

# **Thomas Telford School**



## **Pupil Premium and Recovery Premium Strategy Statement**

**Prepared by**

**Mr T Painter, Director of English**

**Updated May 2024**

This statement details our school's use of pupil premium for the 2023 to 2024 academic year to help improve the attainment of our Disadvantaged students.

It outlines our pupil premium strategy, how we have spent the funding in this academic year and the effect that this year's spending of pupil premium has had within our school.

### School overview

Detail	Data
School name	Thomas Telford School
Number of students in school	1589
Proportion (%) of pupil premium eligible students	10%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	
Date on which it will be reviewed	20 June 2024
Statement authorised by	Sir Kevin Satchwell
Pupil premium lead	Tom Painter

### Funding overview: 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£127,200
Recovery premium funding allocation this academic year	£24,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£151,200

## Part A: Pupil Premium Strategy Plan

### Statement of intent

*At Thomas Telford School our intention is to minimise all barriers that can affect the learning of students. Nationally, there is a widening gap between the achievements of Disadvantaged Students, and their peers who are not Disadvantaged. The Pupil Premium fund was introduced in April 2011 to attempt to support schools in reducing this gap, but there has been no overall improvement to date nationally, despite the allocation of well over £10 billion. Nonetheless, we successfully strive to eradicate the gap between our Disadvantaged students and their non-Disadvantaged peers.*

### Challenges

This details the key challenges to achievement that we identified among our Disadvantaged students for the previous academic year: 2022-2023.

Challenge number	Detail of challenge
1	As a result of the pandemic, the School must ensure that academic catch-up is implemented as required, to maximise the progress potential of students in school at all points.
2	As a result of the pandemic, an increasing range of pastoral issues have been generated, particularly in relation to student well-being.
3	To ensure that Disadvantaged students achieve outcomes comparable to non-Disadvantaged students. Whilst some progress has been made to narrow the gap, progress must be sustained. In 2022/23 Thomas Telford School's Progress 8 figure was -0.08.
4	In school, there is at present a gap in attendance figures of 2.7% for non-Disadvantaged students, relative to their Disadvantaged peers. The national attendance for Disadvantaged students is 85.8%. The School's Disadvantaged attendance is 92.5% which is above the national picture.
5	Some students are reluctant to engage in Session 3 opportunities, where they benefit from academic or extra-curricular activities. This is being closely monitored.

## Outcomes

This explains the outcomes for this academic year and how we have measured achievement.

Intended outcome	Success criteria
1. To minimise the impact of the Pandemic on lost learning on Disadvantaged students	Students who need it to receive targeted Session 3, Saturday School, and other intervention, to meet previously expected levels of progress. This will be evidenced on module reports, whether or not students are making expected progress.
2. To ensure that Disadvantaged students receive adequate pastoral care to allow them to succeed, including developing the required resilience to deal with adverse situations	Students to receive enhanced pastoral support, including nurture, and counselling, where appropriate. Successful reintegration to and wide participation in school life will highlight the success.
3. To narrow the difference in progress made by Disadvantaged students and their peers	Gap to reduce from 0.64 difference in P8 figure for Disadvantaged students.
4. To maximise attendance of Disadvantaged students	Gap to reduce to under 2% from 2022 - 2023 figure
5. To maximise Session 3 participation among Disadvantaged students	To carefully monitor numbers of sessions attended with a view to further targeted intervention where necessary. Participation will serve to support and improve academic achievement, social confidence and cultural capital for our disadvantaged learners.
6. To maximise the provision of enrichment opportunities for Disadvantaged students	Monitor enrichment opportunities provided by departments across the School. Updates to be provided regularly during Curriculum Committee meetings.

## Provision this academic year

This details how we have spent our pupil premium this academic year to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £62,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff CPD through use of PD days and subscription to the National College resources for all staff, including metacognition and independent learning	National College CPD is class-leading and allows on demand access to tailored CPD, or as directed by line managers	1, 2
Session 3. Targeted academic sessions and enrichment opportunities to be provided.	Academic sessions ensure the gap between Disadvantaged students and their peers is minimised. Enrichment opportunities, such as music lessons and opportunities to visit the theatre have focused on increasing 'cultural capital', again minimising inequality. STEM and Science club has offered regular enrichment opportunities. Recruitment and engagement of Disadvantaged learners for these sessions is monitored by departments and will form a key agenda item at Curriculum Committee meetings	1, 2, 3, 5
ECT, SDS and New staff to the school benefit from extensive school induction and ongoing CPD	Staff are quickly introduced to school ethos, organisational methods, and expectations in a supportive and collaborative environment. This enables all staff to be readily on board and actively engaged in collaboratively supporting the engagement and progress of our Disadvantaged learners.	1, 2
Curriculum Support – additional teachers in English and Maths	Smaller group sizes. Disadvantaged students are disproportionately represented in these groups so benefit from the targeted tuition and smaller group sizes.	1, 3, 5
Assessment	To ensure that learners' starting points are accurately identified upon entry learners are assessed using nationally recognised	1, 3

	standardised assessments (Such as GL assessment's NGRT). Work also takes place in the summer term prior to transition to ascertain learner need of new intake using other relevant national data (Such as SATS). Data generated is shared effectively with staff and enables highly relevant, timely and personalised interventions for learners.	
All lesson cover provided in house	This ensures continuity for students to be taught by subject specialists where possible, and by familiar staff when not. This enables continuity for Disadvantaged students with subject specialists.	1, 2
Boys programme resources and CPD	Targeting performance of underachieving Y11 boys. 50% of the group are Disadvantaged. During the programme the boys benefit from a range of targeted interventions designed to improve and support their social skills, resilience, self esteem and mental health challenges, alongside study skills and academic enrichment. Separate Personal Tutors are set up to further support the boys on the programme, enabling enhanced and highly focused pastoral support reflecting the higher presenting need here.  The Girls programme has been set up to replicate best practice. This began in May 2024 and impact will be monitored.	1, 2, 3
Phonics training planned for key colleagues within English department and the SEND department	Reading age testing identifies learners reading ages. Learners who have a lower than chronological reading age are analysed for phonics gaps. If phonics gaps are identified a daily phonics intervention programme is put into place, using trained teachers. Progress on this is regularly monitored and tracked. Disadvantaged learners make up 80% of this intervention.	1, 3
Designated Literacy and numeracy coordinators to lead on projects related to cross curricular skills	Literacy and numeracy support sessions provided once per week during Personal Tutor time to support students with lower literacy/numeracy levels.	1, 3
Generous PPA designation for teaching staff – all to receive at least a full day for planning.  Generous PPA for staff with pastoral and additional responsibilities.	Allows for carefully planned resources and high-quality teaching performance, and pastoral interventions for our Disadvantaged learners.	1, 2, 3

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

**Budgeted cost: £55,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Support, counselling and Nurture	29% of the students in the nurture group are Disadvantaged. The School also provided private counselling services to students as required, and 24% of the students who receive this support are Disadvantaged.	1, 2, 5
Targeted class extraction for those requiring it	Bespoke intervention work regularly takes place across curriculum areas. Disadvantaged students will be disproportionately represented in this area.	1, 3
Session 3 support	Disadvantaged students have taken part in a range of academic and extra-curricular sessions in large group, small group and one-to-one sessions as appropriate.	1, 2, 3, 4, 5
Weekend school and Saturday School	Disadvantaged students will have the opportunity to attend sessions to receive intervention work. Provision also made for Year 6 transition days.	1, 2, 3

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

**Budgeted cost: £35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support – appointment of Attendance Officer	There is at present a 3% gap between the attendance of Disadvantaged students and Non-Disadvantaged students.	4
Careers support	Designated resources have been provided to develop road maps for students post 16 and post 18. Reach Out programme established to specifically target Disadvantaged students and offer them more support.	1, 2, 3
Individualised support	Students have access to widespread pastoral support: Personal Tutor, Head of Year team, Nurture Room, Careers Department, extensive Session 3 programme, Reading and Numeracy Mentors for Year 7s.	1, 2, 3
Sport transport	This has allowed participation of all students in a range of sporting events, which underpins motivation for many students	2, 4
ICT provision	All students benefit from extensive investment in ICT infrastructure, and have access to laptop provision when required. Children In Care have a lap top provided for them using virtual school funding.	1, 3
Reading book provision/library	Profiling reading leads to the development of literacy across the curriculum. Whole school reading focus in the morning enables designated reading opportunity each day. Peer reading scheme in the library twice weekly supports reading. The Librarian runs regular reading groups with Disadvantaged students during Session 3.	1, 3
Extensive provision of extra-curricular performing arts	Opportunities have been provided to support Disadvantaged students with access to music lessons and attend extracurricular activities outside school.	1, 2, 4
Further enrichment opportunities	Music lessons provided for Disadvantaged students. Support has been provided for students identified with potential to attend external Performing Arts sessions. Opportunities to visit the theatre have been provided with a focus on ensuring Disadvantaged students attend.	1, 2, 3, 4, 5, 6



## Part B: Review of outcomes in the previous academic year: 2022-2023

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2022 to 2023 academic year.

Desired outcomes	Success criteria	Impact
To ensure that the Progress 8 and attainment outcomes for Disadvantaged students compare favourably with Non-Disadvantaged students, narrowing the gap between the cohorts of students	How did these compare nationally? To narrow any gap and support TTS learners to achieve at a higher level than the national statistics in this area.	Progress 8 score for Disadvantaged students: -0.08  School Progress 8 score: +0.56
To secure portable GCSE qualifications for Disadvantaged students	Did students achieve benchmark numerical grades 4 (pass) and 5 (good pass) in English and mathematics? Are Disadvantaged students progressing well in Maths and English?	97% achieved 4+ in English and 94% in Maths  88% achieved 5+ in English and 77% in Maths
To ensure the attendance of Disadvantaged students compares positively with Non-Disadvantaged students, and to narrow the gap between the cohorts of students.	How does attendance compare within Thomas Telford School?	Attendance for Disadvantaged students 2022-23: 92.5%  Overall school attendance 2022-23: 95.2%
To continue the positive trend of the percentage of Disadvantaged students achieving the EBacc	What is the students' Ebacc performance?	Ebacc entry: Disadvantaged: 100% Non-Disadvantaged: 98%  Average EBacc APS score: 5.74 Disadvantaged EBacc APS score: 4.80

<p>To ensure students in all year groups remain on track, intervening when necessary, to ensure they are best placed to achieve their targets when they are in Year 11</p>	<p>Did students maintain expected progress against indicative grades?</p>	<p>Reviewed targets were achieved by all Disadvantaged students, although catch up plans will attempt to claw back previously higher progress targets.</p> <p>Review of grading system towards indicative grades for KS4, using FFT targeting has reset expectations. Students no longer graded at KS3 and subject to progress monitoring via enhanced Module Report. Heads of Year to have oversight of progress.</p>
<p>To ensure students who leave the school at the end of Year 11 gone on to education, training or employment.</p>	<p>Are all our school leavers in education, training or employment?</p>	<p>100% of students who left at the end of Year 11 are in education, training or employment (no NEETs). This is due to expert advice and support from the Careers.</p>

## Part C: Recovery Premium Strategy Outcomes 2022 – 2023

Amount of funding for 2022-23: £31,740

Desired outcomes	Success criteria	Impact
Catch up strategies utilised to ensure students make expected progress and perform in line with their peers in terminal examinations	How did these compare nationally? Catch up strategies to ensure that students achieve above national figures	Students consistently perform above their peers nationally. Progress 8 and Attainment 8 figures are excellent. 97% achieved 4+ in English and 94% in Maths 88% achieved 5+ in English and 77% in Maths
High quality online provision and catch-up resources prevent students falling behind	Students who are absent not Disadvantaged when compared to their peers.	Performance outcomes are consistent across all groups of students.  Attendance tracked and timely interventions put in place to ensure that gaps in knowledge and readily filled.  Disadvantaged students to be targeted by Session 3 and Saturday School interventions having been highlighted by departmental/pastoral analysis.
Additional resources ensure that all students can engage with education.	Students can access lessons/curriculum during periods of absence. Resources provided are high quality.	Participation in remote learning is high. Attendance at Session 3 is also high and suggests that strategies to fill gaps have been successful.
Students are well supported to ensure that their mental health and well-being needs are sufficiently met.	A 'prevent' rather than 'cure' approach results in low number of students needing additional ongoing mental health support. Help is always available, when needed for students to access.	Open door policy concerning mental health support exists at TTS. Learners are aware of and have access to trusted adults if they need extra support. Support exists in a format where a highly trained team of relevant professionals are

		effectively deployed to support presenting needs.
Attendance is high and engagement in catch up work is consistent.	How does attendance compare to national data?	Attendance of Disadvantaged learners is higher than the national picture. This is carefully tracked and monitored, with timely and targeted support put in place for Disadvantaged learners following discussion at department and Pastoral Team meetings. This is done in collaboration with parents.