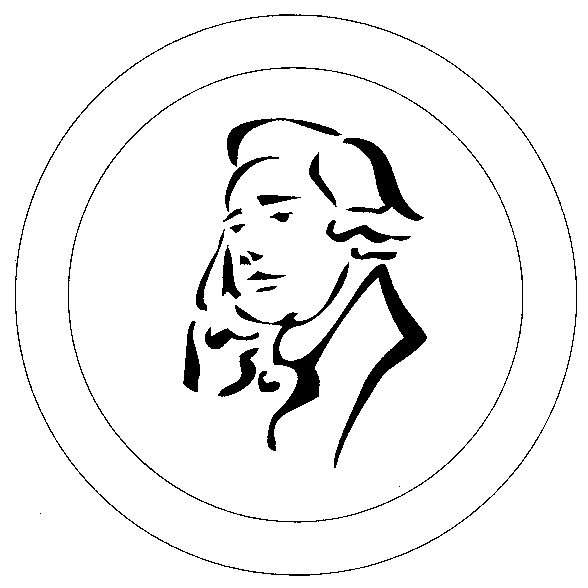
Thomas Telford School

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**Pupil Premium and Recovery Premium Strategy Statement**

**T Painter**

**Updated September 2023**

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**

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| **Detail** | **Data** |
| School name | Thomas Telford School |
| Number of pupils in school | 1604 |
| 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 | 01/11/2023 |
| Date on which it will be reviewed | 30/06/2024 |
| Statement authorised by | Sir Kevin Satchwell |
| Pupil premium lead | Tom Painter |

**Funding overview: 2022-2023**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £127,200 |
| Recovery premium funding allocation this academic year | £34,500 |
| 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 | £161,700 |

**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.**

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| **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.

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| **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. |
| 1. 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. |
| 1. 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. |
| 1. To maximise attendance of disadvantaged students | Gap to reduce to under 2% from 2022 - 2023 figure |
| 1. 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. |

# 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

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| **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. Focus on recruitment and engagement of Disadvantaged learners for these sessions will be monitored by departments and will form a key agenda item at department 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 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. | 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. This enables continuity for disadvantaged pupils 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 targetted interventionsdesigned to improve and support their social skills, resilience, self esteem and mental health challenges, alongside study skills and academic enrichment. Separate PTs are set up to further support the boys on the programme, enabling enhanced and highly focused pastoral support reflecting the higher presenting need here. | 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* | 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 for our disadvantaged learners. | 1, 2, 3 |

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

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| **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 |

Budgeted cost: £55,000

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

Budgeted cost: £35,000

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| **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. 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 miles and increased reading fluency for pupils who have a lower than chronological reading age. | 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.

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| **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 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 |
| 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? | Reviewed targets were achieved by all disadvantaged students, although catch up plans will attempt to claw back previously higher progress targets.  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. |
| 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. |

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

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

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| **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 pupils 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 Three 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. |