



Founded 1714

Pupil Premium

Income

2011-12	101 pupils @ £488 = £49,288
2012-13	146 pupils @ £630 = £91,980
2013-14	166 pupils @ £935 = £155,210
2014-15	166 pupils totalling £170,287
2015-16	205 pupils totalling £192,387
2016-17	193 pupils totalling £191,944.27 (CLA £24,700, Services £6,300, FSM 6 £157,080, Summer CLA £1,574, Autumn CLA £2887.77, Additional PP £1,870).

Use of the Pupil Premium

The school has followed guidance provided by the Sutton Trust as to how the Pupil Premium can be used most effectively to raise achievement and improve progress. All of the activities listed have been used in the past and the majority are in use currently. This will be required at the end of every half-term. The PP Lead in school is the Pastoral Deputy and PP Governor is Sue Temple.

What we seek to achieve with Pupil Premium funding

The Nelson Thomlinson School (NTS) uses PP funding with the aim of overcoming the barriers to learning many of these pupils face. Whilst we have focussed on narrowing the attainment gap between pupils in receipt of PP and the rest of the cohort, and have exceeded both National and Cumbria thresholds, our attention turns to Progress 8 measures. Reduction of persistent absence of the FSM group is an area of focus whilst overall PP pupils achieved attendance of 95.8% last year.

The School's Context

NTS is situated some 11 miles from Carlisle. The community is predominantly rural with farming families in attendance at school. Employment opportunities in the locality for many of our parents (within the town) are represented by Innovia Films and this can lead to an inward-looking community with low aspirations. Just under 700 children are bussed into school each day from outlying villages and out-of-catchment areas; of this 700, 74 are in receipt of PP funding and provision is made for these pupils and referenced below. There are less than 3% of the total pupils on roll from ethnic groups in NTS. The School's appearance can mask the issues which are prevalent in Wigton such as the increase in criminal and anti-social behaviour in the town, partly due to the closure of the local police station, the nearest now being some 30 miles away.



Founded 1714

In 2015-16 attainment was above the national average for the whole school and PP pupils. Overall school attendance (95.1% in 2015-16) is within national parameters. However, persistent absence for FSM pupils exceeds the newly adjusted, national threshold.

In 2015-16, of the 148 pupils with attendance below 90%, 42 were FSM pupils, a reduction of 10 from the previous year. Various interventions were used with these pupils and the current cohort are closely monitored to ensure a narrowing of this gap.

FEX figures for NTS are broadly in line with national averages but in 2014-15 the number of FEX issued to FSM pupils exceeded this threshold; specific circumstances have been attributed to this cohort. Whilst the FEX figures for the whole school remain consistent with previous years, the number of FSM pupils in receipt of a FEX reduced in 2015-16 (9 of the 62 FEX were FSM pupils). This trend continues in the current academic year and of the 21 FEXs in Autumn Term 2016, only 2 were FSM pupils.

Barriers to Learning for PP pupils

This is based on knowledge of our pupils' backgrounds due to strong pastoral links, liaison with external agencies in the community including Barnardos, Young Carers, Prevent and Deter Community Police, Social Care, Inspira, the School Nurse and baseline assessments in NTS.

The following inward and outward barriers to learning have led to the interventions we have put in place.

1 poor literacy skills, **2** poor parenting, **3** limited access to language, **4** poor attendance, **5** low aspirations, **6** low expectations, **7** narrow experience of life outside school – travel, education, employment opportunities, **8** unemployment in the family, **9** financial pressures, **10** police involvement in the family, **11** lack of extra-curricular opportunities in the town, **12** bereavement, **13** mental health issues in the family, **14** the need for pupils to be Young Carers, **15** lack of familial discourse, **16** issues surrounding parental control out of school, **17** the mono-culture issue in the area, **18** Child Protection issues.

Use of Pupil Premium

The School has used and is using PP funding in a range of ways to tackle the barriers to teaching we feel exist in NTS but also, follow guidance provided by EEF. Of the 18 barriers to learning, as listed above, those identified as being relevant to our intervention strategies are given in brackets in the intervention columns below.

Intervention	Details	Impact
Data tracking that identifies the gaps (1, 3, 4, 5)	Used rigorously across school and identifies <u>all</u> under-achieving pupils. Subsequent interventions are based on under-performance and other factors (pastoral) that contribute.	Heads of Year intervene with progress issues with the focus on disadvantaged acting as mentors. Form Tutors regularly discuss with pupils to determine the best way forward. Pupils feel supported and guidance is strong. This is qualified by parental questionnaire results.



Founded 1714

		<p>No of Y7 pupils on paired reading = 40 in Sept, reducing to 16 by December.</p> <p>35.8% Y7 pupils have a CAT Av score below 100, in a range of 73 to 134.25.</p> <p>11/215 (5%) Y7 have no reading score and a further 38/125 (17.6% below score of 100 and are not “secondary ready”. These pupils enter paired reading and literacy catch-up.</p> <p>6/215 (2.5%) have no Maths score and a further 52/215 (24.2%) have scores below 100 and are not “secondary ready”. These pupils enter numeracy catch-up and receive specific HLTA input.</p> <p>A small number of pupils receive 1-to-1 TA/STA support through LS to work on a range of barriers.</p>
<p>Restructuring of Pastoral System in NTS. A static Head of Year 7, 3 new Assistant Heads of Year – (2, 4, 5, 6, 7, 12, 14, 15, 16, 17)</p>	<p>A static Head of Year 7 is in place to ensure consistency in transition from the 30+ primary feeders. The mantra “get your improvements in early” is consistently adhered to.</p> <p>Increased pastoral support to mentor pupils facing pastoral issues and those not making sufficient progress</p> <p>These issues are an all Pastoral meeting agenda and discussed in monthly line management meetings with the Pastoral Deputy.</p>	<p>Increased availability Heads of Year, Assistant Heads of Year, to mentor, investigate and intervene with pupils</p> <p>Interventions tailored to specific needs of pupil.</p> <p>Improved communication with family - borne out by parental questionnaire and verbal feedback.</p> <p>Form Tutors discussing progress with targeted individuals in addition to long-standing action planning.</p>



Founded 1714

<p>House System introduced September 2016 (3, 5, 6, 7, 11, 15)</p>	<p>All pupils/staff attached to one of four Houses. Years 7 – 13 grouped together as a House whilst retaining a Year Head system.</p> <p>Years 11, 12 and 13 mentor younger pupils, assisting with organisation of House activities.</p>	<p>Strengthening of School traditions (House System existed in the past) and ethos.</p> <p>Increased opportunities for participation in a range of activities in addition to extra-curricular scheme.</p> <p>Improved knowledge of pupils by other pupils has led to increased support and guidance – evidence through House Activities</p>
<p>Continuing Professional Development provision for all staff to ensure effective teaching and learning. (Various)</p>	<p>A specific PD Department consisting of teachers recognised for their excellent teaching skills which can be transferred generally to all staff.</p> <p>Teaching and Learning forms an integral part of School Development Plan.</p>	<p>In 2015-16, 49% of lessons were judged to be outstanding, 48% good, 2% R1. This is based on SMT and HoDs formal lesson observations.</p> <p>CPD programme borne out of rigorous performance management. CPD programme which fits into School Development Plan and department planning. Parents feedback on quality of teaching very positive.</p> <p>Ofsted 2013 rated Teaching and Learning outstanding. 4T provision is to increase levels of challenge for pupils to combat low aspirations.</p> <p>Strong teachers placed on key groups/intervention groups.</p> <p>Support staff, particularly TAs, are highly trained and understand their role in improving pupil progress.</p> <p>Teachers focus on the needs of each learner rather than relying on interventions – data tracking and strong pastoral care supports this.</p>



Founded 1714

<p>Strong Careers information, advice and guidance (2, 4, 5, 6, 7, 8, 10, 18)</p>	<p>Full time IAG Officer. Early intervention with specific groups</p> <p>Work experience organised for SEN/disadvantaged groups.</p> <p>Online resources available, mock interviews, work ready day, one-to-one interviews, post-16 information sessions.</p> <p>Careers talks from external organisations, organised visits to college open days for those without the means to go in their own time.</p> <p>Home visits for HTTS, School refusers.</p>	<p>Ofsted survey of 2015 supported effectiveness of careers, information, advice and guidance.</p> <p>NEET figures are below national average.</p> <p>Feedback from pupils is very positive and feel supported.</p> <p>Feedback from work placements is positive with some pupils securing part-time posts of work after school.</p> <p>This ensures that all pupils and especially disadvantaged make informed decisions about their courses and are well prepared for their lives beyond 16.</p>
<p>Literacy Support (1, 3)</p> <p>This is a whole school area of focus.</p>	<p>All children are tested for reading and spelling upon arrival into NTS – 10 years 6 months is the benchmark.</p> <p>Reading ages for all pupils on SIMS for teachers to reference.</p> <p>All pupils complete a comprehension/written exercise on arrival in Year 7.</p> <p>CPD on literacy is provided on a regular basis in staff briefing and Inset.</p> <p>Literacy forms part of the School Development Plan.</p> <p>A dedicated member of Professional Development is assigned to literacy.</p>	<p>In September 2016, 56 pupils in Year 7 required support with spelling, of the 14 FSM pupils, 9 were represented in this figure.</p> <p>By Christmas, 22 no longer required this; this included 7 FSM pupils.</p> <p>Reading intervention for the current Year 7 was given to 40 pupils, 7 of which were FSM.</p> <p>By Christmas, 16 no longer required this, 4 of whom were FSM pupils.</p> <p>For disadvantaged pupils with literacy difficulties support centres in Form and intervention through TA/HLTA to help remove this barrier to learning.</p>



Founded 1714

<p>Targeted Support for Pupils (1, 3, 5, 6, 9)</p>	<p>Differentiation is an expectation of all teachers.</p> <p>4T challenge includes support for those in need.</p> <p>Tailored, individual support is provided across the curriculum as needed. Staff take responsibility for determining the additional resources that pupils need in order to achieve.</p> <p>Appropriate requests for resources are met quickly by PP funding to allow pupils to make progress.</p>	<p>Funding spent on “Live-n-Learn” mindset/prep for exams. Pupils Voice indicates 100% positive feedback, plus gained strategies to be exam ready, eg “Learned to organise time and manage a revision plan”.</p> <p>Funding spent on SAM Learning; Online revision tool.</p> <p>Selective use of learner-appropriate courses (ELC, CoPE, BTEC L1 Workskills) to support a success culture more valued than Grade G at GCSE by parents, pupils and local employers. Low NEET % proves his approach is correct. See RAISE Online</p>
<p>A full range of educational experiences (5, 7, 11, 17)</p>	<p>Support is given to ensure pupils have full access to broaden educational experiences such as school trips, competing in sporting events, attendance at career events, open days.</p> <p>Activities Day is funded by the School.</p> <p>Music equipment/lessons provided to PP pupils.</p> <p>Support for a range of equipment, kit, resources for lessons and uniform is provided.</p>	<p>All pupils participate in activities broadening their horizons and adding to their life experiences.</p> <p>2015/16</p> <p>Activites Day £7,500.00</p> <p><u>IT Support</u></p> <p>Computers £495.75</p> <p>Net Books £10,259.00</p> <p><u>Music</u></p> <p>Lessons £7,306.45</p> <p>Exams etc, £198.98</p> <p>Transport £18,968.60</p> <p><u>Trips</u></p> <p>Residential £7628.00</p> <p>Day £421.50</p> <p>Uniform £415.50</p>



Founded 1714

<p>Improve PA figures for FSM pupils (2, 4, 5, 6, 10, 13, 14, 16)</p>	<p>Full-time Attendance Officer in place.</p> <p>Close liaison with LA Inclusion Officer and OME.</p> <p>Close monitoring of PA figures for all pupils and focus on FSM.</p> <p>Interventions in place and documented to reduce figures.</p> <p>HM meeting with some families to improve attendance.</p> <p>Attendance levels for PP pupils checked and acted upon.</p> <p>Systems in place to make early identification of issue and need.</p>	<p>School attendance for 2015-16 was 95.3%.</p> <p>Attendance of PP cohort was 95.8%.</p> <p>Currently (as at February 2017) attendance for PP pupils Yrs 7-112 stands at 95.8% which is above that of the rest of the School.</p> <p>In 2015 the number of FSM who made up the PA figure was 52 pupils, this reduced to 42 last year and is being closely monitored by the Attendance Officer.</p> <p>Of the 76 PP pupils bussed into School, 52 have attendance in excess of the test of the cohort, 8 of which are 100%.</p>
<p>Effective Feedback (5, 6)</p>	<p>Adherence to AfL best practice continues through CPD and wider staff Inset.</p> <p>Robert Powell Inset delivered on feedback and feedforward to all staff.</p> <p>Regular half termly mark scrutiny checks by HoDs and SMT to check various aspects of marking and quality of feedback.</p> <p>Best practice shared with HoDs.</p> <p>Pupil Voice on marking and feedback held by SMT.</p>	<p>Department use feedback (verbal and written) to provide pupils with a clear way forward to make further progress.</p> <p>Parental questionnaire reflected parents felt this was happening across the school.</p> <p>Evidence from mark scrutiny shows pupils act upon feedback.</p> <p>Pupil Voice supports the fact they are clear on how to improve their work to make further progress.</p>
<p>Facilities for Supported Self Study (3, 7, 9, 10, 13, 14)</p>	<p>To even out the disadvantages that pupils on PP face.</p> <p>This includes homework club which is supervised and</p>	



Founded 1714

	<p>includes access to ICT facilities.</p> <p>Lunchtime homework club in LSD.</p> <p>Laptops available to pupils who are unable to access them at home.</p> <p>Netbooks provided for LSD who will prioritise PP pupils.</p> <p>Course books, revision guides, stationery provided.</p>	<p>PP pupils are able to access full range of resources after school.</p> <p>Supported home study to enable research activities, completion of course work.</p> <p>The sentiment that a level playing field has been achieved in this comprehensive environment and PP pupils do not feel at a disadvantage.</p>
<p>Metacognitive Strategies</p> <p>Y9 Complete Learner Programme</p> <p>Improving Attitudes Programme (3, 5, 6)</p>	<p>A scheme devised to increase pupil understanding of how they learn in lessons. A reflective process to enable pupils to recognise when and how they learn effectively.</p> <p>Pastoral mentoring for pupils highlighted as having a below par AtL grade which has remained static over time. An 8 week programme to build team skills and improve self-esteem heightens aspirations.</p>	<p>Pupil Voice following the programme has been positive and since its inception some two years ago the discourse in school is about learning, not teaching. This has been evidenced through pupil interviews and daily interactions.</p> <p>Average AtL grades have improved (this academic year) for 44% of the pupils involved. Pupil feedback about the programme has been positive.</p>
<p>Transport Assistance (9)</p>	<p>Parents of PP funded pupils are offered financial support to improve attendance of this group.</p>	<p>PP attendance for 2015-16 was 95.8% for Years 7-13. Of the 76 pupils bussed into school, 52 have attendance in excess of the cohort.</p>
<p>Revision Skills Sessions (2, 5, 6)</p>	<p>Pupils and parents identified from data tracking are invited into school for a Revision Skills Seminar – Year 11 parents of PP pupils were invited as a matter of course. This was hosted by SMT.</p>	<p>The take up rate was 25 of the 40 families invited, attended.</p>
<p>Pastoral Mentoring (2, 3, 4, 5, 6, 11, 18)</p>	<p>PP pupils requiring pastoral/academic intervention received one-to-one mentoring.</p>	<p>Referrals for Pastoral mentoring are through SENCO/HoYs.</p> <p>Parental feedback for these pupils has been very positive.</p>



Founded 1714

		<p>Behaviour of children working with Mr Schultz has improved.</p> <p>Reintegration of 3 pupils facing mental health issues has been successful.</p>
<p>School Nurse Provision (2, 4, 12, 13, 14, 15, 18)</p>	<p>The NTS School Nurse works three days a week.</p> <p>Pupils are referred via HoYs and PP pupils are prioritised.</p> <p>Close links with health professionals have been established.</p> <p>Drop-in clinics in place for 3 lunch-times per week.</p>	<p>Mental health signposting is in place.</p> <p>Targeted health and well-being advice is available to pupils.</p> <p>Pupil and parental feedback is very positive.</p> <p>Local GPs have given positive feedback.</p> <p>Resilience and self-esteem workshops planned.</p>

As at 2.3.17



Founded 1714

Pupil Premium Impact

KS4	2013		2014		2015			2016		
Measure	Cohort	PP	Cohort	PP	Cohort	PP*	National PP*	Cohort	PP*	National PP*
Total Numbers	231	27	224	23	234	36	/	219	37	/
% Absence	4.92	8.4	4.6	8.7	6.2	11.5	/	4.9	?	/
5 A*-C E&M	61%	36%	65.6%	56.5%	54%	39%	36%	67.58%	43.24%	N/A
Total capped points score (GCSE)	339.5	259.4	337.3	276.8	323.7	289.4	259.9	325.8	247.8	N/A
	990.1	934.5	1013.4	975.5	1008.6	974.0	976.3	Progress 8 score (No VA or nat diff)		
Diff National - FSMCLA (%5A*-C E&M) (RAISEonline narrowing the gaps report)	-6	-31	NA	-9	NA	-17.5	-28.0	-0.04	-0.91	N/A
FEX for PP pupils %	4.7	0.4	4.6	0.5	6	1.4	/	?	?	?



Founded 1714