

## Pupil premium strategy statement

This statement details our school’s use of pupil premium 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
The Complete Education Solution	31.8.2022
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022-2025
Date this statement was published	31.8.2022
Date on which it will be reviewed	01.08.2023 18.01.2024
Statement authorised by	Elaine Renker
Pupil premium lead	Ishamar Blake
Governor	Nick Pratt

## Funding overview

Academic Year	Number of pupils on role	% with EHCP	% of pupils receiving pupil premium (paid to the Local Authority)	Date of review of impact
2022-2023	186	100%	38%	Sept 2023
2023-2024	184	100%	28%	Oct 24

## Rates of Eligible Pupils 2024-2025

Disadvantaged Pupils	PPG per pupil rate
Pupils in year groups reception to year 6 recorded as FSM Ever 6, plus NRPF pupils in these year groups who are eligible for FSM	£1480
Pupils in years 7 to 11 recorded as FSM Ever 6, plus NRPF pupils in these year groups who are eligible for FSM	£1050.00
Looked-after children (LAC)	£2570
Previously looked-after children (PLAC)	£2570

## Part A: Pupil premium strategy plan

### Statement of intent

#### Objectives for the use of Pupil Premium at TCES

The Pupil Premium allocated to our pupils will be used to provide additional educational and attendance support, amongst others, to improve the progress and to raise the standard of achievement for these pupils, this includes:

- Bespoke specialist trips to support learning
- Sports events and competitions i.e., Celebration Day to enhance inclusion
- Additional support to improve attendance
- Coffee morning to engage parents to improve pupil outcomes
- Breakfast club and fruit for the day
  - Wellbeing incentives for pupils – e.g. Wake up and Shake up etc
- Reward voucher system for pupils to improve engagement, attendance, and behaviour
- Family support workers to engage the family as a whole and improve outcomes
- Leadership courses including peer mentoring and sports leadership
- Activity clubs and competitions
- Educational platforms to improve progress in Maths and English
- Chromebook to access remote learning

\*This is not an exhaustive list.

The funding will be used to support and narrow the gap between the achievement of these pupils and their peers. Research evidence shows that children who are disadvantaged can experience a range of challenging social and economic conditions that include:

- Living in overcrowded or inhabitable living conditions that can negatively affect personal and cognitive development.
- Unable to access basic nutritional items such as fruit and vegetables that are critical for healthy brain development.
- Greater exposure to unhealthy lifestyles such as drinking and smoking.
- Insecure attachment that leads to pupils having negative views about themselves that leads to worse resilience, behavioural problems, and poor school attendance.
- Adverse childhood experiences that can act as a barrier to concentration and learning.
- Less opportunity to partake in enrichment opportunities and academic support such as home computers and tuition.
- May come from families that underestimate the impact they have on their child's development and therefore learning leading to lower career aspirations.

Our aim is to use Pupil Premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils.

We will also provide disadvantaged pupils with support to develop leadership and life skills and continue to ensure that high quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels, this will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood and employability.

### Challenges

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

	Detail of Challenge
1	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communication and expressing their needs than their peers, including non-verbal, limited language and social interactions difficulties.
2	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills e.g., independent travel.
3	For some pupils their attendance is below our expectations, and they miss out on important learning.
4	We recognise we need to raise the aspirations of our children in partnership with parents and carers by setting high expectations and increasing pupil’s culture capital through hands-on experiences.
5	Emotional wellbeing of pupils. Some pupils eligible for pupil premium have low self-esteem and low self-confidence particularly after extended periods of historic non-attendance.
6	<p>Planned opportunities across the curriculum should be provided for pupils to:</p> <ul style="list-style-type: none"> <li>• read and follow written instructions</li> <li>• read and engage with narratives of events or activities</li> <li>• read out loud</li> <li>• follow up their interests and read texts of varying lengths</li> <li>• question and challenge printed information and view</li> <li>• read with understanding descriptions of processes, structures, and mechanisms</li> <li>• read and explore ideas and theories</li> <li>• learn how to sift and select, and take notes from text and read to locate and re-locate information</li> <li>• learn how to skim for overall meaning and scan for key points, words, and phrases</li> <li>• use reading to research and investigate from printed words, moving images, ICT texts</li> <li>• read for pleasure including in ‘Drop Everything and Read’ timetabled sessions.</li> </ul>

	<p>We have purchased and implemented Bedrock learning platform, including training for all staff, pupils have regular D.E.A.R. sessions, access to age appropriate and motivating texts in order to further improve their reading skills.</p> <p>All pupils should be independent readers.</p>
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## 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
Improved attainment for disadvantaged pupils in all subjects, relative to their starting points as identified through their baseline assessments.	An increase in the number of disadvantaged pupils entered for GCSE subjects. For those that are entered, results show a reduction in the attainment gap between disadvantaged pupils and their peers.
Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	Assessment of pupils' language comprehension shows a reduction in the disparity in outcomes between disadvantaged pupils and their peers in our school.
Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	Through achievement of EHC plan termly outcomes.
Disadvantaged pupils have a greater confidence and independence to help them engage more with the wider community and prepare for adulthood and employability.	Through observations and discussions with pupils and their families.
Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	All disadvantaged pupils are able to access high quality work experience and careers mentoring. By the end of 2024/25, disadvantaged pupils are progressing to higher or further education at the end of KS5 in the same number as their peers.

## 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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train all staff in comprehensive CPD programme enabling a consistent approach across the schools with a professional staff team.	Staff demonstrate a consistent approach with regular training in specific areas identified by pupils individual needs.	1, 2, 3, 4, 5.

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide electronic devices for pupils to access remote learning including modems if required.	Pupils show confidence interacting with IT and achieve greater engagement and enjoyment with lessons. Pupils will have easy access and individual equipment to promote greater progress and independent learning.	1, 3, 5.
Enrichment & Educational Trips. Increase cultural capital to access practical activities to continue to develop independence and progress to include i.e., horse riding, sports events, and museum visits.	Greater engagement encouraging pupils to gain progress, achieve life experience and independence, to include promoting participation in groups.  Pupil talents are encouraged, and cultural capital built through curricular activities.  Pupils are reported to have positive experiences that were strengths based and talent lead. This led to improved pupil wellbeing.	1, 2, 3, 4, 5, 6.

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Building on pupils culture capital through school trips, outdoor learning, and whole school events.	Learning is contextualised in concrete experiences in a language rich environment. Pupil voice and pupil council reflects engagement and enjoyment of visits.	1, 2, 3, 4, 5.

	<p>The Education Endowment Foundation (EEF) states sport participation increases educational engagement and attainment alongside many other benefits.</p> <p>EEF states that outdoor adventure learning shows positive benefits on academic learning and self-confidence.</p>	
Wellbeing Coach	Wellbeing sessions delivered individually and in groups on healthy eating, keeping in shape and being active. Virtual sessions are also available.	2, 5
Independence Skills Challenge	Personal skills development programme that includes recording evidence of skills achieved. Designed specifically to support transition into adulthood	2
Breakfast Club	<p>In school parent and child feedback.</p> <p>Increase in engagement and a decrease in behaviours.</p>	3, 4, 5.

## 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 2021 to 2022 academic year.

The outcomes:

- Intended success achieved.
- Engagement tracker reflected pupils engaged.
- Gaps in education were reduced due to the pandemic.
- IT equipment has given pupils access to distance and blended learning and has continued into your permanent blended offer.
- Staff CPD – Upskills staff for phonics training enabled the delivery for bespoke online learning for pupils.
- Reward Vouchers enabled schools to purchase additional schools resources, clothing, toiletries, and books for reading for learning. Supporting learning and participation in competitions.
- Art of the Possible – included art supplies, musical instruments, photography equipment and wellbeing resources.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.*

Programme	Provider
Maths	My Maths
English	Bedrock and Lexia
Music	Rapping with a Workshop.