

Teignmouth Community School – Pupil Premium Strategy Statement 2020

School Overview			
School name	Teignmouth Community School	Publish date	October 2020
Pupils in school	919	Review date	October 2021
Proportion of disadvantaged pupils	23% (208)	Statement authorised by	James O'Connell
Pupil premium allocation this academic year	£190,045	Pupil premium lead	Simon Kain
Academic year(s) covered by statement	2020/21-2022/23	Governor lead	Karine Davies

Pupil Premium at Teignmouth Community School
<p>Teignmouth Community School aims to develop successful, committed, responsible global citizens who can find fulfilment beyond school and contribute fully to society. We believe that, regardless of background, all students deserve the opportunity to go to school, to learn, to achieve, to have ambition and to work towards their goals. We aim to promote our core values in all we do, incorporating them as the traits and characteristics for an effective learner and citizen. Many students face barriers, both external and internal to school, that may prevent them from accessing these key opportunities - we believe it is our responsibility to remove these barriers, level the playing field and open doors for the next stage of their life.</p> <p>We use Pupil Premium (PP) funding to target the attainment and development of students and to address the barriers to learning that disadvantaged students (DS) may face. The school has the ultimate aim of 'narrowing the gap' between students eligible for free school meals or children in care compared with non-disadvantaged students. Staff at Teignmouth Community School are committed both in and out of the classroom to narrow the gaps in progress and employ strategies to encourage students to become more motivated and participate in extracurricular activities.</p>

Disadvantaged pupil performance for last academic year	
As examinations in summer 2020 were cancelled due to covid-19, performance data is based on centre assessed grades.	
Progress 8	-0.57
Ebacc entry	44.44%
Attainment 8	41.78
Percentage of Grade 5+ in English and Maths	27.78%

Strategy aims for disadvantaged pupils		
Aim	Target	Target date
Progress 8	Achieve above average progress made by disadvantaged pupils amongst similar schools	September 2023

Attainment 8	Achieve above average for attainment for disadvantaged pupils amongst similar schools	September 2023
% Grade 5+ in English and Maths	Close gap between percentage of disadvantaged and non-disadvantaged students achieving Grade 5+ in English and Maths	September 2023
Other	Improve attendance of disadvantaged students to be in line with national average	September 2023
Ebacc entry	Close gap between percentage of disadvantaged and non-disadvantaged Ebacc entry	September 2023

Teaching priorities for current academic year	
Measure	Activity
Priority 1	Ensure that every student receives the very best teaching and learning in the classroom, through the introduction and implementation of the Walkthru coaching system
Priority 2	All teachers are aware of the disadvantaged students they teach, using information in their DS passports to plan and implement strategies to improve their outcomes
Barriers to learning these priorities address	Quality teaching will improve the progress and attainment of disadvantaged students at the end of Key Stage 4
Projected spending	£79,000

Targeted academic support for current academic year	
Measure	Activity
Priority 1	Small group weekly tuition sessions in English and Maths for KS3 and KS4 DS students, with dedicated intervention staff
Priority 2	Targeted group/individual interventions with disadvantaged students focussing on metacognition, revision skills, resilience and self-confidence
Barriers to learning these priorities address	Targeted support will improve progress and attainment of students involved and increase engagement with school, having a positive impact on behaviour and attendance
Projected spending	£53,500

Wider strategies for the current academic year	
Measure	Activity
Priority 1	Increase engagement and communication with parents of disadvantaged students
Priority 2	Vocabulary-building programme in tutor time

Barriers to learning these priorities address	Increased parental engagement and extending pupil vocabulary have both been shown to have a positive impact on learning and academic success
Projected spending	£57,500

Monitoring and implementation		
Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development through the coaching programme	Coaches have dedicated time to work with their coachees and provide feedback
Targeted support	Specialist staff and opportunities in the timetable to run intervention sessions	Appointing new staff in English and Maths to run and support interventions. Year 11 have been timetabled an additional study period to support intervention sessions.
Wider strategies	Engaging with families while following covid-19 guidelines for reduced social contact	Plan and promote alternative methods for speaking to parents where they are unable to access technology

Review: last year's aims and outcomes	
<p>As the school was closed to the majority of pupils in March 2020, some initiatives were cancelled or cut short. Pupil premium funding was also spent on providing students with ICT equipment where required and providing printed materials where necessary.</p> <p>Pupil premium funding was also used to ensure that staffing levels were suitable for lessons with Year 10 students and children of key workers. Investment was also made into providing time for staff to contact students and parents, details from which was assimilated into the DS passports to support reintegration to school.</p>	
Aim	Outcome
Improve the progress of disadvantaged students through high quality teaching and learning	Progress 8 score for disadvantaged students improved from -0.85 in 2019 to -0.57 in 2020.
Improve the percentage of disadvantaged students achieving grades 9-4 in English and Maths	Percentage increased from 29% in 2019 to 50% in 2020.
Improve the knowledge and use of vocabulary by disadvantaged students	Evaluation of the vocabulary programme did not take place before March 2020, but the programme will be reviewed in the current academic year.
Disadvantaged students have the opportunity to attend trips to enhance their academic and personal development	Financial support was provided to eligible students where necessary, although the majority of trips had to be cancelled.
Disadvantaged students and their families show an increased engagement with school, including increased attendance to school and attendance to school events	Increased attendance to parents evenings. Attendance for DS students (up to Spring half term 2020) was 90.85%, an increase from 89.65% for the year 2018-19.