

Teignmouth Community School - Pupil Premium Strategy Statement 2021

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Teignmouth Community School
Number of pupils in school	1020
Proportion (%) of pupil premium eligible pupils	20.29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/ <u>21-2022</u> /23
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	James O'Connell
Pupil premium lead	Sammy Atkinson (Maternity Leave)/Simon Kain
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£199 255
Recovery premium funding allocation this academic year	£30 015
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	£ N/A

Part A: Pupil premium strategy plan

Statement of intent

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. 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.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students make less progress at the end of Key Stage 4 compared to their non-disadvantaged peers
2	Lower percentage achieving English and Maths compared to their non-disadvantaged peers
3	Lower levels of vocabulary and oracy
4	Lower aspirations than their non-disadvantaged peers
5	Lower attendance compared to their non-disadvantaged peers
6	Additional learning gaps as a result of COVID-19 and School Closures

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
<p>Improve the progress and attainment of disadvantaged students through high quality teaching and learning</p>	<p>Robust quality assurance of lessons involving disadvantaged students will show a good standard of teaching and learning. The TCS 8 Teaching Expectations will be part of our embedded culture. Higher expectations and aspirations of disadvantaged students will result in progress throughout the year, with internal data showing improvement.</p> <p>External examination results show above average progress made by disadvantaged pupils amongst similar schools (September 2023)</p>
<p>Improve the percentage of disadvantaged students achieving grades 9-5 in English and Maths</p>	<p>Attainment in English and Maths improves across all key stages, with internal data showing improvement validated by robust QA process.</p> <p>External examination results show that the gap between percentage of disadvantaged and non-disadvantaged students achieving Grade 5+ in English and Maths is closing (September 2023)</p>
<p>Narrowing the attendance gap for disadvantaged students compared to their peers</p>	<p>Increased attendance will lead to greater progress in lessons as less learning time is missed.</p> <p>Attendance data for DS students to be in line with national average (September 2023)</p>
<p>Improve the knowledge and use of vocabulary by disadvantaged students</p>	<p>Disadvantaged students show increased levels of literacy across the school, which is reflected in improved attainment.</p>
<p>Disadvantaged students have the opportunity to attend trips/external speakers to enhance their academic and personal development</p>	<p>Progress made towards the Gatsby benchmarks for careers and work experience programmes. Opportunities to visit higher education establishment/take part in external workshops should result in a greater uptake to Key Stage 5, and enrichment activities will also result in better student wellbeing.</p>

Disadvantaged students and their families show an increased engagement with school, including increased attendance to school and attendance to school events	Increased attendance to school events will also allow the families of disadvantaged students to engage with their academic progress in school.
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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 (for example, CPD, recruitment and retention)

Budgeted cost: £86,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that every student receives the very best teaching and learning in the classroom, through the introduction and implementation of the TCS Teaching Expectations alongside a revised behaviour policy. Gaps in student learning will also be identified and appropriate interventions put in place.	Evidence from the Education Endowment Foundation (EEF) shows that quality teaching is the most important method for improving outcomes for disadvantaged pupils. Feedback from DS students shows that some lack confidence in their learning, and the TCS Teaching Expectations model is designed to help build confidence and aspirations for our students by ensure consistency between lessons.	1,2,3,4,6
Ensure that disadvantaged students are represented and considered throughout the school through effective leadership and membership of student voice groups.	It is essential to have Pupil Premium representation and strong leadership within the school, where it remains at the forefront of school strategic planning. The DFE 'Supporting the Attainment of Disadvantaged Pupils' paper states that schools having the most success with implementing Pupil Premium practice 'have clear responsive leadership'.	3,4
Ensure teachers are aware of the progress of DS students in their classes, planning and implementing strategies to improve their outcomes.	EEF evidence shows that quality teaching is the most important method for improving outcomes for disadvantaged pupils. This is a focus of the TCS Teaching Expectations model and teaching staff are also trained in the use of Classcharts to prepare seating plans and set home learning.	1,2,3,6

Grow leadership potential through external CPD courses to increase middle leadership capacity to develop the curriculum and teaching and learning.	EEF research highlights that high quality teaching can narrow the disadvantage gap and supports the introduction of the new National Professional Qualifications.	1,3,4,6
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £75,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group weekly tuition sessions in English and Maths for KS3 and KS4 DS students, with dedicated intervention staff.	EEF evidence shows that small group tuition is effective due to greater feedback, more sustained engagement and work that is more closely matched to learners' needs.	1,2,4,6
Targeted online revision support 'How can my brain work more effectively?'	EEF evidence suggests that the use of metacognitive strategies can be worth the equivalent of an additional +7 months progress when used well.	2,4,6
Tutoring used to offer bespoke learning sessions aimed at closing identified learning gaps.	EEF evidence shows that small group tuition is effective due to greater feedback, more sustained engagement and work that is more closely matched to learners' needs.	1,2,4,6
Move to Learning Cycles and Assessment Weeks with the Assembly and Tutor programme designed to support metacognition and revision strategies.	EEF evidence indicates that developing self-regulated learners who can motivate themselves is an effective way of improving pupil outcomes.	2,4,6
Sparx software to improve the progress of DS students in Maths	EEF evidence shows that feedback that moves learning forward has the most impact on student performance. Sparx software is intuitive and 'learns' based on	1,2,6

	students answers to provide targeted support.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £67,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tutor Attendance Action Plans	The DfE report 'The link between absence and attainment at KS2 and KS4' shows that as students miss more lessons in secondary school, their attainment across a range of measures declines. In the DfE report 'Supporting the attainment of disadvantaged pupils: articulating success and good practice' it is demonstrated that schools that introduce robust data tracking for absence are more effective in improving performance.	1,5
Engagement with parents of DS students, including with parents of Year 6 to provide the best possible start to their time at TCS	EEF evidence shows that the transition between phases of education – notably early years to primary, and primary to secondary – is a risk-point for vulnerable learners. The association between parental engagement and a child's academic success is well established.	3,4,5
Discounted trips and academic materials for DS students	To ensure that every student has the same opportunities and a positive experience of learning in our school, we want to enable students of all backgrounds to have the opportunity to attend trips to enhance their academic and personal development, including working closely with partners such as Next Steps South West. We also want to make sure that students have access to academic materials such as revision guides to support their learning.	1,4,6

	Evidence from the EEF shows that outdoor studies consistently show positive benefits on academic learning, while there is also evidence that this impacts positively on self-esteem and self-confidence.	
Embed regular sessions in tutor time to improve the vocabulary of DS students and faculties to develop curriculum planning to focus on improving vocabulary.	EEF evidence shows that literacy is key to learning across all subjects in secondary school and a strong predictor or outcomes in later life.	3,4,6
Use of PSHE time (including tutor time and Enrichment days) to raise aspirations of DS students	We want to challenge the views of DS students and increase their awareness of the opportunities available to them, to help raise their progress. The EEF states that essential life skills (or 'character') are important in determining life chances. EEF evidence also shows that extending pupil vocabulary has a positive impact on learning, with a larger effect for DS students.	3,4,5
Access to music tuition – to encourage students to participate in extracurricular music lessons	EEF evidence shows that increasing arts participation leads to improved outcomes in English, Mathematics and Science, with greater effects on average for disadvantaged pupils. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	4
Opportunities for DS students to work with external speakers/workshops to raise aspirations.	Research from the EEF suggests that raising aspirations can often incentivise improved attainment. We want to expose our DS students to new opportunities which are designed to develop self-esteem and self-efficacy.	4,6

Total budgeted cost: £ 229,300

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19 and the cancellation of external examinations, schools awarded Teacher Assessed Grades (TAGs). These are too different to compare to previous years including the Centre Assessed Grades (CAGs) from 2020 and reduce the ability to draw robust conclusions based on the impact of the strategy implemented. TAGs were also, to some extent, limited by prior attainment figures and government guidance. However, the gap between disadvantaged students (DS) and non-DS students continues to close from -0.85 to -0.57 to -0.29 (2019-2021). Performance in the English bucket (-0.08) and the Other bucket (+0.02) also show students achieving better than all pupils (-0.23 and -0.1 respectively).

The percentage number of students being entered for the English Baccalaureate also rose from 2019 from 40.35% to 47.95% in 2021 reflecting the positive work that has been achieved on the curriculum and making this accessible to more students.

In school, continued support was provided to students during the periods of school closure through the provision of technology and digital equipment (where this was needed) and increased communication between school and home to check on welfare and wellbeing which led to student engagement with home learning increasing.

Alternative ways of developing communication channels with home were also explored including online parents evening, live information and briefing sessions so that parents who were traditionally not able to attend had increased opportunities to engage remotely.

Where possible, external speakers were still invited into school and students continued to attend a range of covid secure workshops to raise aspirations. Opportunities for careers guidance and additional support was provided online.

The Yr 7 transition programme continued including running 'The Big Step' summer school which enabled DS students to familiarise themselves with the school and develop self confidence before starting in the Autumn term. The programme also provided students with increased social opportunities that had not been possible earlier in the year due to Covid and received positive student and parental feedback.