



**Pupil premium strategy statement:** Great Torrington School will endeavour to Inspire, support and challenge every Pupil Premium Pupil to overcome the additional barriers they face as an individual to increase opportunities, maximise outcomes and improve their life chances.

## School: Great Torrington School

| 1. Summary information          |                         |                                          |           |                                                       |           |
|---------------------------------|-------------------------|------------------------------------------|-----------|-------------------------------------------------------|-----------|
| <b>School</b>                   | Great Torrington School |                                          |           |                                                       |           |
| <b>Academic Year</b>            | 2019/20                 | <b>Total PP budget</b>                   | £140,250  | <b>Date of most recent PP Review</b>                  | Nov 2019  |
| <b>Total number of Pupils</b>   | 743                     | <b>Number of Pupils eligible for PP</b>  | 173 (23%) | <b>Date for next internal review of this strategy</b> | Jan 2020  |
| <b>Number of pupils in Care</b> | 13 (2%)                 | <b>Number of Pupils eligible for FSM</b> | 69 (9%)   | <b>Date of next governors review of this strategy</b> | Sept 2020 |

| 2. Current attainment             |                                                  |                                                           |
|-----------------------------------|--------------------------------------------------|-----------------------------------------------------------|
|                                   | <i>Pupils eligible for PP (your school 2019)</i> | <i>Pupils not eligible for PP (national average 2018)</i> |
| <b>P8</b>                         | -0.64                                            | 0.13                                                      |
| <b>Attainment 8 score average</b> | 33.56                                            | 50.1                                                      |
| <b>Basics - English / Maths</b>   | 8%                                               | 43.3%                                                     |
| <b>Attendance</b>                 |                                                  | 93.6%                                                     |

### 3. Barriers to future attainment (for Pupils eligible for PP including high ability)

Barriers identified through the use of internal data, Pupil voice and staff consultation alongside research on PP barriers such as the Education Endowment Foundation / Sutton Trust (EEF) toolkit.

#### **In-school barriers** (*issues to be addressed in school, such as poor literacy skills*)

|             |                                                                                                                                                                                                                                           |
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| <b>i.</b>   | Pupil work in books – presentation is particularly poor in boy's PP books. Very few of the PP Pupils' progress in their work by acting upon advice and many do not produce the quality of work that their prior attainment would indicate |
| <b>ii.</b>  | Confidence, self-esteem and resilience                                                                                                                                                                                                    |
| <b>iii.</b> | Independent study practices including homework, revision and reading                                                                                                                                                                      |
| <b>iv.</b>  | Pupils are challenged in lessons to maximise outcomes                                                                                                                                                                                     |
| <b>v.</b>   | Poor Literacy skills                                                                                                                                                                                                                      |

#### **External barriers** (*issues which also require action outside school, such as low attendance rates*)

|            |                                                                                                                                                                                                                                 |
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| <b>i.</b>  | Parental involvement can be more difficult to achieve (Pupil Premium and non-Pupil Premium eligible), given that Pupils are part of a wide catchment area and many are dropped off, and picked up, each day by local transport. |
| <b>ii.</b> | Attendance of PP pupils (especially FSM) is particularly low                                                                                                                                                                    |

| 4. Outcomes |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                           |
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|             | <i>Desired outcomes and how they will be measured</i>                                                                                                                                                                                                                                             | <i>Success criteria</i>                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>A.</b>   | Improved feedback enables Pupils to present their work smartly and make rapid progress in their work. Monitored by JSR practices of HOF,SLs,STs,LSAs.                                                                                                                                             | Pupils eligible for Pupil Premium in all years will make rapid and sustained progress so that by the end of the year so that almost all Pupils eligible for Pupil Premium are making similar positive progress to those not eligible for Pupil Premium.                                                                                                                                                   |
| <b>B.</b>   | Improved confidence in capability, which leads to improved aspirations and the resilience to overcome the hurdles along the way. Measured in number of Pupils knowing career paths, Pupils sanctioned and receiving praise. Number of PP Pupils attending clubs, in teams and attending trips etc | Pupils eligible for Pupil Premium in all years will show an Improved knowledge of future career pathways available to them will achieve an increase in the number of rewards and decreased number of sanctions by the end of the year. Pupils eligible for Pupil Premium in all years will have accessed the variety of clubs, teams and trips at least in line with the % of Pupil premium Pupils in GTS |
| <b>C.</b>   | Pupils know how to utilise their independent study time appropriately to further their progress. Measured by homework submission. Grades, attendance at revision clubs. improved drop off of predicted grades for PP in the lead up to exams and final results                                    | Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all Pupils eligible for Pupil Premium are making positive progress                                                                                                                 |
| <b>D.</b>   | High quality teaching and learning maximises the achievement of Pupil premium Pupils through appropriate data driven planning and delivery.                                                                                                                                                       | Pupils eligible for Pupil Premium in all years will make rapid and sustained progress (relative to their individual starting points, capabilities and special educational needs) by the end of the year so that almost all Pupils eligible for Pupil Premium make positive progress.                                                                                                                      |
| <b>E.</b>   | Parents engage with all aspects of Pupils learning, are supported in assisting the Pupils' independent learning and are proactive towards communication with the GTS.                                                                                                                             | All parents to be actively involved in their son / daughter's learning, resulting in improved pupil outcomes.                                                                                                                                                                                                                                                                                             |

| 5. Planned expenditure                                                                                                                                                                   |                                                                                                                   |                                                                                                                                                                                                                                                                               |                                                                                              |            |                                      |        |
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| 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? | Budget |
| Consistently high expectations of work from PP Pupils                                                                                                                                    | High expectations shared in lessons and tutor time/ accomplishment<br><br>Handwriting & presentation intervention | Evidence from internal monitoring of Pupil work shows that not all PP Pupils have high expectations of work standards.<br><br>Ofsted’s 2013 PP Report – School should never confuse PP with low ability and therefore should focus on Pupils achieving at the highest levels. | Monitoring of class books half termly by Subject team leaders (STLs) and /or leadership team | JSR        | ½ termly                             | £0     |

|                                                                                            |                                                              |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                         |               |                                            |                                                |
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| High quality intervention strategies to support the learning of PP Pupils in the classroom | Staff personalised CPD: incremental coaching                 | Ofsted's 2013 PP Report suggests quality teaching first – Always<br>National Governance Association suggests training for teaching staff makes a difference to the progress of Pupil premium Pupils.                                                                                                             | Impact will be monitored through a quality assurance cycle and learning walks from SLs, SLT and HOFs. Feedback from these learning walks will inform the AHT T & L on what the CPD needs to cover. Some will be department based, some individualised (incremental coaching) and some through whole school E&I package. | JS            | fortnightly                                | <b>£1500</b>                                   |
|                                                                                            | Consistent use of assessment to inform planning and teaching | EEF suggests that Mastery learning has a + 5 month impact on PP Pupils. To enable mastery learning, assessment must inform planning and teaching                                                                                                                                                                 | Impact will be monitored through a quality assurance cycle and learning walks.                                                                                                                                                                                                                                          | JSR/AHTs/HOFs | Termly through QA                          | <b>£0</b>                                      |
|                                                                                            | High quality homework                                        | EEF suggests at secondary schools homework has a + 5 month impact on PP Pupils.                                                                                                                                                                                                                                  | Class teachers monitor Pupils' completion and quality. SLs monitor the teachers. HOFs will monitor Pupils & Subjects. NMM to allocate to homework hub. Homework hub staffed by CS, TH & 2 teachers                                                                                                                      | JS + HOF team | Half termly<br>Twice weekly homework hub   | <b>£4,000</b>                                  |
|                                                                                            | Appraisal linked to improving practice                       | EEF states that there is low impact for a low cost based on limited evidence. However, The schools objectives are research based and incorporates CPD for T & L. It is therefore felt that this will have a larger impact than just a data driven Appraisal system.                                              | Improved practices in T & L recorded by teachers and monitored by SLs. JS ensures process has impact and develops CPD from findings                                                                                                                                                                                     | JS            | Termly                                     | <b>£1,000</b>                                  |
|                                                                                            | Feedback                                                     | EEF suggests that good quality feedback has a high impact of +8months                                                                                                                                                                                                                                            | Monitoring of class books observing quality and impact of feedback on Pupil progress. Lesson observations for verbal feedback.                                                                                                                                                                                          | HOFs          | Termly observations & incremental coaching | <b>£0</b>                                      |
|                                                                                            | Reading comprehension (Lexonik)                              | EEF suggests reading comprehension strategies have a high impact of +6 months<br><b>Lexonik claims a +29 month impact on reading age</b>                                                                                                                                                                         | Monitoring and use of Lexonik                                                                                                                                                                                                                                                                                           | HVW/JS        | Termly                                     | <b>£4,000 (package)<br/>£10,450 (staff)</b>    |
|                                                                                            | Individualised instruction – Pupil action plans              | While EEF states that mentoring has little or no impact, the idea of the Pupil action plans is one that PiXL champion to enable Pupils to understand the steps with which they need to improve their progress. This sets high expectations, gives clarity and is explicit about what is expected from the Pupil. | Pupil Coaches in their role as academic mentor to create action plans for those Pupils whose progress is negative. These are to be shared with tutors and HOFs                                                                                                                                                          | NMM           | Termly                                     | <b>£45,874 (1/2 of pupil coaches salaries)</b> |

|                            |                                                       |                                                                                                                                                            |                                                                                                                                                |         |                           |                |
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|                            | Year 11 additional Maths class                        | Maths P8 for PP pupils is significantly lower than national average. Reducing class sizes will ensure teachers will monitor the progress of pupils with PP | Grade targeted groups from 7-9, 6-7, 5-6. RHI/CTS to monitor performance of PP pupils after changes in Jan 2020. Additional teacher recruited. | JSR/RHI | Half termly from Jan 2020 | <b>£4,000</b>  |
|                            | Contribution towards Food/Catering/D&T resources cost | Ensures that PP pupils have full access to the curriculum regardless of parental contribution/provision of food.                                           | Ensure all PP pupils take a full part in D&T and Food classes                                                                                  | JSR/RHI | Termly                    | <b>£5,000</b>  |
| <b>Total budgeted cost</b> |                                                       |                                                                                                                                                            |                                                                                                                                                |         |                           | <b>£75,824</b> |

| 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? | Budget                                    |
| Individualised strategic interventions for PP Pupils | 360 review of PP Pupils                    | Sir John Dunford – National Pupil Premium Champion (2014) and TSC Effective PP reviews state that schools should identify barriers that need to be addressed in-school as well as external factors | The PC Team and SEN staff (if also EHCP) will conduct the 360 interviews. This information will inform actions                                                              | NMM/JSR/HVW | ½ termly                             | [£45,874 (1/2 of pupil coaches salaries)] |
|                                                      | Tutoring – Peer (Yr 9), small group (Yr11) | EEF suggests that Peer tutoring has an impact of +5 months for very little cost. According to EEF Small group tuition has a +4 month impact                                                        | Year 9 to buddy year 7 and year 11 to buddy years 10 in house time. HOL to oversee with analysis before and after to assess impact. Registers taken and rewards for tutors. | NMM/JSR     | ½ termly                             | £0                                        |
|                                                      | Breakfast club with specific homework club | EEF suggests that homework completion at secondary has an impact of +5 months. Pupils concentrate better when fed.                                                                                 | All PP pupils to be encouraged to attend breakfast homework club where breakfast and hot drink is provided. 2 x LSA to support                                              | NMM         | Daily                                | £20,000                                   |
|                                                      | Residential Easter holiday Revision Camp   | EEF suggests impact of +2 months. This is in addition to internal data suggesting independent learning increases the gap at Newton Abbott College                                                  | Staff paid for their time, Key leader who plans the sessions. ½ day academic support and revision and ½ day outdoor education activity.                                     | JSR         | annual                               | £12,776                                   |

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|  | Virtual Cinema and theatre     | EEF suggests that participation in the Arts has an impact of +2 months. It has been found to re-engage older learners and close the social and cultural gap                                                                                                                                                                                                                                                  | The Expressions Faculty will run this as a ½ termly session with rewards such as ice cream/ popcorn for attendance                                                                                                                                                                                              | HOF expressions | ½ termly | <b>£300</b>                                        |
|  | Instrumental music lessons     | EEF suggests that participation in the Arts has an impact of +2 months. It has been found to re-engage older learners and close the social and cultural gap. Pupils attaining a Grade 6 merit or above in music qualifications will have an additional accredited qualification of an equivalence to a Grade 8.50 in the new GCSE scaling. This will help to reduce the Disadvantaged Pupils attainment gap. | FSM pupils will have free lessons provided on request and PP will have 75% paid.                                                                                                                                                                                                                                | JSR/SAR         | weekly   | <b>£2,000</b>                                      |
|  | Enrichment activities/ E&I     | Sonia Blandford AFA, Access to enrichment activities vital to overcome systemic barriers.                                                                                                                                                                                                                                                                                                                    | Whole school enrichment and E&I activities should be monitored to ensure PP full access to all activities. All PP Pupils should receive funding to access enrichment activities. However, these activities should be backed up with additional positive discrimination such as support sessions, enhanced time. | JSR             | weekly   | <b>£5,000 (E&amp;I)</b><br><b>£2,000 (bursary)</b> |
|  | Computer software & devices    | EEF suggests digital technology can have a +4 month impact.                                                                                                                                                                                                                                                                                                                                                  | If identified in 360 review the Pupil needs digital technology support this will be accessed for them                                                                                                                                                                                                           | PCs             | Annually | <b>£500</b>                                        |
|  | Persistent Absence FSM support | The education policy Institute says that Pupils who have been FSMs most of their lives have an even larger attainment gap by the end of school life (19.3 months to 24.3 months)                                                                                                                                                                                                                             | Monitoring of attainment grades and then individualised support for those Pupils as a priority. Focus on attendance and specialist attendance support (parenting advice drop in etc)                                                                                                                            | NMM             | Termly   | <b>[£45,874 (1/2 of pupil coaches salaries)]</b>   |



|                                                               |                                                                                            |                                                                                                                                                |                                                                                                                                                                           |            |          |                                           |
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| Improved & consistent tutor involvement of PP Pupils learning | Positive Mentoring                                                                         | EEF Suggests positive mentoring has an impact of +1 months.<br>EEF Suggests meta-cognitive and self-regulation has an impact of +8 months.     | Activities within tutor & house time                                                                                                                                      | NMM/HOL    | weekly   | £0                                        |
|                                                               | Next steps programme                                                                       | Plymouth University fund the Next Steps programme for pupils from deprived backgrounds to engage in HE                                         | 14 Torridge PP pupils are identified in Years 9, 10 & 11 as meeting the criteria to receive mentoring. All pupils engage in CEIAG activities put on by Next Steps at GTS. | JSR/LL     | ½ termly | £0                                        |
|                                                               | Ready to learn (equipment)<br>Improved knowledge through improved communication within GTS | GTS has identified that lack of equipment for some Pupils disrupts their learning time / ability                                               | Pupil action plans.<br>Equipment check and providing of equipment for PP                                                                                                  | PCs/tutors | Daily    | £100                                      |
|                                                               | Improved communication with home.                                                          | Tutors are the first point of call for all issues with a Pupil. GTS has identified they need to be more informed about the needs of the Pupils | Any pastoral / academic emails should include tutor                                                                                                                       | NMM        | Daily    | £0                                        |
|                                                               |                                                                                            | EEF Suggests parental involvement has an impact of +3 months.                                                                                  | Regular phone calls from HOL/PC and tutors. All calls logged as intervention                                                                                              | NMM        | weekly   | [£45,874 (1/2 of pupil coaches salaries)] |

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| Improved parental involvement in PP Pupils learning | Support sessions         | EEF Suggests parental involvement has an impact of +3 months. | PP parents called re Support sessions and additional times in The Plough given for Parent and child sessions.                                 | CS     | ½ termly                  | £15,000 Part of CS salary |
|                                                     | Revision Sessions        | EEF Suggests parental involvement has an impact of +3 months. | JS/NMM to run revision support sessions for parents and pupils for all year groups.                                                           | NMM/JS | 1 per year group per year | £0                        |
|                                                     | Parents' Evening support | EEF Suggests parental involvement has an impact of +3 months. | All PC/HOF to contact parents of PP pupils to ensure personal invite to parents' evening, support on booking and arrival to parents' evening. | NMM    | Per parents' evening      | £0                        |
| Total budgeted cost                                 |                          |                                                               |                                                                                                                                               |        |                           | £57,676                   |

| iii. Other approaches                                                                                                              |                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                           |            |                                      |            |
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| 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? | Budget     |
| Leadership & Governance ensures robust QA processes to ensure practice is consistent, and challenged and supported where necessary | Governance training and monitoring visits                                   | National Governance Association – spotlight on Disadvantaged, DfE & nfer<br>- Most effective ways to support PP pupils' achievement. No 7. Clear responsive leadership – set even higher aspirations and lead by example. Hold staff accountable for raising attainment rather than accepting low aspirations and variable performance. Spotlight on Disadvantaged – The role and impact of governing boards in spending, monitoring and evaluating the pupil premium | Governors and JSR to attend annual Pupil Premium conference                                               | JSR        | annually                             | £500       |
|                                                                                                                                    | QA of Attainment / achievement, Teaching and learning,                      | inconsistent approaches need to be monitored to ensure effectiveness                                                                                                                                                                                                                                                                                                                                                                                                  | QA calendar, QA throughout all stages of leadership, Standing QA item on meeting schedules                | JSR        | ½ termly                             | £0 (in LM) |
|                                                                                                                                    | Attendance / lateness                                                       | Attendance is vital for attainment and achievement                                                                                                                                                                                                                                                                                                                                                                                                                    | Tracking system & review meetings                                                                         | NMM        | ½ termly                             | £0 (in LM) |
|                                                                                                                                    | praise and reward                                                           | Monitoring that PP Pupils are rewarded at least as much                                                                                                                                                                                                                                                                                                                                                                                                               | Tracking system & review meetings                                                                         | NMM        | ½ termly                             | £0 (in LM) |
|                                                                                                                                    | Sanctions,                                                                  | Monitoring of sanctions to ensure PP Pupils not overly targeted                                                                                                                                                                                                                                                                                                                                                                                                       | Tracking system & review meetings                                                                         | NMM        | ½ termly                             | £0 (in LM) |
|                                                                                                                                    | Additional interventions                                                    | Awareness of what we are doing to close the gap and the impact                                                                                                                                                                                                                                                                                                                                                                                                        | Tracking system & RSL meetings                                                                            | JSR        | ½ termly                             | £0 (in LM) |
|                                                                                                                                    | Clubs and teams                                                             | To ensure clubs and teams are made up proportionately of PP Pupils                                                                                                                                                                                                                                                                                                                                                                                                    | Tracking system & review meetings                                                                         | NMM        | termly                               | £0 (in LM) |
|                                                                                                                                    | Tracking of PP and CiC funding and impact through Analysis, action, impact. | To ensure spending is appropriate and has an impact. If not strategy is removed.                                                                                                                                                                                                                                                                                                                                                                                      | Application for funding based on needs analysis, action, and impact. Evidence required to evaluate impact | JSR        | annually                             | £0 (in LM) |

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| Raising aspirations, confidence and resilience                            | Rewards                                          | PP Pupils rewards proven to boost confidence                                             | Specific rewards for PP Pupils on top of GTS wide reward system                | NMM        | ½ termly                              | £500                                      |
|                                                                           | Careers advisor and Coordinator support          | PP Pupils often those who have no aspiration or struggle for work experience             | Prioritise PP Pupils in work experience and Career interviews                  | JSR/LL     | ½ termly                              | £2,500                                    |
|                                                                           | Share good work home to parents / carers         | Encourage parental engagement                                                            | Shared at parents evenings / support evenings                                  | NMM/ABL    | At parents evenings /phone calls home | £0                                        |
|                                                                           | Provision of revision guides & staff support     | Allow access to revision materials and member of staff to monitor and explain use        | Pupil coaches inform pupils and parents of this.                               | PC/SL      | As required                           | £250                                      |
|                                                                           | Purchase of Uniform                              | Ensuring PP pupils do not become subject to withdrawals due to lack of correct uniform.  | Pupil coaches inform pupils and parents of this.                               | PC/JSR/NMM | As required                           | £1000                                     |
|                                                                           | NCS, D of E                                      | Participation in the wider curriculum can have an impact of 2+ months                    | Active promotion amongst PP Pupils: loan of equipment                          | LL/SJA     | At launch                             | £1000                                     |
|                                                                           | University visits                                | Widen PP Pupils horizons, especially those who have parents who did not go to University | University trips; payment towards transport costs if required                  | LL/HOL/TUT | As required                           | £1000                                     |
| Improved awareness of Mental health and wellbeing of individual PP Pupils | Ambassadors for chosen Pupils (chosen by Pupils) | Tried and tested strategy at Newton Abbott Academy. Building on role of PCs at GTS       | Ambassadors identified through the 360-review process.                         | PC/NMM/HVW | ½ termly                              | [£45,874 (1/2 of pupil coaches salaries)] |
|                                                                           | MHA training programme                           | Structure building at GTS with CS.                                                       | Monitor and actively identify PP pupils that would benefit from the programme. | CS         | With E&I                              |                                           |
| Total budgeted cost                                                       |                                                  |                                                                                          |                                                                                |            |                                       | £6,750                                    |
| GTS proposed PP expenditure 2019-2020                                     |                                                  |                                                                                          |                                                                                |            |                                       | £140,250                                  |

| 6. Review of expenditure                                                                                                                                                                                                                          |                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                  |            |
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| Previous Academic Year                                                                                                                                                                                                                            |                                                        | 2018-2019                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                  |            |
| Desired outcome                                                                                                                                                                                                                                   | Chosen action/approach                                 | Estimated impact:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Lessons learned                                                                                                                                                                                                  | Cost       |
| Disadvantaged Pupils to have a 'champion' and know their progress matters.                                                                                                                                                                        | 4 x pupil coaches; 1 attached to each house            | All Disadvantaged pupils have a member of staff allocated to them who will meet with them half-termly to discuss their progress and any pastoral needs they may have. All pupils in the school have access to a pupil coach and they are frequently the first line of support in safeguarding matters.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Disadvantaged pupils were met by their pupil coaches and needed a varying amount of support. Some pupil coaches need more training on academic conversations and some pupils would prefer a different 'champion' | £85,714.50 |
| Every main scale teacher engaged in peer learning walk observations and reflected on their practice. This good practice is then modelled in their own teaching, thus improving the quality of first teaching and the learning outcomes of pupils. | Learning Walks                                         | Staff that were involved in the learning walks fed back to SLT and discussed the practices that they saw that they would embed with in their own practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Not all staff were able to engage in a learning walk. Identifying key groups of staff, such as NQTs and ITTs is vital.                                                                                           | £6,500     |
| Improve the cultural capital and academic outcomes of disadvantaged pupils.                                                                                                                                                                       | Enrichment & Intervention                              | <p>Pupils are able to engage in a wide range of enrichment activities in 12 week blocks (1 hour/week) that increase their employability and engagement in lifelong learning. We currently offer a wide spectrum of courses. Most are accredited with either AQA certificates, CREST Awards, Rotary Awards, or other recognised qualifications,</p> <p><b>Year 11 Maths &amp; English GCSE Support:</b> Pupils identified as not making sufficient progress in years 11 &amp; 10 in their maths or English GCSEs are able to access a targeted weekly, 1 hour, revision session. All pupils in year 11 receive targeted subject intervention for their third E&amp;I rotation.</p> <p>All teaching staff were able to engage in a 12 week (1 hour sessions) training in new teaching methods and pedagogies to improve the progress made by GTS pupils.</p> | Greater tracking over which activities Disadvantaged pupils opt for and the number that are allocated intervention is required.                                                                                  | £5,000     |
| Improvement in P8 and Att8 score of the school for all pupils, and particularly those with PP.                                                                                                                                                    | Partial payment of the 0.8 AHT i/c Teaching & Learning | The introduction of an AHT to specifically work with staff towards improving teaching and learning, through the delivery of targeted CPD, 1-2-1 support, whole school strategy implementation. This will enable the quality of first teaching to improve, improving the attainment and learning outcomes of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Not all staff have been able to attend the E&I CPD sessions; especially those with TLRs. This needs to be rectified as the school roles out TLAC in 2019-2020                                                    | £17,347    |

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|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
|                                                                                                                            |                                                                             | all pupils.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                    |         |
| No NEETs for disadvantaged pupils                                                                                          | Targeted CEIAG, focusing on potential NEETS and pupils with low aspirations | All pupil premium pupils, and those identified as potential NEET and identified as having low aspirations have a careers interview with peninsular training. 136 pupil premium pupils Are eligible to access the service. 25 out of the 29 Year 11 Pupil Premium pupils will have had a careers interview by the end of December. The remaining 4 pupils either have a Statement or are school refusers/long term absence and have been referred to CSW under the LA contract. | This system is working well. Tracking on SIMS of those that have had a consultation has improved the targeting of pupils. Interventions for pupils at risk of NEET have been successful.                                                                                                           | £2,400  |
| Disadvantaged pupils feel included in the GTS family                                                                       | School Uniform & revision guides                                            | To support pupils and families to purchase uniform and revision guides. Allows pupils to feel properly integrated into the school and able to access suitable revision materials.                                                                                                                                                                                                                                                                                              | Parents and pupils have been grateful. Need to monitor and set protocol for how the funding is accessed/publicised                                                                                                                                                                                 | £200    |
| No NEETs for disadvantaged pupils                                                                                          | Transport                                                                   | To attend transition events at Petroc GTS. Ensures pupils are ready for the next stage in their education and do not become NEET                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                    | £50     |
| SLT/Governors have a better understanding of strategies that are working in other Devon schools to close the progress gap. | Attendance at Pupil Premium conference                                      | A greater understanding of the strategies that best impact the achievement and attainment of pupil premium pupils was ascertained and GTS practice audited to maximise use of the pupil premium. The Deputy Head with oversight for pupil premium attended.                                                                                                                                                                                                                    | More robust tracking of PP funding now in place and greater understanding of how and why it is allocated for greatest impact.                                                                                                                                                                      | £250    |
| Close the attainment gap.                                                                                                  | Focussed small group Tuition in English and Maths                           | English maths tuition to help remove specific gaps in learning for CiC pupils and other identified individuals.                                                                                                                                                                                                                                                                                                                                                                | Earlier intervention is required from year 10/9 to secure greater improvement in year 11 for all disadvantaged pupils/CiC. This was proven by the CiC pupil that had sustained intervention from year 10.                                                                                          | £5,000  |
| Improve cultural capital by allowing pupils to access a wider vocabulary                                                   | Lexonic                                                                     | All pupils in year 7 receive a 6 week lexonic programme to improve their reading age. Groups of 4 pupils are taught together for 6 50 minute weekly sessions. Reading ages of pupils in year 7 have improved.                                                                                                                                                                                                                                                                  | Analysis is required to ascertain the sustained impact of lexonic on pupils. Disadvantaged pupils need to be tracked in more depth to determine that they did attend all 6 sessions.                                                                                                               | £25,000 |
| Improve Cultural capital and ensure all pupils feel part of the GTS family                                                 | Transition Camp                                                             | KS2/3 transition is a key part of GTS. The programme allows pupils from multiple primary schools to bond together and get to know GTS staff and transition leaders to ensure they are happy confident learners when they start at GTS. The Pupil Premium money is used to support those disadvantaged pupils that are unable to afford the full cost of the camp or required equipment.                                                                                        | Need to ensure that this is appropriate use of PP funding as it is used on pupils that are not yet at GTS. It is difficult to ensure that all parents that could be eligible are aware of the support available as it relies on information from the primary schools, as pupils are pre-admission. | £5,000  |
| Improve the Personal development of pupils                                                                                 | SEMH Support and counselling                                                | At GTS we understand that all pupils can go through challenging times emotionally, whether this is related to exam anxiety or through personal/home based issues. We are proud to be able to provide qualified support to work with these pupils often on a long-term basis.                                                                                                                                                                                                   | Need to track how many disadvantaged pupils access the service and monitor the long term impact.                                                                                                                                                                                                   | £25,000 |

