

# Teignmouth Community School

## - Pupil Premium Strategy Statement 2022-23

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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 ( <b>3 year plans are recommended</b> )	2020/21- <b><u>2022/23</u></b>
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Rachel Wickham
Pupil premium lead	Billy Lee
Governor / Trustee lead	Polly Brock

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£213,745
Recovery premium funding allocation this academic year	£60,444
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£274,189

## 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 attendance compared to their non-disadvantaged peers
5	Lower levels of academic and emotional resilience and self-confidence.

## 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
1	Improve the progress and attainment of disadvantaged students through high quality teaching and learning	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. External examination results show above average progress made by disadvantaged pupils amongst similar schools (September 2023)
2	Improve the percentage of disadvantaged students achieving grades 9-5 in English and Maths	Attainment in English and Maths improves across all key stages, with internal data showing improvement validated by robust QA process. 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)
3	Improve the knowledge and use of vocabulary by disadvantaged students	Disadvantaged students show increased levels of literacy across the school, which is reflected in improved attainment.
4	Narrowing the attendance gap for disadvantaged students compared to their peers	Increased attendance will lead to greater progress in lessons as less learning time is missed. Attendance data for DS students to be in line with national average (September 2023)
5	Disadvantaged students are represented disproportionately within our overall behaviour sanctions records to a greater degree than their less disadvantaged peers.	Disadvantaged students' behaviour records show higher levels of academic and emotional resilience. Disadvantaged student voice demonstrates greater confidence in the school's ability to support the development of their own academic and emotional resilience.

## 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: £104,703

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure that every student receives the best teaching and learning in the classroom, through the introduction and implementation of the TCS Teaching Expectations. Deploy key Classroom Management coach to support identified staff</p> <p style="text-align: right;"><b>£5,024</b></p>	<p>Evidence from the Education Endowment Foundation (EEF) shows that quality teaching is the most important method for improving outcomes for disadvantaged pupils.</p>	1,2,3, 5
<p>Deploy a dedicated behavioural support team to operate well-coordinated and consistent sanction system in line with the school behaviour policy to support a culture of high expectations.</p> <p style="text-align: right;"><b>£93,679</b></p>	<p>EEF evidence base suggests that consistency of behaviour management across a school disproportionately benefits disadvantaged students. We will make this our priority.</p>	1, 5
<p>Ensure teachers are aware of the individual needs of their disadvantaged students and can plan and implement strategies to improve their outcomes with use of Class Charts software.</p> <p style="text-align: right;"><b>£1,500</b></p>	<p>Know and understand your pupils and their influences in the first of the 5 strands from the EEF 'Improve Behaviour in Schools' guidance.</p>	1
<p>Embed regular sessions in tutor time to improve vocabulary of disadvantaged students. Faculties to develop curriculum panning to focus on improving vocabulary.</p>	<p>EEF evidence shows that literacy is key to learning across all subjects in secondary school and a strong predictor for outcomes later in life.</p>	1, 2, 3
<p>Sparx and Accelerated Reader software to improve the progress of disadvantaged students in Maths and English</p> <p style="text-align: right;"><b>£4,500</b></p>	<p>EEF evidence shows that feedback that moves learning forward has the most impact on student performance. Sparx software is intuitive and 'learns' based on student answers to provide targeted support.</p>	1, 2

## Targeted academic support Budgeted cost: £97,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated in-school team to work closely with identified key students lacking in school engagement and at risk of exclusion in school internal alternative provision. <b>£81,940</b>	EEF evidence suggests that targeted programs tend to demonstrate bigger effect on behaviour outcomes compared to whole class or school programs.	1,2,4,5
Retention contract with local alternative provision to support students at risk of permanent exclusion with academic progress <b>£15,300</b>	Pre- and post-SEMH assessment supports the argument that this intervention has a positive impact on individual selected students' engagement with school on their return	1,2,4,5

## Wider strategies Budgeted cost: £100,369

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy a senior leader to oversee, co-ordinate and quality assure the directed use of behavioural support student intervention provisions for targeted students and their families. <b>£40,369</b>	EEF evidence base suggests that targeted programs tend to demonstrate a bigger effect on behaviour outcomes compared to whole class or whole school programs.	4, 5
Commission specialist and targeted behavioural intervention programs to support behaviour and wellbeing with key identified individuals. <b>£60,000</b>		4,5

**Total budgeted cost: £302,312**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*The national response to the pandemic on school outcome measures prevent direct comparisons of the impact of previous pupil premium strategies on progress and outcomes. However, behaviour, attendance and progress remain disproportionately poor for DS students at TCS, both, when compared with the non-disadvantage peers within this school and those regionally, and nationally.*

*Due to significant changes in leadership, including a new Headteacher in September 2022 the former pupil premium strategy has been revised, and a renewed focus on establishing high expectations and a positive school culture has been prioritised within a new strategy.*

*This has necessitated a significant focus and priority on teams, systems, and approaches that foster both, consistently high expectations of all students, and identifying and applying special support of students with low levels of resilience and SEMH needs.*