

Thomas Telford School



Pupil Premium Strategy

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1. Policy Statement

Thomas Telford School is committed to ensuring that disadvantaged students achieve highly, attend regularly and participate fully in school life. Pupil Premium funding will be used strategically to remove barriers to achievement and improve educational outcomes through evidence-informed practice.

2. Legislative and Guidance Framework

This policy reflects current Department for Education guidance on Student Premium, the School Information Regulations, Keeping Children Safe in Education, the Equality Act 2010 and Ofsted's Education Inspection Framework. The school also draws upon evidence from the Education Endowment Foundation (EEF).

3. Aims

- Raise attainment for disadvantaged students.
- Close progress gaps.
- Improve attendance, behaviour and engagement.
- Increase access to enrichment and wider opportunities.
- Ensure all disadvantaged students benefit from consistently high-quality teaching.

4. Eligible Students

The School allocates funding in accordance with current DfE eligibility criteria including students eligible for Free School Meals, previously looked after children, looked after children and service children where applicable.

5. Barriers to Achievement

The School identifies barriers using assessment information, attendance data, behaviour records, SEND information, safeguarding intelligence, student voice and parental engagement. Barriers are reviewed throughout the year.

6. Strategy for Spending

Funding priorities at Thomas Telford School include:

- High-quality teaching
- Targeted academic intervention
- Literacy and numeracy support
- Attendance improvement
- Behaviour and pastoral support
- Mental health and wellbeing
- Careers education
- Educational visits, enrichment and cultural capital
- Resources, technology and equipment where appropriate

7. Roles and Responsibilities

The Governing Board monitors strategy, challenge and value for money. The Headteacher has overall accountability. The Pupil Premium Lead coordinates implementation and evaluates impact. Subject

leaders ensure disadvantaged students are prioritised. All staff share responsibility for raising expectations and outcomes. At Thomas Telford School we promote inclusive classrooms at all levels and at all times.

8. Monitoring and Evaluation

The impact of funding is monitored through;

- Progress data
- Attainment data
- Attendance data
- Behaviour data
- Exclusion and suspension data
- Participation in enrichment
- Destination data
- Student voice

Interventions are adapted where impact is limited. Governors receive regular reports.

9. Publication Requirements

The School will publish an annual Pupil Premium Strategy Statement on its website in line with DfE requirements, including barriers to learning, intended outcomes, planned expenditure and evaluation of previous spending. This will contain an action plan for tackling targets for that academic year.

10. Ofsted Readiness

The School will be able to demonstrate that spending decisions are evidence-informed, barriers are accurately identified, disadvantaged students receive ambitious teaching, leaders know the impact of interventions and funding provides value for money.

11. Equality and Inclusion

The implementation of this policy supports the Equality Act 2010 by promoting equality of opportunity and reducing disadvantage for eligible students.

12. Review

This policy will be reviewed annually by the Governing Board or sooner if DfE guidance changes.