

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our 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	Tewkesbury School
Number of pupils in school	1206
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Kathleen McGillycuddy
Pupil premium lead	Vivienne Whiting
Governor / Trustee lead	Catherine Folkes/Jon Quinn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£231,169
Recovery premium funding allocation this academic year	£59570
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	£290, 739

Part A: Pupil premium strategy plan

Statement of intent

At Tewkesbury School we target the use of Pupil Premium Grant funding to ensure that our pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. We aim to remove those barriers to learning created by poverty, family circumstance and background. We ensure that high quality, experienced and expert staff are working equitably with disadvantaged pupils, building a culture of inclusivity across the School..

We undertake careful assessment of need, using contextual evidence in combination with research evidence to inform decision making about how best to support our disadvantaged young people. Implementation is a whole school priority, and involves rigorous impact assessment at every level to ensure effectiveness of strategy.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Academic attainment and progress: Our data shows that Pupil Premium pupils continue to perform at a lower level than their non Pupil Premium peers at the end of KS4, with a Progress 8 gap of 0.85. The biggest gaps lie where students have the double disadvantage of economic deprivation and special educational needs.
2	Literacy: Pupil Premium pupils are more often identified as struggling readers on starting with us in year 7. Having reading ages significantly behind chronological ages not only hinders them from accessing the full curriculum, it also limits their life chances.
3	Attendance: There is currently a 10% gap between disadvantaged and advantaged students' attendance.
4	Poor social, emotional and mental health: Internal data shows a disproportionate amount of Pupil Premium students are struggling with mood regulation and coping with the rules and routines of classrooms. This, in turn, is leading to a greater proportion of them being isolated and/or in detentions. They also are

	disproportionately likely to be suffering from multiple and/or significant adverse childhood experiences
5	Lack of independence: Observational and assessment data has identified that many Pupil Premium pupils lack the resilience, self-knowledge and self efficacy needed to plan, monitor and evaluate their own learning.

Intended outcomes

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
Improved academic outcomes at KS4	Pupil Premium pupils to achieve in line with their non Pupil Premium peers during external examinations, as will SEN pupils.
Increased attendance	Attendance at 95%
Improve the mental health and well-being of our most vulnerable young people	Observations and internal isolation data will show: <ul style="list-style-type: none"> Disadvantaged pupils will thrive in a classroom environment. Pupils will no longer be over represented in isolation rooms and detentions. Pupils will report a greater level of self esteem and well being.
Improved literacy rates	Diagnostic data and classroom observations will show: <ul style="list-style-type: none"> Pupils will be able to read fluently across all subjects, which will enable them to fully access the curriculum. All pupils will be able to access ideas and knowledge beyond their starting points Pupils will be able to use the vocabulary in a variety of contexts, both within subjects and across different subject areas.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £145370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher CPD</p> <p>An ongoing programme of teacher CPD that builds inclusive classrooms. designed around:</p> <ul style="list-style-type: none"> • Building Knowledge • Motivating teachers • Developing teaching techniques • Embedding practice <p>Instructional coaching - ensuring teachers are supported to make sustained improvements to their practice so that the needs of all students, particularly those with any form of disadvantage, are met.</p> <p>Focus on making T&L more inclusive through improving Adaptive Practice, using the 5 a day approach:</p> <ul style="list-style-type: none"> • Explicit instruction • Cognitive and metacognitive strategies • Scaffolding • Flexible grouping 	<p>https://educationendowmentfoundation.org.uk/news/how-can-sendcos-develop-teacher-practice?utm_source=/news/how-can-sendcos-develop-teacher-practice&utm_medium=search&utm_campaign=site_search&search_term=sen</p> <p>https://www.wholeschoolsend.org.uk/teacher-handbook</p> <p>https://educationendowmentfoundation.org.uk/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send?utm_source=/news/five-evidence-based-strategies-pupils-with-special-educational-needs-send&utm_medium=search&utm_campaign=site_search&search_term=sen</p> <p>EEF have identified the 5 most effective teaching and learning strategies for those students with SEN in particular and they are proven to work for all students regardless of additional needs.</p>	1, 2 and 4

<ul style="list-style-type: none"> Assistive technology 		
<p>Encouraging pupil independence:</p> <ul style="list-style-type: none"> Explicit teaching of metacognitive strategies Teachers modelling their own thinking to demonstrate metacognitive strategies Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties. Providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy. <p>Targeted CPD looking at Methods of Participation and explicitly teaching learning behaviours .</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>There is evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught them.</p> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p>	1, 2 and 5.

Targeted academic support Budgeted cost: £65000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring programme; focused on catching up in English,	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2 and 5

Maths and EBACC subjects in KS4.	<p>EEF evidence finds that small group tuition can have a significant impact (+4 months progress). In addition, they found that individual tuition builds pupils' confidence and provides opportunities for staff to identify areas requiring specialist support. Many pupils find that tutoring offers a safe space to talk about concepts they have struggled with in the classroom.</p> <p>In addition, school data from last academic year showed those students who attended tutoring programme sessions made better than expected progress across Year 11.</p>	
<p>Targeted literacy interventions for all weaker readers.</p> <p>One-to-one Switch-On Reading Programme for those struggling with phonics</p> <p>Lexia online reading comprehension programme and Inference Reading Programme supported by specialist teaching assistants.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Reading_Programmes_for_Secondary_Students_Evidence_Review.pdf?v=1669233862</p> <p>https://em-edsupport.org.uk/EEFSwitch-on</p> <p>The findings suggest that secondary readers benefit more from socially and cognitively engaging teaching than from additional reading periods or technology. Programmes of one-to-one or small group tuition had positive outcomes.</p>	1, 2, 4 and 5

Wider strategies

Budgeted cost: £ 80369

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance:</p> <ul style="list-style-type: none"> • Training, development and expansion of attendance team and wider pastoral support team • Implementation of a new tiered attendance 	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/pages/Attendance-REA-report.pdf?v=1669317805</p> <p>EEF identified that targeted and timely parental engagement had positive outcomes. A tiered approach based on perception of risk to the child is deemed the most effective, along with working collaboratively with families to uncover barriers to attendance and signpost for additional support accordingly.</p>	1, 2, 3, and 4

procedure with regular and frequent parental contact and movement between stages when improvement is not seen.		
<p>Social and Emotional skill development interventions:</p> <p>Outdoor learning programmes</p> <p>SEMH support</p> <p>MH support teams</p> <p>Additional training, development and expansion of the safeguarding and pastoral team, to aid early identification of pupils requiring help</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=social%20emotional%20learning%20sen</p> <p>EEF found that pupils from disadvantaged backgrounds have weaker social and emotional learning skills, which lead in turn to lower academic outcomes and poorer mental health.</p> <p>Our Educational Psychologist has suggested that small group intervention work focused on supporting development of these skills will be of significant benefit to the growing number of young people struggling to regulate mood, cope in a classroom and interact successfully with peers.</p>	3 and 4

Total budgeted cost: £290739

Pupil premium strategy outcomes

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

The planned strategies were delivered across all elements of the tiered approach with evidence of positive impact in most areas.

Teaching strategies have allowed us to build a positive and inclusive environment where all staff understand the social injustices faced by those most vulnerable in our community. This allows all adults in school to identify barriers to learning and find solutions. Teaching strategies now need to become more refined; improving our adaptive practice so that all learners, particularly those with SEN are supported effectively.

Targeted academic strategies were well designed, planned based on careful diagnostic assessment of student need and well attended by disadvantaged students. However, due to poor attendance the Progress 8 gap between disadvantaged and non disadvantaged students in KS4 external examinations widened to 0.85. The phonics reading programme made a notable difference, with the average improvement in reading of 26 months for those who participated over a 10 week programme. The academic intervention model will be replicated this year, with a further emphasis on starting academic intervention earlier in KS3, particularly with weaker readers. The addition of the lexia and inference training will enable us to support more students.

Much was done to improve the engagement of disadvantaged students across the wider school community. The poverty proofing of our educational offer has led to a significant shift in the participation rates around extracurricular activities as young people continue to build cultural capital. Parental engagement improved too, with families participating in feedback surveys and parent forums to help us build understanding of their needs.

Whilst most of our wider strategies had a positive impact, attendance and behaviour of some of our disadvantaged students remains a challenge. Our reviewed priorities for this year focus on these areas in particular.