

The Tiffin Girls' School - Pupil Premium action plan 2019/20

Total number of pupils eligible for pupil premium funding	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
37	37	0	0	0

Review of the 2018/19 academic year (40 PP students)			
Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils	Comments
<ul style="list-style-type: none"> To ensure all staff focus on PP students in their lessons and monitor progress through data tracking to ensure there's no difference with non PP students 	£4,125	<p>All staff aware of PP students in their classes and catering for them in their lesson planning and analysis of progress data. Student progress tracked by SLT, by HoYs and in departments</p> <p>PTS reports showing student progress-discussion in link meetings and SLT analysis at each data point through PTS. In addition, Exam Review Meetings also review this sub group.</p>	<p>At each Assessment Point, staff review PP data and identify intervention. As part of lesson observations, students are identified in lessons. Frequent feedback checks also reviews PP student work</p> <p>PP end of year data shows little or no difference between PP students and non PP students at KS3. Individual PP students at times, may have needed extra support. Where there is differences, HoYs, HoDs and class teachers use in class intervention, peer mentoring and 1:1 time to support PP students, as they do with all students, including EAL.</p> <p>Internal Year 10 PP data (7 students) in Summer term shows</p>

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<ul style="list-style-type: none"> To continue offering additional support to PP students in all key stages through the provision of additional resources and equipment, trips and access to extra-curricular activities 	<p>£12,381</p>	<p>All students have been able to have access to department and curricular trips this year. These trips are mainly linked to subject curriculums and enhance the learning and cultural experiences for the students. Students have also been able to have access to extra-curricular activities this year such as Duke of Edinburgh and peripatetic Music lessons and the Year 7 residential, allowing them to be part of the community, have a sense of worth, and build confidence</p>	<p>PP Progress 8 score to be 0.47 and non PP 0.70. Any differences for individuals in certain subjects are being addressed via intervention and support in Year 11</p> <p>ERM analysis reflected on YR 11 PP as a sub group, and any actions identified in DDP 2019/20.</p> <p>The P8 data for PP in 2019 (5 students) was +0.98 (unvalidated) and non PP +1.24 (unvalidated)</p> <p>All PP students have their day trips automatically paid for this year, this has enabled an even spread of funds made available to all PP students regardless of whether they claim.</p> <p>The survey of extracurricular involvement in school with PP students revealed that in general, PP students participate in clubs and lunchtime activities in Year 7 & 8 particularly. 80% are actively involved in 1 or more clubs at KS3- this percentage more like 100% in Year 7</p> <p>Y10 and 11 PP students generally engage in activities outside of school and seem to enjoy relaxation, time with friends and time to complete work during lunchtimes. They attend some clubs e.g. Art, Debating but as they approach the GCSEs they are</p>
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<ul style="list-style-type: none"> To provide Excellent teaching and learning opportunities to include a focus on Literacy, effective feedback and above average levels of progress at English and Maths 	<p>£8,500</p>	<p>All PP students have specialist teaching in Maths and English, with additional intervention and 1: 1 mentoring if needed. This year's whole school CPD focused on 'Learning Pit', 'Solo Taxonomy', Memory' and 'Effective Feedback', highlighting strategies such as Spaced Learning, Chunking, Dual coding, Retrieval practice which has supported the outstanding progress in these areas</p>	<p>attending fewer clubs but still accessing a number of enriching activities outside of school: Music lessons, Dance, Drama clubs and Guides 100% of year 10/11 students who are PP completed Bronze DoE, 50% went onto do Silver DoE</p> <p>In Year 11, progress in English and Maths was excellent:</p> <p>English: PP +1.18, non PP +1.21 (unvalidated)</p> <p>Maths: PP +0.78, non PP +0.97 (unvalidated)</p> <p>Whole school CPD sessions also fed into classroom best practice for PP students (Metacognition, cognitive load, memory teaching, working memory)</p>
<ul style="list-style-type: none"> To continue to provide Pastoral support for PP students through targeted individual support when necessary; and to develop a dialogue and relationship with parents and pupils 	<p>£7,500</p>	<p>Targeted support for PP students to develop strategies for resilience and wellbeing.</p> <p>HoYs tracking PP students academically and pastorally, enabling these individuals to be known and support individualized</p>	<p>Counsellor in place for all students. PP uptake on the counsellor hours was in line with the last academic year.</p> <p>HoY support and tracking is excellent. Parents and students are feeling supported.</p> <p>Parent meetings held</p>

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<ul style="list-style-type: none"> To Track PP students in the Sixth form: did they become Bursary students and where did they go to University 	<p>£2,389</p>	<p>Counsellor/ EWO/ Ed Psych, working with those that are in need of extra support</p> <p>HoYs meeting and speaking to parents to gauge individual needs specific to our context</p> <p>AHT oversight of PP students. Conversations with parents and overview of PP spending. SLT data analysis</p> <p>An AHT has strategic oversight of the sub group ensuring that we deliver against our action plan and PP maintains a high status in school and they are appropriately supported.</p> <p>This year we have tracked those PP students who went into the Sixth form as Bursary students, looking at their aspirations and university choices</p>	<p>PP attendance 7-11: 96.8%</p> <p>Whole school attendance 7-11: 96.92%</p> <p>Bursary students 12-13: 95.14%</p> <p>Year 12-13: 95.47%</p> <p>Overall PP students perform exceptionally well compared to national attainment data: P8 -0.39, Tiffin Girls': +0.98 (unvalidated) . Students are supported within class and department interventions. Mentoring and pastoral support is also put in place where needed: SLT, HoY, Form tutor.</p> <p>Our tracking of the last 4 years data of Bursary students who were also PP students showed that there was an even spread of universities and degree choices.</p> <p>Destinations: Cambridge, Oxford, Imperial, Kings, LSE, Surrey, Coventry, Art foundation Epsom</p>
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Pupil Premium objectives for 2019/20 (40 students)

Total Pupil Premium allocation for 2019/20: £34, 595. Finances are an estimate and not exact due to the allocation of funds in two parts over the course of the school year.

The school uses some of the funds to provide high quality teaching and learning as well as targeted pastoral support. In addition, some of the funds are then ring-fenced to support families buy uniform, resources and equipment, as well as pay for music lessons, trips and activities. Obviously, the needs of every student differ greatly and so we will work with each family to identify what is the best thing to support the student in the academic year.

1. To ensure all staff focus on PP students in their lessons and monitor progress through data tracking to ensure there's no difference with non PP students
2. To continue offering additional support to PP students in all key stages through the provision of additional resources and equipment, trips and access to extra-curricular activities
3. To provide excellent teaching and learning including a focus on Literacy, homework and high quality feedback in order to achieve above average levels of progress at English and Maths
4. To continue to provide Pastoral support for PP students through targeted individual support when necessary; and to develop a dialogue and relationship with parents and pupils
5. To continue tracking PP students in the Sixth form: did they become Bursary students and where did they go to University

Planned spend for 2019/20

Category	Allocated Spend
1.Uniform, Resources, Equipment	
Trips, Activities, Events and	
Music Lessons	£11,970
2.Pastoral Support	£7,500
3.Teaching and Learning	
and Assessment	£8,500
4.Leadership and Management	£2,500
5. Data Management	£4,125
Total spend	£34,595

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Objective 1: To ensure all staff focus on PP students in their lessons and monitor progress through data tracking to ensure there is no difference with non PP students			
Actions	Success criteria	Timescales	Person responsible
All staff to identify PP students in their classes.	All staff aware of PP students in their classes and cater for them if necessary in their lesson planning	ongoing	Class teachers/ HODs/ HoYs
All staff will be expected to track the progress of their PP students	Departments to have a list of subject specific strategies (high quality feedback, metacognition skills, intervention) To be monitored over the year at various PTS points- midyear review and end of year	Yearly	HoDs
HoDs to track progress of PP students through Assessment point data, identifying appropriate strategies to narrow the attainment gap if required. SLT track progress through assessment points and PTS reports	PTS reports showing student progress Discussions in link meetings focusing on PP students SLT data analysis at each assessment point Presentations to governors at various points in the year	Termly	HoYs, HoDs, SLT
HoYs and KIL to monitor PP progress against Non PP progress, identifying issues with individuals and acting upon this information with individual support and mentoring if required. Report to SLT after each assessment point.	Specific interventions are identified in PTS reports and students tracked and reviewed	Termly	HoYs, KIL
Tracking attendance so there are no differences with Non PP attendance	All PP students to have an attendance percentage of 97% and no gap with non PP students	Termly	Form tutors/ HoYs

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Objective 2: To continue offering additional support to PP students in all key stages through the provision of additional resources and equipment, trips and access to extracurricular activities			
Actions	Success criteria	Timescales	Person responsible
Have a clear document published to parents outlining the resources, equipment, trips and extra-curricular activities that may come up for each year group, and an outline of the percentage of PP money that can be claimed for the above. Purchase resources that aid teaching and learning.	Written guidelines that outlines specific, Tiffin Girls' context issued to parents Continue to support students and the school to purchase resources, equipment and activities that enable them to fully access the curriculum at school and support learning outside of school Automatically pay for day trips from PP funds for all PP students up to a limit	In place Autumn term 2019 and sent out in the 1 st half term	KIL
Track which pupils are accessing extra-curricular activities and support their involvement financially	Spreadsheet that tracks extra-curricular involvement for year groups- specific monitoring of PP students to be utilised year on year	Termly	KIL/HoYs
Continue to update 'Free London' pamphlet (created by Working Party) with ideas and activities that can allow PP students and parents to access cultural heritage and develop a sense of self and place	Updated Pamphlet 2019/20	Updated for the summer term	KIL HoDs and HoYs to feed into it
Explore potential Family opportunities for funding for day trips to London to access cultural heritage and family time together	More uptake of summer activities offered in holidays and funds available to offer days out to PP families. Call exhibitions and museums about free tickets	Summer term	KIL

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Objective 3: To provide excellent Teaching and learning opportunities to include a focus on Literacy, homework and high quality feedback in order to achieve above levels of progress at English and Maths			
Actions	Success criteria	Timescales	Person responsible
HoYs, KIL and HoD English and Maths to track progression of PP students in these 2 core subjects. Access Spring/Summer courses if needed.	Students' progress at least in line with non PP students. Intervention is provided for these students on a needs basis	Termly reviewed in line with Assessment points	HoD English & Maths, HoYs
Ensure students are assisted to be properly resourced to be work ready for lessons	Use of data to inform seating plans and planning. Materials provided for learning	Termly	Classroom teachers
Explore that PP students to have conducive space to work in for HW and private study Homework timetables are followed by staff	Discussion with parents and students. Provision put in place at school if need arises Progress and feedback checks quality assurance process	Termly	HoYs/ KIL
Track PP students who are EAL/ EFL and/ or identified for Literary focus to enable progression with specialist strategies	To be monitored over the year and to close any gaps Encourage and track PP students to use LRC and read books regularly. Buy books for PP students when necessary. Students will be further supported if part of the Literacy Support Group. Track PP students' reading and book borrowed from LRC	Termly	English department HoDs/ Classroom teachers
Staff CPD- whole school focus using evidence based research on a variety of different areas in support of outstanding teaching and learning	Teaching and Learning Group to identify best practice and strategies for the classroom. Focusing on Metacognition, Taking ownership of learning: fostering independence, self efficacy, flipped learning and challenge Whole school INSET days, elective and compulsory after school sessions delivered. The focus this year is on Research/Individual inquiry into classroom strategies highlighted above. Consistency of application with policies. QA process supports this focus	Termly	KLB/ HoDs, Classroom teachers

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Objective 4: To continue to provide Pastoral support for PP students through targeted individual support when necessary; and to develop a dialogue and relationship with parents and pupils			
Actions	Success criteria	Timescales	Person responsible
Continue to have annual conversations with parents re opportunities and areas for development with their daughters	HoYs to speak to all parents and log conversations Conversations lead to direct action plan	September/Oct	HoYs/ KIL
Produce Yearly targets for individuals based on the above conversations and needs identified from parents, Hoys and data tracking	An individual target sheet reviewed termly, identifying areas of focus. Extra-curricular involvement logged	Termly	HoYs/ Tutors
Provide access to counsellor, EWO, Ed Psych and other trusted members of staff to help with issues that require further support	Provision offered to students' who are identified as needing extra pastoral support Clear guideline/ procedures outlined to all students re accessing support	Ongoing	HoYs/ Counsellor
Ensure PP students in KS4 have access to careers advice to ensure excellent life chances and opportunities. In Year 10, an extra careers appointment to help plan for future plans. In Year 11 support with work experience.	KS4 PP students given good advice and understanding of what subjects are need for study at university. Promotion of Tiffin talks in School. No barriers to them studying at university. Appropriate work experience gained for all PP students.	Year 10 and 11	HoY Yr 10/11 KIL/ FCH

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Objective 5: Leadership and management. Tracking system continued of PP students when they moved into the Sixth form			
Actions	Success criteria	Timescales	Person responsible
Create list of Year 11 PP students from over the last 5 years	List of student names and years that they attended The Tiffin Girls' School	Dec 2019	KIL
Determine which students from the above list received Bursary in the Sixth form	List over the last 5 years of Year 13 students that received Bursary payments in the sixth form	March 2020	KIL, HRE, MCA
Compile which university these students went to.	Table which defines which university, which course, and whether (if ascertainable) these students were 1 st generation university attendees or not	March 2020	KIL,HRE, MCA
Have conversations with Year 13 students 2019 who were PP students re career aspirations Track Bursary students attendance in the Sixth form Track university destinations and how many of these students are they the 1 st in their family to go to university	An understanding of what aspirations these students have and what may be barriers for them. Attendance is on a par with non bursary students. All bursary students reach their destination of choice.	March 2020	KIL