher than non PP meaning impacts progress	and behaviour. (Truancy Call Software and communication) £1,000	shown to be effective as it is always read and not ignored.		Culture & Climate	
General	Regular and frequent assessment and tracking of students eligible for PP using data analysis programme. Specialist work by the school's data manager along with HoY and Heads of Core departments to accurately track the progress and attainment of PP students across all year groups at regular intervals (Data collection points) throughout the year. Software and pro rata staff time £18,000	Improved Progress and Attainment. Able to use targeted interventions quickly. Reduced variation in performance. Track and monitor impact of other strategies.	Deputy Head Progress	Deputy Head progress	Half Termly
General	Curriculum and revision resource subsidies including access to additional IT resources. £1,000	Additional support in a variety of ways will improve the students chances of success in their GCSEs and reduce or relieve performance related stress.	Deputy Head Progress	Head of Year 11	Termly
General	Breakfast Club – every day from 8.30am (staffing and subsidised food) £20,000	Students often arrived hungry and unable to concentrate.	Deputy Head Inclusivity & Enrichment	PP Champion	Annually
Budgeted cost £199,200					
TOTAL Budgeted Costs for 2019 - 2020 £286,100					