



## Pupil premium strategy statement – Teignmouth Community School

This statement details our school's use of pupil premium (and recovery 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	939
Proportion (%) of pupil premium eligible pupils	27.2%
Academic years that our current pupil premium strategy plan covers	2022/23 -2025/26
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Rachel Wickham
Pupil premium lead	Nicola Lee
Governor / Trustee lead	Polly Brock

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£237,015</b>
Recovery premium funding allocation this academic year	<b>£60,444</b>
Pupil premium (and recovery premium*) funding carried forward from previous years	<b>£0</b>
<b>Total budget for this academic year</b>	<b>£297,459</b>

## Part A: Pupil premium strategy plan - Statement of intent

At Teignmouth Community School we promote our core values of work hard, be kind and join in, in all we do, incorporating them as the traits and characteristics for all our students, irrespective of their background to reach their full potential and to thrive.

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.

We use Pupil Premium (PP) funding, and Recovery premium (up to 2023/24), to target the attainment and development of students and to address the barriers to learning that disadvantaged students (DS) may face.

Our objective:

- Use research informed approaches, and evidence from our own experiences to ensure that our use of funding will enable our strategy to maximise achievement.
- Enable students and teachers to hold the very highest of expectations, never confusing disadvantaged with low ability.
- Ensure that all disadvantaged students make excellent progress through excellent, high-quality teaching.
- Minimise potential barriers to learning and therefore maximising progress and ensuring that all disadvantaged students experience success.
- Ensure we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Ensure there is transparency, through our reporting mechanisms, to demonstrate how and why this funding has been spent.
- Ensure parents of disadvantaged children understand the supportive role that they play in their child's achievements, and that working alongside the school will enable all disadvantaged children to experience success.

## 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. <ul style="list-style-type: none"> <li>• <b>P8 2023 DS = -1.31</b>, Non DS = -0.25</li> </ul>
2	Lower percentage achieving English and Maths compared to their non-disadvantaged peers. <ul style="list-style-type: none"> <li>• <b>Students achieving both Eng &amp; Maths 9-4</b> DS = 28.6%, Non DS = 67.7%</li> <li>• <b>Students achieving both Eng &amp; Maths 9-5</b> DS = 17.1%, Non DS = 47.7%</li> </ul>
3	Lower levels of literacy and reading fluency. The Standard Age Scores (SAS) of Disadvantaged students across years 7-11 was 94.8 compared to 101.4 in their non-disadvantaged peers (NRGT testing Autumn term 2023).
4	Lower attendance compared to their non-disadvantaged peers. 2022-23 PP = 80.75% PA 57.87%, Non-PP = 89.53% PA 41.62%
5	Lower levels of academic and emotional resilience and self-confidence. Of the 452 suspensions awarded in the previous academic year (22-23) 212 were disadvantaged students. This represents 47% of the suspension despite DS student making up 21.9% of the whole cohort.

## 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, delivered through our <b>Instructional Coaching Programme</b> , alongside the <b>SSAT Embedding Formative Assessment programme</b> will demonstrate consistently high standards of teaching and learning, and enable the Quality of Education team to identify and respond appropriately

		<p>when it is not.</p> <p>The <b>TCS 8 Teaching Expectations</b> 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>
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 23 – 24 – 25)
3	Improve fluency of reading	NRGT reading test demonstrate an increase in average reading age scores disadvantaged students when compared to their non disadvantaged peers from September 23 -24- 25.
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 for all students (September 23 – 24 – 25).
5	Reduce the disproportionate degree to which disadvantaged students are represented within total recorded sanctions.	<p>Diminishing number of <b>suspensions</b> among disadvantaged students (September 23 – 24 – 25), in order that records are proportionate with the % of DS in school cohort.</p> <p>Diminishing proportion of disadvantaged students represented in <b>suspensions</b> totals. (September 23 – 24 – 25) in order that records are proportionate with the % of DS in school cohort.</p> <p>Diminishing number of <b>internal exclusions</b> among disadvantaged students (September 23 – 24 – 25) in order that records are proportionate with the % of DS in school cohort.</p> <p>Diminishing proportion of disadvantaged students represented in <b>internal exclusions</b> totals. (September 23 – 24 – 25) in order that records are proportionate with the % of DS in school cohort.</p>

### 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: £118,141**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide one additional non-contact period per fortnight, for all teaching staff to support our <b>Instructional Coaching programme</b>.</p> <ul style="list-style-type: none"> <li>Each member of teaching staff will be coached by a dedicated coach once a fortnight. <b>£96,000</b></li> <li><b>Instructional Coaching programme</b> facilitated and quality assured through the STEP LAB software package. <b>£2065</b></li> </ul>	<p>Instructional coaching is promising as the only form of CPD that reliably affects student achievement (Kraft et al., 2018).</p> <p><a href="#">Implementing Instructional Coaching</a> <a href="#">Chartered College of Teaching</a></p>	1, 2
<p>Our <b>SSAT Embedding Formative Assessment Programme</b> will allow our Quality of Education team, Heads of Faculty and our teachers to gain valuable insights into student learning, identify areas for improvement, and adapt teaching strategies to meet individual needs, enhancing student achievement and engagement. <b>£11,206</b></p>	<p>Students in the Embedding Formative Assessment schools made the equivalent of two additional months progress in their Attainment 8 GCSE score, using the standard EEF conversion from pupil scores to months progress. This result has a very high security rating, delivered at low cost.</p> <p><a href="#">EEF EFA Report (2018)</a></p>	1, 2
<p><b>Sparx Maths &amp; Sparx English</b> software to improve the progress in Maths &amp; English. <b>£8870</b></p>	<p>EEF evidence shows that feedback that moves learning forward has the most impact on student performance. Sparx</p>	1, 2

	software is intuitive and 'learns' based on students answers to provide targeted support. <a href="#">EEF Feedback evidence base</a>	
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### Targeted academic support

**Budgeted cost: £77,869**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Reading Wise Interventions</b> Staffing costs <b>£3,536</b> Reading wise software costs <b>£6,364</b> GL Assessments NRG software costs <b>£2,977</b>	Reading and comprehension strategies are high impact (+6 months progress).  <a href="#">EEF Comprehension strategies evidence base</a>	3
Deploy a specialist internal provision <b>The Bridge</b> , to support the graduated reintegration of Severely Absent (SA) students. Operated by 1 teacher and supported by 1 teaching assistant. <b>£64,992</b>	On average, individualised instruction approaches have an impact of 4 months' additional progress  <a href="#">EEF Individualised Instruction evidence base</a>	4

### Wider strategies

**Budgeted cost: £103,115**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention contract with local alternative provision (CHANCES) to support students at risk of permanent exclusion with academic progress. <b>£30,600</b>	The average impact of behaviour interventions is four additional months' progress over the course of a year. EEF evidence base suggests that targeted programmes tend to demonstrate bigger effect on behaviour outcomes compared to whole class or whole school. <a href="#">EEF Social &amp; Emotional Learning evidence base</a>  The average impact of successful SEL (Social & Emotional Learning) interventions is an additional four months' progress over the course of a year. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. <a href="#">EEF Behaviour Interventions evidence base</a>	1, 2, 4, 5
Commission specialist and targeted behavioural intervention programmes, <b>John Gayle &amp; SPACE</b> to support behaviour and wellbeing with key identified individuals. <b>£34,515</b>		1, 2, 4, 5
Commission support of specialist strategic <b>attendance consultant</b> Wayne Westacott, to drive improvements in attendance, specifically of Persistently Absent (PA) and Severely Absent (SA) students. <b>£15,000</b>	<b>Overall Attendance Rates</b> During the academic year 22-23 the overall rate of attendance for PP student was 80.9%, for non-PP it was 90.2%  <b>Persistent Absence Rates</b>	4

	During the academic year 22-23 the overall rate of attendance for PP student was 57.0%, for non-PP it was 53.2%	
Financial support with uniform, trip remissions, and learning materials £100 per DS student per year. <b>£23,000</b>	<p>EEF advises that If a school uniform is in place, it is important to consider how to support families that may not be able to afford uniform.</p> <p><a href="#">EEF School Uniform evidence base.</a></p> <p>EEF advises that pupils from disadvantaged backgrounds may be less likely to be able to benefit from sports clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them.</p> <p><a href="#">EEF Physical Activity evidence base</a></p>	4, 5

**Total budgeted cost: £299,125** (£237,015 from PP, £60,444 from Recovery premium, £1,666 from other school budgets)

## 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 quality first teaching and establishing high expectations and a positive school culture has been prioritised within a new strategy.

This is 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. Much of the work on improving teaching and learning and targeted academic support have been strategic and preparatory ready launch this academic year. Therefore, impact assessment as this stage is limited. However, some work on supporting students with recidivist poor conduct and associated behaviours via social and emotional learning interventions were developed during 22-23, some impact assessments are described below under wider strategies.

### Teaching

#### 22-23

Timetable and staffing structure adjustment made to provide 1 hour extra of non-contact time per teaching member of staff per fortnight to facilitate the Implementation of Instructional Coaching. Selected team of coaches received training. Additional Deputy Headteacher recruited to specifically lead on Teaching & Learning (leading Instructional Coaching & whole school literacy strategy).

EEF Embedding Formative Assessment Programme application and training of key staff.

#### 23-24

Instructional Coaching launched Sept 23

EEF Embedding Formative Assessment Programme launched Sept 23

### Targeted academic support

#### 22-23

Whole school literacy strategy developed to include NRG testing, whole school guided reading in form time, and extraction from this guided reading for key students requiring additional and targeted support.

Bridge centre building works commenced and completed.

#### 23-24

Whole school Whole school literacy strategy launch, NRG T testing completed and reading support extraction commenced.

Bridge centre opening Dec 2023.

## Wider Strategies

### 22-23

38 students took part in the SEL intervention programme, of which 68% were disadvantaged students.

When comparing the number of total days suspended data if this cohort, between the autumn term 2022 and the summer term 2023:

- The total number of days suspended of students that participated in the SEL intervention were significantly reduced from 113 to 77.5
- There was an **elimination of suspensions** altogether observed in 21% of students that participated in the SEL intervention.
- There was a **significant reduction** (greater than 50%) of total days suspended observed in 55% of the students that participated in the SEL intervention.
- There was a **reduction** of total days suspended observed in 72% of the students that participated in the SEL intervention.

Student	DS?	Autumn 22	Summer 23	Impact
1	Y	-2.5	0	Elimination of suspensions
2	Y	3.5	0	Elimination of suspensions
3	Y	7	0	Elimination of suspensions
4	N	3.5	0	Elimination of suspensions
5	Y	3.5	0	Elimination of suspensions
6	Y	6	0	Elimination of suspensions
7	N	3	0	Elimination of suspensions
8	N	2.5	0	Elimination of suspensions
9	Y	15.5	1.5	Greater than 50% reduction
10	N	9.5	1.5	Greater than 50% reduction
11	Y	17	2.5	Greater than 50% reduction
12	Y	26	4.0	Greater than 50% reduction
13	Y	11	5	Greater than 50% reduction
14	Y	17	2.5	Greater than 50% reduction
15	N	7	1.5	Greater than 50% reduction
16	Y	23.5	7.5	Greater than 50% reduction
17	Y	13	5.5	Greater than 50% reduction
18	Y	19.5	4	Greater than 50% reduction
19	Y	14.5	3	Greater than 50% reduction
20	N	14	2.5	Greater than 50% reduction
21	N	15	2.5	Greater than 50% reduction
22	Y	3.5	2.5	Marginal reduction
23	Y	9	5	Marginal reduction
24	N	5	3.5	Marginal reduction
25	Y	0	14.5	Marginal reduction
26	Y	12.5	14	Marginal reduction
27	Y	7.5	9	Marginal reduction
28	N	0.5	5	Increase
29	Y	2	6.5	Increase
30	N	0	1	Increase
31	N	8	6.5	Increase
32	N	2.5	6.5	Increase
33	Y	4.5	14.5	Increase
34	N	8.5	14	Increase

35	Y	4	13.5	Increase
36	Y	3.5	12	Increase
37	Y	7.5	9	Increase
38	Y	2.5	6.5	Increase
		113	77.5	

#### Externally provided programmes

Programme	Provider
Embedding Formative Assessment	SSAT
Sparx Maths	Sparx
Sparx Reader	Sparx

