

# TIBSHELF COMMUNITY SCHOOL PUPIL PREMIUM

Ratified: March 2023

(Tibshelf Policy)



## **Priorities for the improvement of disadvantaged pupils:**

### **1. Improve the progress of disadvantaged students through high quality teaching and learning**

- a. Ensure that the curriculum is fit for purpose for disadvantaged students
- b. Ensure that the targets that have been set for disadvantaged students at Tibshelf Community School are aspirational based on FFT20
- c. Ensure that disadvantaged students are represented in all sets but in particular higher sets across all faculties
- d. Ensure that all staff are using data when planning for disadvantaged students
- e. Ensure that all Line management / DoF / ELT / SLT meetings have a strong teaching and learning focus on disadvantaged students
- f. Develop whole school teaching and learning strategies to promote the progress of disadvantaged students
- g. Support Heads of Faculty in effectively delivering school wide teaching and learning strategies developed for disadvantaged students and ensuring that they are used all year
- h. Ensure that assessment and feedback is effective for disadvantaged students, and this is planned for in lessons
- i. Support the teaching and learning team to ensure the quality of teaching within the school is consistently good
- j. Develop the literacy and oracy levels of disadvantaged students

### **2. Effectively use data tracking based on high quality assessment to identify PP students that are not making the required progress and target these students for interventions**

- a. Ensure all faculties have in place high quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge
- b. Create an effective accountability cycle in which the progress of all disadvantaged students is discussed, resulting in effective in and out of class interventions
- c. Use accurate data to target disadvantaged students for high quality interventions
- d. Effectively use data to target literacy programmes for disadvantaged students
- e. Monitor the effectiveness and quality of the interventions that disadvantaged students receive through QA and data tracking
- f. Monitor the progress of all disadvantaged students in terms of achievement, progress, behaviour, and attendance after each data entry
- g. Share all findings with all relevant parties including governors and parents

### **3. Improve engagement with disadvantaged families in the community**

- a. Focus on getting parents of disadvantaged students into school through phone calls and meetings
- b. Develop a range of attendance strategies to raise the attendance to school and to lessons of disadvantaged students
- c. Monitor the work of the attendance team in raising the attendance of disadvantaged students
- d. Host family support evenings
- e. Use academic mentoring to promote parental engagement
- f. Create a parental toolkit to promote the learning of disadvantaged students at home
- g. Ensure that transition programmes effectively engage families of disadvantaged students

4. **Ensure all disadvantaged students have a wide range of extra-curricular activities available to enrich their education and raise aspirations**

- a. Develop an enrichment curriculum
- b. Provide a wide range of extra-curricular activities for disadvantaged students to engage with
- c. Ensure all disadvantaged students are supported and prioritised in accessing extra-curricular activities
- d. Provide disadvantaged students with the opportunities to visit Higher Education establishments and work experience opportunities
- e. Provide disadvantaged students with opportunities to experience enriching cultural activities such as theatre and art galleries
- f. Ensure that disadvantaged students are represented on the student council, peer mentors and any decision-making forums within the school
- g. Prioritise disadvantaged students for careers advice in all year groups
- h. Monitor the work of the pastoral team in supporting disadvantaged students accessing the Tibshelf Student Charter
- i. Ensure that disadvantaged students access a high-quality transition programme

**Tibshelf Community School – Disadvantaged pupils Improvement Plan 2022 – 2023**

Alta Pete: Aim for the Highest		“Working Together to Make Our School Even Better”			
Tibshelf Community School strives to be an outstanding learning community in which individuals are inspired, challenged, and supported to become effective global citizens in the 21st century.					
Date	Person Responsible	Actions	Monitoring	Outcomes/Impact	
	LWA				
	LWA	Use FFT20 to set all disadvantaged students targets by SEPT  Have all targets in SISRA by SEPT  Ensure that all staff are able to use SISRA to access targets and plan appropriately by SEPT		Aspirational targets will have resulted in accelerated progress. Disadvantaged students to have reduced the gap to 0 P8 (2019 0.33)	

			<p>Monitor how the targets are being used by teachers to plan effectively</p> <p>All KS4 students are able to accurately articulate their targets</p> <p>Targets used by DoF to select students for planned interventions</p>		
Ensure that disadvantaged students are represented in all sets but in particular higher sets across all faculties		MSY Heads of Faculty	<p>Contact DoF to assess the distribution of disadvantaged students in sets. Use a range of assessment data to reset wherever necessary.</p> <p>Through Line management meetings challenge any movement of disadvantaged student's ability sets.</p>		Gap between PP and non-PP students reduced to 0.0 P8
Ensure that all staff are using data when planning for disadvantaged students		MRA  MST  MSY	<p>Training for data access – ensure all staff access Progresso effectively</p> <p>QA to have a disadvantaged student focus</p> <p>Tutors to have academic discussion with students after data entry</p> <p>RAP process used rigorously to identify underperformance</p>		<p>QA demonstrates clear evidence of planning for all students.</p> <p>Interventions demonstrate high % of disadvantaged students targeted</p>
Ensure that all Line management / DoF / ELT / SLT meetings have a strong teaching and learning focus on disadvantaged students		MSY DoF	<p>Disadvantaged results analysis by LWa by end of SEPT and findings discussed with ELT during exam performance review</p> <p>Disadvantaged students a standing agenda item for all strategic meetings</p>		

		MST	<p>Teaching and learning team to drive strategies across the school and evaluate the effectiveness of these. Strong practice to be shared across the school.</p> <p>All staff aware of the teaching and learning strategies created to promote the progress of PP students.</p>		<p>CPD records show all activities have a measurable impact, particularly on disadvantaged students.</p> <p>QA analysis demonstrated focus of disadvantaged students</p>
Develop whole school teaching and learning strategies to promote the progress of disadvantaged students. The strategies are defined in the Teaching and learning action plan.		MST ELT	<p>Teaching and learning action plan in place and shared with ELT.</p> <p>PDP sessions to ensure common practice and focus on disadvantaged students</p> <p>QA activities to provide evidence of impact of strategies</p>		Quality of Education is good in all Faculties
Support Heads of Faculty in effectively delivering school wide teaching and learning strategies developed for disadvantaged students and ensuring that they are used all year		MST ELT	<p>CPD opportunities are bespoke to the needs of staff and the impact of these is measured.</p> <p>ELT meetings to have regular focused discussions on disadvantaged students.</p>		
Ensure that assessment and feedback is effective for disadvantaged students, and this is planned for in lessons		MST ELT	<p>Assessment and feedback policy in place and shared. Lesson visits and work scrutiny focuses on disadvantaged groups</p>		QA outcomes are positive and show evidence of good practice for disadvantaged students
Support the teaching and learning team to ensure the quality of teaching within the school is consistently good		MST ELT	<p>Regular line management meetings with team. Additional capacity to complete associated activities</p>		Clear actions from LM meets
Develop the literacy and oracy levels of disadvantaged students		AJA CBA	<p>Oracy and Word Power programme delivered across the school</p> <p>Bedrock Vocabulary programme</p> <p>Accelerated reader programme</p>		Improvement in language learning and vocabulary acquisition tracked with weekly Bedrock data reports, post and pre quiz, with PP students recording average gains 10% higher than non-PP.

					<p>-Pupils making 6-12 months improvement in their reading ages over 12-week inference intervention period.</p> <p>- PP P8 gap reduced further from -1.03 2018 to -0.15 in 2020.</p> <p>Increased reading age of pupils by 3 additional months and PP 5 months through AR.</p> <p>-100% participation in AR in Y7/8.</p>
Develop the teaching and learning disadvantaged boys are receiving and put strategies in place to promote progress and engagement in learning			<p>Complete a data review of disadvantaged boys. Discuss findings at ELT</p> <p>Create strategies that focus on this cohort</p>		<p>PP gap (boys) is reduced:</p> <p>Non-PP – PP (2019 non-PP -0.35 / pp - 0.78 = 0.43 gap)</p> <p>Gender PP (2019 girls -0.6 / boys - 0.9 = 0.3 gap) Target gap 0.0</p>
Ensure all faculties have in place high quality assessments that result in accurate data tracking and provide information regarding gaps in knowledge		DoF	<p>Performance Management focus on teaching and learning to include Accuracy of Assessment. QA activities to include review of use and validity of assessment as part of the wider curriculum discussion.</p> <p>Analysis of data after each Assessment point by SLT and focused line management meeting to review this data.</p>		
Create an effective accountability cycle in which the progress of all disadvantaged students is discussed, resulting in effective in and out of class interventions		MSY	<p>RAP process reviewed and improved following AP1 to ensure that all interventions are planned and appropriate.</p> <p>Analysis of vulnerable groups accessing interventions.</p>		

			Bi-weekly meetings with English and Maths Directors to look at interventions and review RAP for the Core.		
Use accurate data to target disadvantaged students for high quality interventions Effectively use data to target literacy programmes for disadvantaged students		MSY AJA CBA	RAP process reviewed and improved (Oct) to ensure best use of in year data. All interventions monitored and vulnerable groups tracked effectively. Teaching and learning team asked to pull together whole school literacy strategy that includes all the programmes in place to improve the literacy rates of students, particularly vulnerable groups.		
Monitor the effectiveness and quality of the interventions that disadvantaged students receive through QA and data tracking		MSY	Through the effective use of RAP meetings, monitor the impact of all interventions. Intervention programme is updated every half term and shared with students and parents. Ensure that DoF are monitoring in class and faculty interventions. Head of year 10 and 11 to run specific interventions for disadvantaged students – in place November 2019. Analyse the progress of students on intervention programmes compared to those without.		
Monitor the progress of all disadvantaged students in terms of achievement, progress, behaviour, and attendance after each data entry		MSy / Head of year	RAP meeting to consider all aspects of data, both quantitative and qualitative for students to ensure that appropriate academic and pastoral interventions are in place. Behaviour report to focus on disadvantaged students and any gaps identified. Mentoring programme in place for Year 10 and 11 disadvantaged students to promote academic		

			progress, attendance, and motivation.		
Share all findings with all relevant parties including governors and parents		MSY	Reports produced after each assessment point that are shared with relevant stakeholders – RAP process in faculty and whole school.		
Focus on getting parents of disadvantaged students into school through phone calls and meetings		LCR /HoY	Target vulnerable groups to ensure high attendance at parents' evenings (phones calls from  Heads of year)		
Develop a range of attendance strategies to raise the attendance to school and to lessons of disadvantaged students		LCR /HoY	Attendance data distributed to all tutors weekly to look at with students		
Monitor the work of the attendance team in raising the attendance of disadvantaged students		LCr	Analysis of attendance of disadvantaged students.		
Host family support evenings		MSy/LCr/Pastoral team	Develop the format of parental support evenings. Develop the parental toolkit for each subject area		
Use academic mentoring to promote parental engagement		MSt			
Create a parental toolkit to promote the learning of disadvantaged students at home		MSt	Develop the parental toolkit for each subject area.		
Ensure that transition programmes effectively engage families of disadvantaged students		MSt	Transition programme reviewed and improved – meeting Nov with stakeholders at school. Include primary heads / representation to develop the programme.		
Monitor the work of the family support worker in supporting disadvantaged families		LCr			



Develop our enrichment curriculum		MSt	Enrichment opportunities are mapped out and advertised throughout the year. Weekly opportunities are promoted to all, and registers are taken. Analysis of this to be done each term Consider if there is a broad and diverse range of activities on offer for students.		
Provide a wide range of extra-curricular activities for disadvantaged students to engage with		MSt	The range of opportunities is monitored, and attendance is analysed. Pupil voice is used effectively to ensure that we provide all appropriate activities for students if there is a need.		
Ensure all disadvantaged students are supported and prioritised in accessing extra-curricular activities		MSt	Heads of year are monitoring the attendance of disadvantaged students at enrichment activities and putting into place strategies to close any gaps or barriers to participation. The "student charter" is launched (November) and this is monitored by tutors and heads of year to ensure that disadvantaged students are accessing cultural opportunity in parity with non-disadvantaged students. Unifrog is developed to monitor this and provide data to monitor.		
Provide disadvantaged students with the opportunities to visit Higher Education establishments and work experience opportunities		MSt / RPe			
Provide disadvantaged students with opportunities to experience enriching		MSt	The student charter launched in Nov will provide data to analyse and identify gaps.		

cultural activities such as theatre and art galleries			Term 2 – work with creativity to look at opportunities for students to access art and theatre. Analyse end of year data.		
Ensure that disadvantaged students are represented on the student council, peer mentors and any decision-making forums within the school		MSt / HoY	Collect and analyse data that shows representation on all student bodies and student voice activities.		
Prioritise disadvantaged students for careers advise in all year groups		RPe	All disadvantaged students to have career meet as a priority (Nov)		
Monitor the work of the pastoral team in supporting disadvantaged students accessing the Tibshelf Student Charter		LCr	Termly report to LHa and LWa from pastoral team to monitor the Student Charter.		
Ensure that disadvantaged students access a high-quality transition programme		MSt	Transition planning meeting Nov (in school) Wider transition meeting with primary representation. A revised and improved transition programme in place December 2019.		