

# Pupil premium strategy statement – Tewkesbury Academy

This statement details our school's use of pupil premium funding 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1116
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Kathleen McGillycuddy
Pupil premium lead	Calum McLeish
Governor / Trustee lead	Jon Quinn Daniel Webb

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£275,646
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£275,646

# Part A: Pupil premium strategy plan

## Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

## Challenges

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

Challenge number	Detail of challenge
1	Attendance In 2023-2 Attendance for students in receipt of Pupil Premium funding was 84.2% compared to 93.7% for non-Pupil Premium students.
2	Adaptive Practice Current Teaching and Learning practice is not suitably adapted to ensure that all students in receipt of Pupil Premium funding are able to access the full curriculum. In 2023-24 Pupil Premium P8 was -0.67 compared to 0.09 for Non-Pupil Premium. For the same period Pupil Premium Attainment 8 was 2.91 compared to 4.50 for Non-Pupil Premium.
3	Literacy NGRT data identifies students in receipt of Pupil Premium as weaker readers compared to students not in receipt of Pupil Premium funding.

## 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
Increased attendance	95% attendance
Improved adaptive practice	<p>Pupils in receipt of Pupil Premium funding to achieve in line with their peers not in receipt of Pupil Premium funding.</p> <p>Diagnostic data and classroom observations will show:</p> <ul style="list-style-type: none"> <li>- Pupils in receipt of Pupil Premium funding will thrive in a classroom environment.</li> <li>- Pupils in receipt of Pupil Premium funding will no longer be overrepresented in isolation rooms and detentions.</li> <li>- Pupils in receipt of Pupil Premium funding will report a greater level of self-esteem and well-being.</li> </ul>
Improved literacy	<p>Diagnostic data and classroom observations will show:</p> <ul style="list-style-type: none"> <li>- Pupils will be able to read fluently across all subjects, which will enable them to fully access the curriculum.</li> <li>- All pupils will be able to access ideas and knowledge beyond their starting points</li> <li>- Pupils will be able to use the vocabulary in a variety of contexts, both within subjects and across different subject areas.</li> </ul>

## Activity in this academic year

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

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

Budgeted cost: £ 150 270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued Professional Development</p> <ul style="list-style-type: none"> <li>- Building Knowledge</li> <li>- Motivating teachers</li> <li>- Developing teaching techniques</li> <li>- Embedding practice</li> </ul>	<p>Focus on making T&amp;L more inclusive through improving Adaptive Practice, using the 5 a day approach:</p> <ul style="list-style-type: none"> <li>- Explicit instruction</li> <li>- Cognitive and metacognitive strategies</li> <li>- Scaffolding</li> <li>- Flexible grouping</li> <li>- Assistive technology</li> </ul> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1736078143">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1736078143</a></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/Understanding-Adaptive-Teaching-v11.pdf?v=1736078278">https://d2tic4wvo1iusb.cloudfront.net/production/documents/Understanding-Adaptive-Teaching-v11.pdf?v=1736078278</a></p>	2 and 3
<p>Continued Professional Development</p> <ul style="list-style-type: none"> <li>- An ongoing whole-school programme of teacher CPD focussing on literacy.</li> <li>- Literacy Lead appointed</li> <li>- External Literacy training</li> </ul>	<p>Research by the EEF details how all teachers should be supported to teach students to read, write and communicate effectively in their subjects.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf?v=1735991537">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf?v=1735991537</a></p>	2 and 3
Instructional Coaching		2 and 3

<ul style="list-style-type: none"> <li>- 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.</li> </ul>	<a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1736078143">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1736078143</a>	
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 57 500

Activity	Evidence that supports this approach	Challenge number (s) addressed
Targeted Literacy Interventions <ul style="list-style-type: none"> <li>- Accelerated Reader in Year 7</li> <li>- NGRT – 2 annual assessment points in Years 7-9.</li> <li>- That Reading Thing</li> <li>- Switch On</li> <li>- Lexia</li> <li>- Tutor Reading Books</li> </ul>	<a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Reading_Programmes_for_Secondary_Students_Evidence_Review.pdf?v=1669233862">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Reading_Programmes_for_Secondary_Students_Evidence_Review.pdf?v=1669233862</a>	3
Emotional Literacy Support Assistant Training		1

Boxing Clever Mentoring		1
Educational Fees <ul style="list-style-type: none"> <li>- Music Tuition</li> <li>- Equipment</li> <li>- Uniform</li> </ul>		1 and 2

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

Budgeted cost: £ 72 876

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance <ul style="list-style-type: none"> <li>- Training and development of attendance team as well as wider pastoral support team</li> <li>- Recruitment of second attendance support officer</li> <li>- Academy 21</li> </ul>		1
Attendance Impact Ed's Understanding Attendance Project	<a href="https://www.evaluation.impactgroup.uk/research-and-resources/understanding-attendance">https://www.evaluation.impactgroup.uk/research-and-resources/understanding-attendance</a>  <a href="https://www.evaluation.impactgroup.uk/research-and-resources/understanding-attendance-report-2">https://www.evaluation.impactgroup.uk/research-and-resources/understanding-attendance-report-2</a>	1

**Total budgeted cost: £ 275,646**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Attainment Outcomes

##### Attainment 8

	2023		2024	
	No.	A8	No.	A8
<b>PP</b>	30	2.75	31	2.91
<b>Non PP</b>	192	4.73	167	4.50
<b>Gap</b>		-1.98		-1.59

##### Progress 8

	2023		2024	
	No.	P8	No.	P8
<b>PP</b>	30	-0.91	30	-0.75
<b>Non PP</b>	187	0.07	161	-0.01
<b>Gap</b>		-0.97		-0.74

While the attainment and progress of our Year 11 cohort who qualify for the Pupil Premium funding remains behind those students who do not, the gap has narrowed from 2022-23 to 2023-24. In terms of attainment the gap narrowed by almost half a grade and progress almost a grade of one grade.

#### Attendance Outcomes

Attendance of students in receipt of Pupil Premium funding was significantly below that of non-Pupil Premium students, 84.2% compared to 93.7%. Of the students who were in receipt of Pupil Premium funding and attended 90% or more of sessions in 2023-24, 11 of the 15 students had positive individual P8 scores leading to an average P8 score of +0.4.

## Summary

As 2023 marks the end of the current 3-year strategy document the school the school has conducted a needs analysis to set challenges that better meet the needs of students in receipt of Pupil Premium funding for the next 3-year strategy document. While progress was made in reducing the gap with respect to attendance and attainment there is further work to do meet the needs of our pupils. .

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider