

1. Summary Information					
School	The Telford Priory School		DSF=Disadvantaged Student Funding		
Academic Year	2018/19	Total DSF Budget	£376,599	Date of most recent DSF Review	July 2018
Total number of people	927	Number of pupils eligible for DSF	45%	Date for next internal review of this strategy	September 2018

2. Current Attainment (2016-17 only)		
	Pupils Eligible for DSF Results 2017/18 (TPS)	Pupils not eligible for DSF (National Average) <i>based on 2016/17- will be updated once available</i>
% achieving 9-5 incl. English and Maths	13.3	49.4%
% achieving 9-5 in English	26.7	
% achieving 9-5 in Maths	14.7	
% achieving 9-4 incl. English and Maths	30.7	71.2%
% achieving 9-4 in English	41.3	
% achieving 9-4 in Maths	40.0	

3. Barriers to future attainment (for eligible DSF)		I LEAD reference*
A.	The quality of teaching and learning is not yet consistently good	I D
B.	Refine the curriculum so that it meets the needs of students and allows them to be successful	I A
C.	Low literacy and numeracy levels	I D
D.	Attitudes to learning and behaviour in all years	E
E.	Motivation and level of aspirations for disadvantaged students	L A
F.	Inconsistent support for learning in classroom, 1:1 tuition and after school extended learning	I D
G.	Poor Attendance, limited access to learning / opportunities and involvement in school life	L D

*I = individual needs – teaching tailored to match individual's needs; L= Leadership (including student leadership); E = Ethos; A = Aspiration (raising aspirations); D = Diminishing the difference.

4. Disadvantaged Student Objectives	
Aims	Strategies
A. Improve the quality of teaching and learning	<p>Whole school CPD including how to track groups of pupils and how to enhance/support progress</p> <p>Improve use of data to ensure challenge is rigorous</p> <p>Leading Teaching and Learning Programme (DR ICE)</p> <p>Overhaul the Home learning systems following thorough evaluation</p> <p>Strategic deployment of Lead Practitioners in core subjects</p> <p>DS staff pledge to focus T&L and feedback.</p> <p>Go 4 schools to improve assessment tracking and forecasting</p>
B. Refine the curriculum so that it meets the needs of students and allows them to be successful	<p>“Stepping Stones” groups for those not secondary ready.</p> <p>Adapted curriculum in KS3 to increase engagement.</p> <p>Refine and improve the curriculum offer at ks4 to ensure students have the opportunity to be successful.</p> <p>Improved enrichment activity programme.</p>
C. Improve the currently low levels of literacy and numeracy through effective use of intervention and curriculum	<p>Intervention/small group work with Intervention coaches.</p> <p>Communications strategy to improve literacy and reading ages.</p> <p>Numeracy programme to raise numeracy ages.</p> <p>Introduce Maths Mastery.</p>
D. To support students with poor attitude to learning and for those where behaviour is a barrier to learning.	<p>Specialist behaviour interventions involving Student Support Officers</p> <p>Use of internal exclusion room staff to reduce numbers of return visits</p> <p>Inclusion strategies to include:</p> <ul style="list-style-type: none"> ● Mentoring for social and emotional aspects of learning ● The Princes Trust Project ● MacArthur House (Alternative provision) ● Use of ARC and “pathway 4” <p>Attendance officer to improve attendance figures</p> <p>Participation in the PiXL character programme</p>

<p>E. Programmes to motivate and raise aspirations for disadvantaged students</p>	<p>More able programme Motivational workshops Elevate Programme especially for Year 11 to enhance and embed study skills Positive parental engagement in the education of their children through the use of the parents' charter. Academic mentoring Use of Aspirations/Careers advisor to increase number of students aspiring to HE Pastoral team involved in Target setting / mentoring</p>
<p>F. Support for learning in classroom, 1:1 tuition and after school extended learning</p>	<p>After school programmes for DS specifically using Intervention Coaches 1:1 tuition through Intervention Coaches Teaching Assistants, in particular how they support Disadvantaged students and "double disadvantaged" students Weekend/holiday schools Provision of finance course to enhance overall attainment for selected pupils</p>
<p>G. Improve the attendance, remove access barriers and create a sense of belonging for disadvantaged pupils</p>	<p>Subsidised:</p> <ul style="list-style-type: none"> • Revision guides • Specialised equipment • Pupil specific resources • Educational visits • Music lessons

5. Planned Expenditure					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improve the quality of teaching and learning.	Whole school CPD including how to track groups of pupils and how to enhance/support progress including the purchase and use of Go 4 schools to improve assessment tracking and forecasting	Early identification of DS and their current progress to identify needs and therefore positively impact on future progress.	Peer reviews QA Intervention plans – impact assessed after each data drop Seating plans with rationale in every classroom	IIL/NBD	Termly
	Improve use of data to ensure challenge is rigorous (and matches individual need)	Improved use of differentiation to accelerate progress	QA Data drops	JSH/RTS	Termly
	Leading Teaching and Learning Programme (DR ICE) / Lead Practitioners in core subjects	Improving first quality teaching to raise attainment. Poor first teaching has a greater impact on DS students than their NDS peers.	QA Data drops	IIL/NBD	Termly
	Overhaul the Home learning systems following thorough evaluation	EEF toolkit : home learning has a 5mth positive impact on progress	Student voice Data drops	MBN	Termly
	Staff pledge means DS books to be assessed and given feedback first, and DS must be targeted during questioning phases.	Feedback remains as one of the strongest strategies in terms of cost and impact	QA Staff pledge Student voice Data drops	JSH	Termly
	TOTAL budgeted cost for this section:				

5. Planned Expenditure					
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?
B. Curriculum that meets the needs of students and allows them to successful	“Stepping Stones” groups for those not secondary ready	Approx. 65% of pupils deemed to be not secondary ready are DS.	Data drops QA	HPS	Termly
	Adapted curriculum in KS3 to increase engagement.	Create options in KS3 allowing students a greater choice and therefore better attitudes to learning and improved progress. Expand the choice of subjects covered at KS3.	Improvement in progress Improvement in ATLs	CES	Termly
	Refine and improve the curriculum offer at ks4 to ensure students have the opportunity to be successful.	More vocational choices at KS4; more options at KS4 for students; increased pathways at KS4; investigating other vocational courses; review P8 to ensure students have a suite if qualifications that enable them to be successful and take the next steps.	Improvement in progress Improvement in ATLs	CES	Termly
	Improved enrichment activity programme	Develop the amount of clubs and activities on offer; create external links to engage students in constructive activities.	Full timetable covering all areas of the curriculum. Holiday clubs offered and attended (at least 50% DS). Enrichment opportunities built into the curriculum. Monitoring of participation ATL scores in data collection	KBS	Termly
	TOTAL budgeted cost for this section:				£58,000

5. Planned Expenditure					
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?
C. Improve the currently low levels of literacy and numeracy through effective use of intervention	Intervention/small group work with Intervention coaches	DS who are identified as in need of support in year 11 will receive additional support in targeted areas to improve specific areas	Year 11 SLT link to monitor impact after each data drop Case studies / staff mark books RAPs Student voice	HMY	Half termly
	Communications strategy to improve literacy and reading ages.	Reading ages and student literacy is still a concern, with more than 28% of all pupils having a reading age of below 10 yrs old.	Improvement in termly RA through CR programme.	RTS	Termly
	Numeracy programme to raise numeracy ages.	Currently we have no measure for NA, though the aim is for all DS pupils to have a numeracy age in line with their chronological age.	Review of programme and ages.	RTS	Termly
	Introduce Maths Mastery	Mastery learning adds 5mths to progress compared to more traditional approaches. Current KS3 progress (yr. 7/8) is 54% on or above track for DS students.	Data drops showing improved progress QA SL meetings with SLT link Attendance at mastery training Meeting minutes SOLs	CPE	Termly
	TOTAL budgeted cost for this section:				

5. Planned Expenditure					
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?
D. To support students with poor attitude to learning and for those where behaviour is a barrier to learning.	Specialist behaviour interventions involving Student Support Officers.	SSOs support pupils identified DS with poor ATL / behaviour in their houses. SSO/IER staff engage with parents early and positively, mentor students and help them develop strategies in order for them to be successful.	Reducing numbers of C4/5/6 for identified pupils ATL score improvement Improved progress – data drops Communications logged on Bromcom	SMH	Half termly
	Use of internal exclusion room staff to deliver bespoke packages to reduce numbers of return visits				Termly
	Inclusion strategies to include: <ul style="list-style-type: none"> • Mentoring for social and emotional aspects of learning • The Princes Trust Project • MacArthur House (Alternative provision) • Use of ARC and “pathway 4” 	A modified curriculum will be provided for students whom a full curriculum offer is not suitable. E.g. pathway 4 or alternative provision. Use of “the link room” to support SEN pupils with withdrawal groups. Prince’s trust has shown in the previous year to reduce the number of C5s and C6s.	AP and ARC attendance and outcomes reviewed termly. Prince’s Trust and Pathway 4: Quality of provision included in QA cycle. Number of C5s and C6s monitored.	TBR CES	Termly Termly
	Attendance officer to improve attendance figures	The attendance of Disadvantaged students, on average, is 4% lower than Non- disadvantaged students.	Monitor attendance and impact of interventions half termly.	RPT	Half termly
	Participation in the PiXL character programme	To build resilience and independence skills in disadvantaged students	Pupils will achieve “the Edge” award.	CYG	Termly
	TOTAL budgeted cost for this section:				

5. Planned Expenditure					
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?
E. Programmes to motivate and raise aspirations for disadvantaged students	More able programme	More able pupils are not yet meeting their full potential. The programme will target pupils who are identified as more able and support them with targeted support, learning and IAG opportunities.	Data drops will show increases in MA student progress. QA will show differentiation / planning for additional / individual needs.	CES	Termly
	Motivational workshops	To raise aspirations of DS students, giving them a better understanding of the opportunities that are available to them and encourage them to achieve.	Student voice Review of workshops ATL scores in data drops	HMY	Termly
	Study skills programme especially for Year 11 to enhance and embed learning and revision skills	Many students do not yet have the skills to be independent learners. These skills are not yet embedded in teaching and learning practice.	Coursework / mock revision improve data QA shows planning for individual needs. Home learning attitude and response is good.	HMY	Termly
	Positive parental engagement in the education of their children through the use of the parents' charter.	Parent involvement in children's education... has a significant effect on educational achievement. The PCA (parent community association) will ensure an equity of access (targeting DS families), termly community events, adult learning classes and parent focus groups.	Registers of attendance to focus groups and PCEs. Outcomes for Adult learning classes. Monitor impact on student attendance, ATL, and behaviour.	SJN	Termly

5. Planned Expenditure					
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?
	Use of Aspirations/Careers advisor to increase number of students aspiring to HE	Ensure that all visits are as a minimum proportionally represented. DS students have first access to careers advice and HE aspirational visits.	Monitoring of visits and IAG interviews. Impact on ATL / attendance / behaviour.	TWS	Termly
	Pastoral team involved in Target setting / mentoring - Academic mentoring	Create 2+ new tutor groups for targeted DS students. Tutors to mentor, target set and monitor with their tutees supported by HOY.	Student planners Student voice HOH monitoring	SMH	Termly
TOTAL budgeted cost for this section:					£10,000
F. To better deploy additional adults to ensure all pupils are enabled to make the best possible progress.	TAs and Coaches to support DS and "double disadvantaged" students.	TAs and AC to work with pupils to develop the independence in their own learning and improve grades in coursework / controlled assessments.	Improved coursework / CA grades. Students working increasingly independently (and this is leading to greater depth of understanding) - visible in QAs.	HMY / HPS	Termly
TOTAL budgeted cost for this section:					£70,000
G. Improve the attendance, remove access barriers and create a sense of belonging for disadvantaged pupils	Subsidised: <ul style="list-style-type: none"> • Revision guides • Specialised equipment • Pupil specific resources • Educational visits • Enrichment days • Music lessons 	Removing barriers to learning that are purely financial. Enabling full participation in school life and able to access all areas of enrichment and extra-curricular learning.	Monies will be requested and a decision made on a case by case basis to evaluate need. The impact of such spending will be reviewed at the end of the year.	JSH	Annually
TOTAL budgeted cost for this section:					£8,000

Review of Expenditure 2017/2018. Budget: £379 610			
Desired Outcome	Chosen Action/Approach	Estimated Impact	Lessons Learned (and whether you will continue with this approach)
To provide intervention and support for pupils with behaviour as a barrier to learning and enhance pupil well-being for those in this category, with a particular focus on years 9 and 11.	Specialist behaviour interventions involving Student Support Officers	Some impact through counselling and participation in the Prince's trust project specifically.	Yes. SPS will do some student counselling and MHN will deliver the Prince's trust, though the structure of the groups will change to best support individual needs.
	Use of internal exclusion room staff to reduce numbers of return visits via Restorative Justice Programme; Reduced numbers of C4/C5/C6	FTE reduced by almost 50% for disadvantaged students C5s roughly in line	Yes. The IER room will continue and DS students that are returning will receive additional support.
	Mentoring for social, emotional aspects of learning	Reports by HOH shows improved attendance to lessons and positive contributions to school life.	If this is to continue it needs to be more structured and have a better level of monitoring to be able to properly monitor the progress pupils are making.
	The Prince's Trust project	All achieved the award Self esteem	Yes but the targeting of the groups needs refining. Specific focus on the self-esteem units and confidence building. Order of the units to be revised.
	Alternative Provision	Attendance of pupils in AP improved over the year by an average of 12%. All except 2 DS students improved their attendance and therefore participation in school in 2017/18.	Yes. With more refined timetabled teaching, improved engagement activities, and behaviour intervention.
	Educational Welfare Officer to improve attendance figures. Parental support via Family Liaison Officer and other key staff	In line with DS average Without outliers above national average - an improvement of 3% on the previous year	No EWO officer due to only being able to do 2 days and not allowing home visits every day. Money has now been used to employ another SSO. Home visits will occur everyday Focus groups for SSO's to track each week – can't be below 90% Reducing number of Dis who are PA. School drive around 98% launched.
	Increase in VIVO's given for 100% attendance and punctuality throughout the year. Assemblies rewarding good attendance. Attendance reports via HOH. Attendance league tables across houses for competition. Attendance focus weeks	Low impact of reward system as it stood and Vivo system has now been stopped. Termly rewards of vouchers and certificates has raised the profile of attendance. Along with focus weeks, this has raised profile of attendance and provoked healthy competition in-house and inter-house. Students have engaged well with competition for extended breaks and non-uniform days.	Being replaced with new reward system from September. Attendance lottery will run again next year with revised prizes/system.
			Total spend for this section:

Review of Expenditure 2017/2018. Budget: £379 610

Desired Outcome	Chosen Action/Approach	Estimated Impact	Lessons Learned (and whether you will continue with this approach)
Programmes to motivate and raise aspirations for disadvantaged students	Progress projects and incentives	Through VIVOs, attendance, Prom, head of School recognition awards end of year trips. All of these contributed to increased attendance, reductions in poor behaviour incidents and reduction in NEETs in year 11.	Yes; new whole school rewards system replacing VIVOs Attendance rewards, prom, head of school and end of year trips and incentives to continue.
	Targeted, high quality careers IAG. Attendance to university days. Use of Aspirations/Careers advisor	Limited. IAG has not been well matched to pupils and needs.	The 2/3 days previously purchased in for IAG did not mean the disadvantaged cohort could be sufficiently targeted and so a full time post was created. More targeted IAG. Early identification of disadvantaged student needs. Better matching of activities / trips / support to pupil interests.
	Motivational workshops Elevate Programme especially for Year 11 to enhance and embed study skills. House intervention (Mondays)	-Students use study techniques to enhance their learning. -Organisation of self and taking responsibility for own actions -Improvement in being able to retain information learned and therefore improvement in grades overall.	-Choose a particular cohort of students to concentrate on. -Follow up with both staff and students needs to be stronger to ensure that skills are embedded. -Use skills/techniques learned and conduct sessions ourselves -Look at using with smaller groups of students, off site, and track how using these skills to impact upon examination results.
	Parental engagement	Significantly improved Ofsted questionnaire results. Limited attendance at parent focus sessions. Parents of disadvantaged students attending though limited were able to support children better through a coordinated approach.	Introduce the parents' charter for positive parental engagement. Recorded increase in PCE by parents / carers.
			Total spend for this section: £10,344
Teaching and Learning. Support for learning in	Deployment of Intervention Coaches	Bridging the gap in subject knowledge, particularly in vocational and core subjects. Providing support for underperforming students (in particular SEN, Boys, Disadvantaged) Used some PiXL strategies and CPD to identify and target students. Used Huddle resources for intervention sessions.	-Small group work has worked better in some areas than others. Where subjects have been organised and spoken with coaches (particularly vocs) more impact has been seen. -Since tighter tracking introduced, more impact has been seen and students have met targets. -More standard approach needs to be used across subjects -Be more specific about who working whereas 8 coaches reduced to 5 for current year

Review of Expenditure 2017/2018. Budget: £379 610

Desired Outcome	Chosen Action/Approach	Estimated Impact	Lessons Learned (and whether you will continue with this approach)
classroom support, 1:1 tuition and after school extended learning	1:1 tuition through Intervention Coaches	Improved attendance and achievement in core subjects particularly.	-1:1 not really happened with coaches unless in the ARC. -Valuable resource being used on 1 students cannot always be managed financially. Exploration of how many students need 1-2-1 and how this can be best targeted.
	Teaching Assistants, in particular how they support Disadvantaged students and "double disadvantaged" students.	-Students offered extra opportunities for support in revision or completing coursework tasks/units means improvements seen. -Extra work/themes to be covered outside of the curriculum time.	-Subjects need to increase the excitement around holiday schools, make sure they are organised, invite the right targeted students in, make it fun/different to normal school so that students want to attend -Be more specific about what impact the holiday school will have on the students grades
	Weekend/holiday schools	The impact of weekend and holiday schools is mixed. Where the TA is deployed well they are effective and progress is good.	A more structured approach with a focus on catch up for coursework / controlled assessments.
	Provision of intensive ICT course to enhance overall attainment for selected pupils	Not delivered / no impact	No.
	Whole school CPD including how to track groups of pupils and how to enhance/support progress	Focus of CPD on Impact and how teachers should focus on assessing students have understood content. QA shows an increase of 30% (effective practice)	Tie this in with Data and planning that is differentiated and targeted to students.
	Lead Teaching and Learning Programme (DR ICE)	Coaching for individual staff Teaching (specific criteria strands) at an effective level increased by 48%	More strategic programme for improving teaching – modular – built into next year's plan.
	Lead Practitioners in core subjects	New appointments throughout the year to ensure the highest quality first touch teaching leading to improved outcomes for disadvantaged students.	More strategic approach to LP delivery of whole school CPD and individual projects to maximise improvement.
	Doddle to tighten up assessment tracking and forecasting	Limited. Not all departments found the system to be as useful as others. Often workload intensive and missing elements for some subjects and their courses.	No. Doddle will be replaced by Go 4 schools as a data management tool to enable in the moment tracking and intervention to occur more easily.
	Educational visits	Think tank, oxford art trip, Electric cinema	Educational visits will continue to be subsidised by the DSF where appropriate.
	Extensive extra-curricular activities	PGL and boxing Extra-curricular:40% of attending students were PP, and attended 42% of all sessions.	Extra-curricular activities will continue to be subsidised by the DSF where appropriate.
	Enrichment days	Students engaged in school life which they couldn't do without the additional funding.	Enrichment days will continue to be subsidised through the DSF where appropriate.
	Music lessons	Students engaged in school life which they couldn't do without the additional funding.	Music lessons will continue to be subsidised through the DSF where appropriate.
Total spend for this section:		£153,647	

Review of Expenditure 2017/2018. Budget: £379 610			
Desired Outcome	Chosen Action/Approach	Estimated Impact	Lessons Learned (and whether you will continue with this approach)
To use personalised resources and equipment for targeted pupils to remove barriers to learning	Revision guides Specialised equipment Pupil specific resources	Revision guides, uniform and food ingredients were (partially) funded through DSF which allowed students to engage in school life which they couldn't do without the additional funding.	Personal learning resources will continue to be subsidised through the DSF where appropriate.
	Uniform		Uniform will be funded through the Hardship fund in future.
	Total spend for this section:		£529
To implement intervention strategies and provide support for literacy and numeracy for stated pupils to diminish the difference	Intervention/small group work with both Academic and Intervention Coaches.	"See 1:1 tuition with intervention coaches"	
	Corrective Reading Programme Corrective Literacy Programme	114 students took part in the Corrective Reading programme as their reading ages were below a functional level. 78 of these students are Disadvantaged. 48.7% of these disadvantaged students made significant progress through the programme.	Programme was largely successful for students in Years 7 and 8, with less success in Year 9. Students in Year 10 were very reluctant to participate and so the success rate is affected by their low levels of cooperation. A different system will be investigated to avoid repetition of CR with older students.
	Ninja Maths	Limited. Gave less able practise and repetition of key numeracy skills and mental maths. For the more able and middle ability this was less useful.	Ninja maths will continue with targeted groups.
	Use of nurture and reintegration staff	See "stepping stones" and "alternative provision"	
	"Stepping Stones" groups for those not secondary ready	Stepping stones was a successful project in 2017/18 with 75% of year 8 students and 62% of year 7 students exceeding their end of year targets.	Stepping stones will be rebranded as nurture and expand to include more students in 2018/19.
	Director of Inclusion and Director of Literacy to coordinate projects	Limited.	Change of remit for DoI for 2018/19.
	Total spend for this section:		99,675