

Pupil Premium Strategy Statement – Update 2023-2024

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 pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Thomas Telford School
Number of pupils in school	1597
Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan covers	2022-2023 2023-2024
Date this statement was published	31/10/2023
Date on which it will be reviewed	30/06/2024
Statement authorised by	Sir Kevin Satchwell
Pupil premium lead	Mr Tom Painter

Funding overview: 2022-2023

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 pupils 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 89.7%. 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.

Intended outcomes by 2024

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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
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
To narrow the difference in progress made by disadvantaged students and their peers, replicating the achievements of 2022/23 outcomes	Gap to reduce from +0.64 difference in Progress 8 figure for disadvantaged students achieved in 2023
To maximise attendance of disadvantaged students	Gap to reduce to under 2% from 2022 - 2023 figure
To maximise Session 3 participation among disadvantaged students	To carefully monitor numbers of sessions attended

Activity in this academic year

This details how we intend to spend 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 will ensure the gap between Disadvantaged students and their peers is minimised. Enrichment opportunities, such as music lessons, opportunities to visit the theatre will focus on increasing 'cultural capital', again minimising inequality	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	1, 2
Curriculum Support – additional teachers in English and Maths	Smaller group sizes. EEF toolkit + 2 months. and bespoke intervention work to take place, and disadvantaged students will be disproportionately represented in this area. EEF toolkit + 5 months	1, 3, 5
Assessment	Lack of information on starting points of students necessitated dedicated range of assessments on entry and for monitoring. GL assessment is industry leading	1, 3

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	1, 2
Boys programme resources and CPD	Targeting performance of underachieving Y11 boys. 50% of the group are disadvantaged	1, 2, 3
Phonics training planned for key colleagues within English department	Identification of students who would benefit from this. EEF toolkit + 5 months on average	1, 3
Designated Literacy and numeracy coordinators to lead on projects related to cross curricular skills	SSAT commentary on importance of numeracy. EEF Toolkit: Oracy + 6 months; reading comprehension + 6 months	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	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 last year were disadvantaged. The School also provided private counselling services to students as required, and 24% of the students who received this support last year were disadvantaged	1, 2, 5
Targeted class extraction for those requiring it	Bespoke intervention work to take place, and disadvantaged students will be disproportionately represented in this area. EEF toolkit + 5 months	1, 3
Session 3 support	Students can take part in a range of academic and extra-curricular sessions in large group, small group and one-to- one sessions as appropriate. Extensive EEF proof.	1, 2, 3, 4, 5
Weekend school and Saturday school	Students will have the opportunity to attend sessions to receive intervention work. Provision also made for Year 6 transition days. Extensive EEF proof	1, 2, 3
National tutoring Programme for those requiring it	EEF toolkit + 4 months	1, 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 to develop road maps for students post 16 and post 18	1, 2
Individualised support	Students have access to widespread pastoral support: Personal Tutor, Head of Year team, Nurture Room, Careers Department, extensive Session Three programme, Reading Mentors for Year 7s	1, 2, 3
Sport transport	Allows 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	1, 3
Reading book provision/library	Profiling reading leads to the development of literacy across the curriculum	1, 3
Extensive provision of extra-curricular performing arts	EEF Toolkit + 3 months	1, 2, 4

Total budgeted cost: £152,000

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 pupils 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?	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 students progressing well in Maths and English?	97% achieved 4+ in English and 94% in Maths For disadvantaged students 87% achieved Grade 4+ in English and 87% in Maths 88% achieved 5+ in English and 77% in Maths For disadvantaged students, 70% achieved Grade 5+ in English and 65% 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?	<p>Ebacc entry: disadvantaged: 100% non -disadvantaged: 98%</p> <p>Average EBacc APS score: 5.74</p> <p>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	Did students maintain expected progress against indicative grades?	<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>
To ensure students who leave the school at the end of Year 11 gone on to education, training or employment	Are all our school leavers in education, training or employment?	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